

GCSE (9-1) Music



Student exemplars

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Music (1MU0)

First teaching from September 2016

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Issue 1

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About this exemplar pack

This pack has been produced to support Music teachers delivering the new GCSE Music specification (first teaching September 2016; first assessment summer 2018).

The pack contains exemplar student responses to the GCSE Music Appraising paper, questions 1-8. It shows real student responses to the questions taken from the sample assessment materials. Please [see the example course planners](#) for more support on delivering the course content.

These questions address two Assessment Objectives: AO3 and AO4.

AO3 – Demonstrate and apply musical knowledge

AO4 - Use appraising skills to make evaluative and critical judgements about music

The examples in the pack show responses to the GCSE questions, in which candidates will have listened to extracts from the set works.

Following each answer you will find examiner comments on how the marks have been awarded, and any ways in which the response might have been improved.

EXEMPLAR RESPONSES

Question 1

Star Wars

SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box . If you change your mind about an answer, put a line through the box and then mark your new answer with a cross .

John Williams: Star Wars IV – A New Hope (0.00–1.30)

1 Listen to the following extract which will be played **three** times.

(a) The opening of this piece of music is a fanfare.

Which **two** of the following perform during the fanfare?

Put crosses in the two correct boxes.

- A** Brass ✓
- B** Strings
- C** Percussion ✓
- D** Voices
- E** Woodwind

(2)

2

Two marks awarded for correct answers selected.

(b) State **two** purposes of the fanfare at the start of the extract.

(2)

it gets everyone excited and makes it feel like it is really important.
= celebration

Only one mark awarded for one stated purpose - the fanfare is 'important' which equals 'celebration' from the mark scheme.

(b) State **two** purposes of the fanfare at the start of the extract.

(2)

to create excitement, x = vague.

0

No mark awarded as 'to create excitement' is too vague.

(b) State **two** purposes of the fanfare at the start of the extract.

(2)

to introduce the tune, to create contrast, to grab your attention

2

Two marks awarded as two correct answers given: 'to introduce' and 'grab your attention' (as per 'attention-grabbing', in the mark scheme)

(b) State **two** purposes of the fanfare at the start of the extract.

(2)

It introduces the extract dramatically

2

Two marks awarded as two correct answers given: 'introduces' and 'dramatically' (as per 'attention-grabbing', in the mark scheme)

(b) State **two** purposes of the fanfare at the start of the extract.

(2)

Provide introduces the film, sets the scene.

1

Only one mark awarded because only one correct answer given.

- (c) (i) Describe why this extract provides a suitable beginning to a film entitled 'A New Hope'.

(1)

~~Energetic and high~~, Give's you hope. = optimistic

Mark awarded because 'hope' equals 'optimistic' in the mark scheme.

- (c) (i) Describe why this extract provides a suitable beginning to a film entitled 'A New Hope'.

(1)

Its big and triumphant

Mark awarded because 'triumphant' equals 'ceremonial' in the mark scheme.

- (c) (i) Describe why this extract provides a suitable beginning to a film entitled 'A New Hope'.

(1)

- Sounds uplifting a powerful as it's in a major key. A new hope symbolising the end of a war + it sounds like it's marching along.

Mark awarded because 'uplifting' equals 'optimistic' in the mark scheme.

- (c) (i) Describe why this extract provides a suitable beginning to a film entitled 'A New Hope'.

(1)

It is in a major key which is suitable as 'hope' is a happy feeling.

Mark awarded because 'major key' equals 'major' in the mark scheme.

(c) (i) Describe why this extract provides a suitable beginning to a film entitled 'A New Hope'.

(1)

Its Nice, Exciting and Fresh and clean

No mark awarded because no appropriate musical vocabulary is used.

(ii) Give **two** musical ways in which John Williams has achieved a march-like feel in this music. You should refer to **two** of the following: rhythm, tempo, instrumentation.

(2)

1 tempo started to speed up. *

2 the pitch was loud and back to lower then started rising. *

No marks awarded as neither answer corresponds to the mark scheme.

(ii) Give **two** musical ways in which John Williams has achieved a march-like feel in this music. You should refer to **two** of the following: rhythm, tempo, instrumentation.

(2)

1 The rhythm is very consistent and march-like.

2 The tempo is also very consistent.
=> steady pulse

One mark awarded because 'consistent' equals 'steady pulse' from the mark scheme.

(ii) Give **two** musical ways in which John Williams has achieved a march-like feel in this music. You should refer to **two** of the following: rhythm, tempo, instrumentation.

(2) 0

1 Lots of trumpets - instrumentation X

2 Quite fast tempo like a march. X

No marks awarded as neither answer corresponds to the mark scheme.

(ii) Give **two** musical ways in which John Williams has achieved a march-like feel in this music. You should refer to **two** of the following: rhythm, tempo, instrumentation.

(2) 2

1 The use of trumpets ^{x = MS = Brass} gives a military feel to the music

2 ~~Steady~~ steady crotchet beats ^{= steady pulse} in the percussion during parts of the main idea parts

While trumpets is given in the answer, the mark scheme requires 'brass' to be awarded a mark. However two marks are awarded as 'steady crotchet' equals 'steady pulse' from the mark scheme and 'percussion' is correct.

(ii) Give **two** musical ways in which John Williams has achieved a march-like feel in this music. You should refer to **two** of the following: rhythm, tempo, instrumentation.

- (2) 2
1. He used the brass and percussion to make it feel like a military band. 3 points = max 2
2. The tempo is about $\text{♩} = 110$ so a perfect marching tempo. = steady tempo

While three valid points are made, there are only two marks available for this question, so two marks are awarded for the 'brass' and 'percussion' answers.

(ii) Give **two** musical ways in which John Williams has achieved a march-like feel in this music. You should refer to **two** of the following: rhythm, tempo, instrumentation.

- (2) 2
1. steady tempo and rhythm with brass and percussion stressing the first beat
2. A ~~rhythm~~ steady rhythm = max 2

While four valid points are made, there are only two marks available for this question, so two marks are awarded.

(ii) Give **two** musical ways in which John Williams has achieved a march-like feel in this music. You should refer to **two** of the following: rhythm, tempo, instrumentation.

- (2) 0
1. Rhythm of instruments X
2. tempo of instruments X

No marks are awarded because the student has repeated the words from the question which are not valid answers.

(d) Describe the dynamics and tempo towards the end of the extract.

(2)

Dynamics

The dynamics diminuendo

2

Tempo

The tempo gets slower

(Total for Question 1 = 9 marks)

Two marks are awarded for two correct answers which use correct musical vocabulary.

(d) Describe the dynamics and tempo towards the end of the extract.

(2)

Dynamics

It get louder at the exciting bits and quite^x at less

Tempo

It gets slower and more quite to end the
uplifting of the song

(Total for Question 1 = 9 marks)

* Even though 'Dynamics' line is wrong.
There are two credit worthy points on 'Tempo'.

While the dynamics answer is incorrect, there are two valid answers for tempo, so two marks are awarded.

(d) Describe the dynamics and tempo towards the end of the extract.

(2) 2

Dynamics

Dynamics go from forte to piano. ✓

Tempo

It goes from a fast marching pace to it being slow and legato. ✓

(Total for Question 1 = 9 marks)

Two marks are awarded for two correct answers.

(d) Describe the dynamics and tempo towards the end of the extract.

(2)

Dynamics

~~Stronger~~ Quieter 2

Tempo

Slows down

(Total for Question 1 = 9 marks)

Two marks are awarded for two correct answers.

Question 2

Brandenburg Concerto No. 5

J. S. Bach: Brandenburg Concerto no. 5 in D major (3rd movement) (0.00–1.23)

2 Listen to the following extract which will be played **three** times.

(a) Which word describes the texture of the opening two bars of the extract?

Put a cross in the correct box.

- A Heterophonic
- B Homophonic
- C Monophonic
- D Polyphonic

(1)

One mark awarded for selecting the correct answer.

(ii) Explain how significant the role of the harpsichord player is in this extract.

(3) 0

The harpsichord is significant it adds layers
and gives it more structure = vague

No marks awarded because the answer is too vague and does not use any musical vocabulary.

(b) Name the first **two** instruments that play in the extract.

(2)

1. Flute
2. Violin

2

Two marks awarded for naming the two correct instruments.

(c) (i) Name **two** of the instruments that play the continuo part in the extract.

(2)

1. Harp x
2. Cello

1

Only one mark awarded for naming one correct instrument.

(c) (i) Name **two** of the instruments that play the continuo part in the extract.

(2)

1. Double bass. ✓
2. Harpsichord. ✓

2

Two marks awarded for naming the two correct instruments.

(ii) Explain how significant the role of the harpsichord player is in this extract.

(3)

It is very significant as it provides a bass for the other instruments.

1

One mark awarded for stating the significance is due to it providing the 'bass'.

(ii) Explain how significant the role of the harpsichord player is in this extract.

(3) 3

They swap between doing the continuo ^{= continuo} and also
^{= soloist}
Solo movements. It provides texture and completes
the harmony.

Three marks awarded for giving three correct reasons for the harpsichord's significance.

(ii) Explain how significant the role of the harpsichord player is in this extract.

(3) 0

It kept going with the rhythm and it is different
to all the other instruments and it stands out

Despite three reasons being given none is correct so no marks are awarded.

(ii) Explain how significant the role of the harpsichord player is in this extract.

(3) 3

IT IS VERY SIGNIFICANT AS IT NOT ONLY FILLS IN THE HARMONY WITH THE CONTINUO BUT IT
^{= completes the harmony}
ALSO PLAYS SOLOS WITH THE CONCERTING AT TIMES WHEN ~~OTHER~~ ^{CHORDS ARE COMPLETED} INSTRUMENTS ARE BY OTHER
INSTRUMENTS.

Three marks are awarded for three correct answers, including 'fills in the harmony' which equals 'completes harmony' in the mark scheme.

(ii) Explain how significant the role of the harpsichord player is in this extract.

(3)

- the harmony is more complete = complete harmony
- stands out with ascending and descending scales and semiquavers
- thicken the texture

One mark is awarded for just one correct answer: the harmony is more complete' which equals 'completes harmony' in the mark scheme.

(d) This piece is based on a gigue.

Which **two** of the following are features of a gigue?

Put crosses in the two correct boxes.

(2)

- A Accent on second beat
- B Dotted notes
- C Lively tempo
- D Regular beat
- E Sad mood

(Total for Question 2 = 10 marks)

Only one mark awarded for selecting one correct answer.

Question 3

Killer Queen

Queen: Killer Queen (2.00–2.46)

3 Listen to the following extract which will be played **three** times.

(a) Identify the musical genre of this piece of music.

(1)

rock

One mark awarded for stating correct answer.

(b) Explain how **one** feature of rhythm in this extract helps to create the mood of the music.

(2)

The rhythm is steady. x

No mark awarded as an incorrect feature of rhythm is identified and no reason is given for how this creates the mood of the music.

(b) Explain how **one** feature of rhythm in this extract helps to create the mood of the music.

(2)

Steady Qstmate on the hi-hat in the drum kit creates a swinging rhythm. = shuffle / Swing

One mark awarding for correctly identifying a feature of rhythm ('swinging' which equals 'shuffle/swing' in the mark scheme) but second mark as no reason given for how this creates the mood of the music.

(b) Explain how **one** feature of rhythm in this extract helps to create the mood of the music.

(2)

ostinato

X

0

No mark awarded as incorrect answer given.

(b) Explain how **one** feature of rhythm in this extract helps to create the mood of the music.

(2) 2

THE REGULAR BEAT HELPS REINFORCE THE SONG'S LIGHT FEEL AND MAKES IT EASY TO DANCE TO.

Two marks awarded as correct feature of music identified and valid explanation given as to how it creates the mood of the music.

(c) Identify the studio effect heard towards the end of the extract.

(1)

Put a cross in the correct box.

- A Chorus
- B Flanger
- C Pitch Shift
- D Wah Wah

✓

1

One mark awarded for selecting correct answer.

(d) The band Queen consisted of four members.

Give **three** reasons why the band would **not** have been able to perform this track live exactly as it sounds on the recording.

(3) 3

- 1 Freddy Mercury's voice is distorted temporarily using equipment. = studio effects.
- 2 There were more instruments on the track. = multitracking.
- 3 Vocals were layered. = vocal harmonies.

(Total for Question 3 = 7 marks)

Three marks awarded for giving three correct reasons, which the examiner has interpreted as correctly matching the mark scheme.

(d) The band Queen consisted of four members.

Give **three** reasons why the band would **not** have been able to perform this track live exactly as it sounds on the recording.

(3) 3

- 1 THERE ARE MANY STUDIO EFFECTS ADDED POST-RECORDING THAT WOULD BE DIFFICULT TO RECREATE LIVE.
- 2 THERE IS USE OF MULTITRACK RECORDING TO CREATE A FULLER TEXTURE, RESULTING IN MORE PARTS BEING HEARD THAN CAN BE PLAYED BY 4 PEOPLE.
- 3 THERE COULD HAVE ^{BEN} MISTAKES IN LIVE PERFORMANCE THAT ^{WOULD} ~~NOT~~ BE POSSIBLE TO CORRECT IN A STUDIO SETTING. = final credit point.

(Total for Question 3 = 7 marks)

Three marks awarded for giving three correct reasons.

(d) The band Queen consisted of four members.

Give **three** reasons why the band would **not** have been able to perform this track live exactly as it sounds on the recording.

(3) 3

1. They have put more guitar harmonies on the recording than is possible.
2. They have used studio effects which you can't use live.
3. They have used ^{than 4} more vocal harmonies than ~~4~~ so not all harmonies can be used.

(Total for Question 3 = 7 marks)

Three marks awarded for giving three correct reasons.

Question 4

Defying Gravity

'Defying Gravity' from Wicked (1.20-2.40)

4 Listen to the following extract which will be played **three times**.

- (a) (i) The first two phrases are 'something has changed within me' and 'something is not the same'.

Identify **two** differences and **two** similarities between the melody and rhythm of these two phrases.

(4)

Differences

1 there are long notes at the start
not regular beat *

2 ~~one~~ the build up uses high instruments
such as flutes, clarinet * not talking about
melody / rhythm

Similarities

1 pitch is the same when singing
= vague.

2

No marks awarded as incorrect answers given which are not related to the melody and rhythm.

4 Listen to the following extract which will be played **three times**.

(a) (i) The first two phrases are 'something has changed within me' and 'something is not the same'.

Identify **two** differences and **two** similarities between the melody and rhythm of these two phrases.

(4)

Differences

1 _____ 2

2 _____

Similarities

1 rhythm

3 points = max 2

2 dynamics; they end on the same note and the first three notes are the same.

No differences stated so no marks awarded.

Three valid points made for similarities but there are only two marks available, so both awarded.

4 Listen to the following extract which will be played **three times**.

- (a) (i) The first two phrases are 'something has changed within me' and 'something is not the same'.

Identify **two** differences and **two** similarities between the melody and rhythm of these two phrases.

(4)

Differences

1 Different pitch pitches

2

2 instruments x

Similarities

1 Same time x

2 Same chord

Two marks awarded for two valid points given.

- (ii) Which **two** of the following chords alternate in the opening phrases of the extract?

Put crosses in the two correct boxes.

(2)

A I ✓

B II

C III ✓

D IV

E V

2

Two marks awarded as two correct answers selected.

(b) Name **two** instruments that play the accompaniment in the first half of the extract up to 'close my eyes and leap'.

(2)

1. Guitar x = vague

2. Piano ✓

One mark awarded for correctly stating piano.

No mark awarded for guitar as this is too vague.

(b) Name **two** instruments that play the accompaniment in the first half of the extract up to 'close my eyes and leap'.

(2)

1. piano ✓

2. bass guitar x

One mark awarded for correctly stating piano.

No mark for bass guitar as electric guitar is the correct answer

(c) Identify the musical interval between 'and' and 'leap'.

(1)

~~diatonic~~ PERFECT 5TH ✓

(Total for Question 4 = 9 marks)

One mark awarded for giving correct answer, 'perfect fifth'

Question 5

Samba Em Preludio

Esperanza: Samba Em Preludio (0.00–0.45)

5 Listen to the following extract which will be played **three** times.

(a) Which one of the following correctly describes the tonality of the extract?

Put a cross in the correct box.

(1)

- A Atonal
- B Major
- C Minor
- D Pentatonic

One mark awarded for selecting the correct answer.

(b) List **three** performance techniques used by the string bass player in the extract.

(3)

- 1 pizzicato
- 2 use of dynamics x
- 3 double-stopping

Two of three marks awarded for stating two correct performance techniques.

(b) List **three** performance techniques used by the string bass player in the extract.

(3)

3

1. Uses harmonics
2. Pizzicato.
3. Double stopping.

Three marks awarded for stating three correct performance techniques.

(c) The mood of this extract could be described as 'dreamy' or 'melancholic'.

Give **two** musical reasons to explain how this mood is achieved.

(2)

2

1. Slow melodies + legato
2. low pitch

Two marks awarded for stating two correct musical reasons.

(c) The mood of this extract could be described as 'dreamy' or 'melancholic'.

Give **two** musical reasons to explain how this mood is achieved.

(2)

2

1. use of free tempo
2. low notes and legato

Two marks awarded for stating two correct musical reasons.

(c) The mood of this extract could be described as 'dreamy' or 'melancholic'.

Give **two** musical reasons to explain how this mood is achieved.

(2) 2

- 1 slow; and legato is used to make it dreamy.
= slow tempo
= legato melody
- 2 Low in pitch
= low vocal range
(3 points = max 2)

While three correct musical reasons are given, only two marks are awarded as this is the maximum possible.

(d) Evaluate the suitability of the title *Samba Em Preludio* for this piece.

(4) 1

THIS TITLE ~~IS~~ CAN BE ALREADY AS BEING UNSUITABLE AS THE PIECE DOES NOT STRONGLY RESEMBLE
A SAMBA. HOWEVER, IT DOES SOUND SIMILAR TO THE FORM OF A PRELUDE AND
THE TITLE IN SPANISH IS REMINISCENT OF THE LATIN AMERICAN STYLE
OF THE PIECE.

(Total for Question 5 = 10 marks)

Only one mark awarded as one valid reason given ('sounds similar to the form of a prelude') but no justification or other reason and justification are given.

(d) Evaluate the suitability of the title *Samba Em Preludio* for this piece.

(4) 2

It is not very much like a "samba", as it does not have typical Latin American rhythms, * and it is dreamy and melancholic, unlike regular Latin American music which will be loud and lively, and there is use of legato which is more like Western Music.

* = 3rd line / bullet point in MS

(Total for Question 5 = 10 marks)

Two marks awarded as a valid reason and justification have been stated which correspond with the mark scheme.

(d) Evaluate the suitability of the title *Samba Em Preludio* for this piece.

(4) 1

The title 'Samba' would suggest the use of latin-american percussion. It would also suggest a fast tempo however both of these characteristics of samba music are not evident in this piece. However the harmony is similar to that of a samba and the voice sound ~~is~~ has a latin American feeling.
The

(Total for Question 5 = 10 marks)

One mark awarded for the given justification, but no marks awarded for no musical reason.

Question 6

Sonata in C minor

Beethoven: Sonata in C minor (Pathétique), first movement (1.50–2.59)

6 Listen to the following extract which will be played **three** times.

(a) Compare the left-hand and right-hand parts in the opening bars.

The left hand ^{at the start} is playing octave quavers whilst the right ⁽⁴⁾ hand is playing chords ~~quavers~~ staccato crotchets with some chords across ~~the~~ the right hand staccato crotchets are ascending. 3

Three marks awarded for three correct answers (two for left hand and one for right hand parts).

6 Listen to the following extract which will be played **three** times.

(a) Compare the left-hand and right-hand parts in the opening bars.

right hand has ascending staccato chords and fast scale melodies (4) 2

Two marks awarded for stating two correct answers.

6 Listen to the following extract which will be played **three** times.

(a) Compare the left-hand and right-hand parts in the opening bars.

(4) 2

THE RIGHT HAND PLAYS THE MELODY USING A VARIETY OF NOTE VALUES AND DOTTED RHYTHMS
WHEREAS THE LEFT HAND HAS STEADY QUAVERS; THE RIGHT HAND IS ALSO PLAYING TWO
= chordal
NOTES AT A TIME BUT THE PIANO ONLY PLAYS ONE NOTE AT A TIME.

Left hand = 1
right hand = 1

Two marks awarded for stating two correct answers.

(b) The extract starts in C minor.

Name the key of the music at the end of the extract.

(1) 1

E^o major (relative) ✓

One mark awarded for giving correct answer.

(b) The extract starts in C minor.

Name the key of the music at the end of the extract.

(1) 1

E^b major. ✓

One mark awarded for giving correct answer.

(c) Beethoven creates a sense of drama through the use of dynamic contrasts.

Explain **two** other ways Beethoven achieves a sense of drama in the extract.

(4) ○

1 He used rising sequence. The right hand crosses over
X

2 The use of octaves ~~use~~ in the left hand. X

No marks awarded as incorrect answers given.

(c) Beethoven creates a sense of drama through the use of dynamic contrasts.

Explain **two** other ways Beethoven achieves a sense of drama in the extract.

(4) 2

1 A fast tempo with fast scale flourish
and melodies.

2

Two marks awarded for stating how drama is achieved and its justification.

(c) Beethoven creates a sense of drama through the use of dynamic contrasts.

Explain **two** other ways Beethoven achieves a sense of drama in the extract.

(4)

1 THE CONTRAST OF LONG, LEGATO NOTE VALUES SUCH AS DOTTED CROCHETS AND MINIMS WITH
FLOWING RAVEL PASSAGES.

2 USE OF DISSONANCE SUCH AS DIMINISHED 7TH CHORDS.

One mark awarded for stating one correct way drama is achieved, but no justification marks are present.

(c) Beethoven creates a sense of drama through the use of dynamic contrasts.

Explain **two** other ways Beethoven achieves a sense of drama in the extract.

(4)

1 dramatic dynamics, diminished 7th

2 wide range of notes

(Total for Question 6 = 9 marks)

Two marks awarded for giving two correct ways drama is achieved, but no marks awarded as no justifications are giving.

(c) Beethoven creates a sense of drama through the use of dynamic contrasts.

Explain **two** other ways Beethoven achieves a sense of drama in the extract.

(4)

1 There is a wide-range of melodies, and dynamics.

2 There are dramatic harmonies = Vague

One mark for wide range of melodies, but no mark awarded for 'dramatic harmonies' as it is too vague.

Question 7

Dictation

Musical dictation

7 Listen to the following melody which will be played **four** times.

(a) Add the missing rhythm on the score below.

(3)

3

A musical score in 4/4 time. The first measure contains a quarter rest. The second measure has a triplet of eighth notes. The third measure has a quarter note, a quarter note, and a quarter note, with a bracket above the last two notes labeled 'rhythm?' and checkmarks below them. The fourth measure has a quarter note, a quarter note, and a quarter note, with a triplet bracket above the last two notes. The fifth measure has a quarter note, a quarter note, and a quarter note, with a triplet bracket above the last two notes. The sixth measure has a quarter note, a quarter note, and a quarter note, with a triplet bracket above the last two notes. The score ends with a double bar line.

(b) Add the missing pitches on the score below.

(3)

melody? 3

A musical score in 4/4 time with a key signature of one sharp (F#). The first measure contains a quarter rest. The second measure has a quarter note, a quarter note, and a quarter note, with a triplet bracket above the last two notes. The third measure has a quarter note, a quarter note, and a quarter note, with a triplet bracket below the last two notes. The fourth measure has a quarter note, a quarter note, and a quarter note, with a triplet bracket below the last two notes. The fifth measure has a quarter note, a quarter note, and a quarter note, with a triplet bracket below the last two notes and a bracket above them labeled 'melody?' with checkmarks below. The score ends with a double bar line.

(Total for Question 7 = 6 marks)

Six marks awarded for correct answer.

Musical dictation

7 Listen to the following melody which will be played **four** times.

(a) Add the missing rhythm on the score below.

(3) 3

A musical score in 4/4 time. The melody consists of four measures. The first measure has a quarter rest followed by a triplet of eighth notes. The second measure has a quarter note, a quarter note, and a quarter note. The third measure has a quarter note, a quarter note, and a quarter note. The fourth measure has a quarter note, a quarter note, and a quarter note. A bracket above the third measure is labeled 'rhythm?' with three red checkmarks below it. A red '3' is written to the right of the score.

(b) Add the missing pitches on the score below.

(3) 3

A musical score in 4/4 time with a key signature of one sharp (F#). The melody consists of four measures. The first measure has a quarter rest followed by a triplet of eighth notes. The second measure has a quarter note, a quarter note, and a quarter note. The third measure has a quarter note, a quarter note, and a quarter note. The fourth measure has a quarter note, a quarter note, and a quarter note. A bracket above the fourth measure is labeled 'melody?' with three red checkmarks below it. A red '3' is written to the right of the score.

(Total for Question 7 = 6 marks)

Six marks awarded for correct answer.

Question 8

Unfamiliar listening (0.48–1.29)

- 8 Listen to the following extract which will be played **three** times.

A skeleton score is provided below.

(a) instruments?

(b) Key and cadence?

(c) melodic device?

Bach: Brandenburg Concerto no.1 by Johann Sebastian Bach

(a) Give **two** differences between the music of bar 2 and the music of bar 3. You should refer to any two of the following: choice of instruments, melody, key.

Incorrect observation = no mark.

(2) 0

~~the~~ first bar is played by the violin

second bar is played by the oboe

first bar is played in major key.

second bar is played in minor key.

No marks awarded due to incorrect observations made.

(a) Give **two** differences between the music of bar 2 and the music of bar 3. You should refer to any two of the following: choice of instruments, melody, key.

(2) 0

The French horn and oboe play the tune in bar 3, and the key is in D minor.

= incorrect observation

= not established which bar.

No marks awarded due to incorrect observations made and not enough detail.

(b) Identify the key and cadence at bar 6, beat 4 to bar 7, beat 1.

(2)

Key

B^b major



2

Cadence

Perfect



Two marks awarded for giving two correct answers.

(b) Identify the key and cadence at bar 6, beat 4 to bar 7, beat 1.

(2)

Key

2

B^b MAJOR

Cadence

PERFECT

Two marks awarded for giving two correct answers.

(b) Identify the key and cadence at bar 6, beat 4 to bar 7, beat 1.

(2)

Key

1

F major ✗

Cadence

perfect ✓

Only one mark awarded for correct cadence. Incorrect key given so no mark.

(c) Name the melodic device used in bar 7 to bar 9, beat 1.

(1)

Sequence and Imitation

One mark awarded for giving correct answer.

(c) Name the melodic device used in bar 7 to bar 9, beat 1.

(1)

DESCENDING MELODIC SEQUENCE

One mark awarded for giving correct answer.

(d) Describe how the composer makes bars 10 to 16 sound different from the rest of the extract.

(2)

In bars 10 - 16 everyone plays together with no music solos. But the rest of the ~~extract~~

One mark awarded for 'everyone plays together' which corresponds to 'all of the instruments are playing at the same time' in the mark scheme.

(d) Describe how the composer makes bars 10 to 16 sound different from the rest of the extract.

(2)

ALL THE INSTRUMENTS ARE HEARD TOGETHER FOR THE FIRST TIME; VERY SHORT NOTE VALUES AT THE END.

Two marks awarded for two correct answers given – 'all the instruments are heard together' and 'very short note values at the end'.

(d) Describe how the composer makes bars 10 to 16 sound different from the rest of the extract.

(2)

for Everybody plays together.

One mark awarded for correct answer given.

(e) Identify the musical period in which this piece was composed.

(1)

Baroque.

(Total for Question 8 = 8 marks)

TOTAL FOR SECTION A = 68 MARKS

One mark awarded for correct answer given.