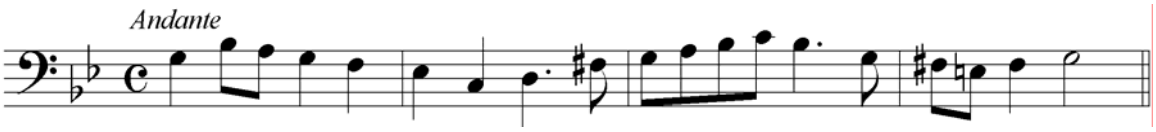
AP® MUSIC THEORY
2006 SCORING GUIDELINES

Question 1



SCORING: 9 points

Use EITHER the regular scoring guide OR one of the alternate scoring guides below.

I. Regular Scoring Guide

A. Award 1 point for each half-measure correct in both pitch and rhythm and add 1 point to the total. For example, a response that is correct in all aspects receives a score of 8 + 1, or 9.
- A "half-measure" is any set of two contiguous quarter-note beats of the original melody, even if occurring over a barline or beginning on a metrically weak part of the measure.
- To receive credit, a segment must not overlap with any other segment receiving credit.
- To receive credit, a segment may be metrically shifted from its original position. Exception: Give no credit for the final half note if notation of pitches continues thereafter.

B. Record any score of 4 or higher and move to the next book.

C. If, after applying I.A., the score is less than 4, try an alternate scoring guide.

II. Alternate Scoring Guides (Do ***not*** add the extra point to the total.)

A. Award ½ point per half-measure of correct pitches. (Maximum of 4 points.)

OR

B. Award ¼ point per half-measure of correct rhythm. (Maximum of 2 points.)

III. Rounding Fractional Scores

A. Half-point totals should be rounded down with one exception: a total score of 1½ should be rounded up to 2.

B. Quarter points should be rounded to the closest integer.

IV. Scores with Additional Meaning

1 This score may also be used for responses that have less than one half-measure correct in both pitch and rhythm but that have some redeeming qualities. (Do not add the extra point!)

0 A response that demonstrates an attempt to answer the question but that has no redeeming qualities (or only one).

— This designation is reserved for blank or irrelevant responses.

V. Notes

A. No enharmonic equivalents or octave transpositions are permitted.

B. If you use an alternate scoring guide, do *not* add the extra point to the total.

C. If you try both regular and alternate scoring guides, record the higher of the scores if there is a difference.

D. Scores from one guide may *not* be combined with those from another guide.

SECTION II, Part A

Music Theory

1A

Time—Approximately 68 minutes

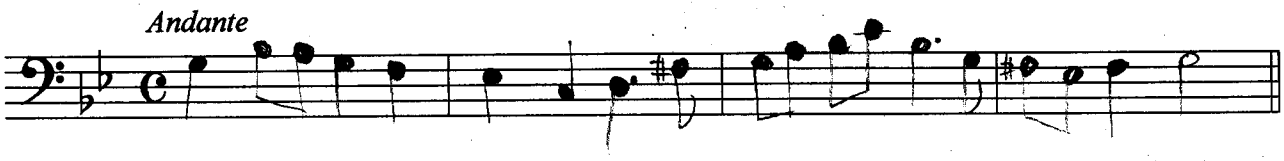
Answer questions 1-7 in the space provided. If you need to rewrite your answer to any question, use the blank pages at the end of the pink booklet and indicate on the original page where your final answer is. If you choose to use the green insert for scratch work, be sure to save time for writing your final answer in this pink booklet.

Questions 1-2

For each of these questions, you are to notate on the staves provided the correct pitch and rhythm of a short melody that you will hear. Make sure that any accidentals you use are appropriate for the key signature provided.
In each case, the pulse will be established before the first playing of the melody.

Question 1. The melody will be played three times. There will be a pause of 30 seconds after the first playing and a one-minute pause after each subsequent playing. The melody you will hear uses all four of the measures provided below and contains no rests. The melody will be played on a cello.

The pitch of the first note has been provided. Be sure to notate the rhythm of that note. Now listen to the melody for the first time and begin to notate it.



The melody for **Question 1** will now be played a second time.

The melody for **Question 1** will now be played a final time.

SECTION II, Part A

Music Theory

Time—Approximately 68 minutes

1B

Answer questions 1-7 in the space provided. If you need to rewrite your answer to any question, use the blank pages at the end of the pink booklet and indicate on the original page where your final answer is. If you choose to use the green insert for scratch work, be sure to save time for writing your final answer in this pink booklet.

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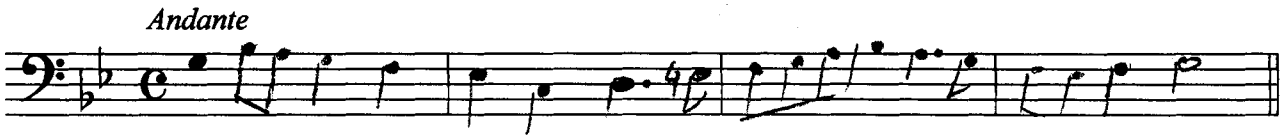

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SECTION II, Part A

Music Theory

Time—Approximately 68 minutes

1C

Answer questions 1-7 in the space provided. If you need to rewrite your answer to any question, use the blank pages at the end of the pink booklet and indicate on the original page where your final answer is. If you choose to use the green insert for scratch work, be sure to save time for writing your final answer in this pink booklet.

Questions 1-2

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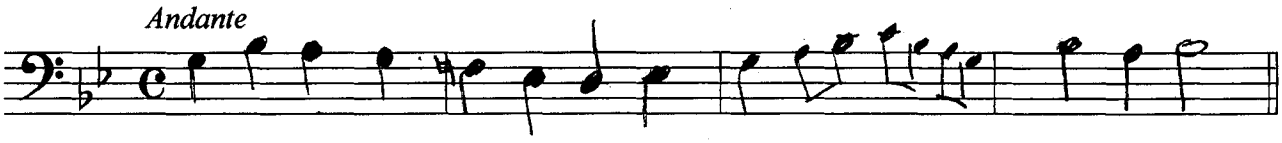

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AP® MUSIC THEORY
2006 SCORING COMMENTARY

Question 1

Overview

The intent of this question was:

- To assess students' ability to transcribe a melody into written notation
- To test students' skill with minor-mode melodies, especially the varied chromatic inflections of scale degrees 6 and 7
- To test students' ability to hear characteristic features of the melody, including:
    - mainly stepwise motion with occasional skips of a third
    - dotted rhythms
    - clear structural framework of tonic and dominant

Sample: 1A
Score: 8

This paper represents a good response. Seven segments are correct in pitch and rhythm (7 points). The single error is the missing E♮ in the first part of measure 4, which was a very common mistake in responses to this question. One point was added to 7 for a total score of 8.

Sample: 1B
Score: 5

This paper represents a fair response. Four half-measure segments, including the final half-note G, are correct in pitch and rhythm (4 points). Because the student does not add a stem to the given initial note-head G, the first half-measure segment did not earn a point, since no rhythm is indicated. This student's response did, however, earn 3 points in measures 1–2, because the scoring guide defines a "half-measure segment" to include two contiguous quarter-note beats, even if occurring over a barline or beginning on a metrically weak part of the measure. Thus, beginning with the second beat of measure 1, 1 point was awarded for each of the following contiguous half-measures: B♭–A–G; F–E♭; and C–D. [Note that the D must match its original duration (dotted quarter-note), and so the third contiguous segment in this response is an eighth-note longer than a half-measure. Had the student written the D as a quarter note (with no dot), the C–D segment would *not* have earned credit, because of incorrect rhythm. An acceptable rhythmic equivalent for the dotted quarter-note D, however, would be a quarter-note D tied to an eighth-note D.] In measure 4, necessary accidentals are missing for F♯ and E♮, a common error in responses to this question. One point was added to 4 for a total score of 5.

Sample: 1C
Score: 2

This paper represents a weak response. It contains just one correct half-measure segment, the quarter notes F–E♭ in measure 2. The regular scoring guide allows for the metric displacement (i.e., the segment is notated one beat too early), and so the segment earned 1 point. One point was then added for a final score of 2. Because the score is lower than 4, the student's response was also judged according to the alternate scoring guide (II.A.), for correct pitches. Using this method, the student's rhythmic notation was ignored, and the Reader compared pitch patterns to the original melody. Thus: (1) In measure 1, the first three pitches, G–B♭–A, correspond to the first half-measure segment of the original melody, earning ½ point.

AP® MUSIC THEORY
2006 SCORING COMMENTARY

Question 1 (continued)

(2) The next two pitches, G–F, match the second segment of the original melody; another ½ point was awarded. [Note: In measure 2, some Readers might consider the F–E♭ pitch segment and award ½ point. Because F is shared by both the G–F and F–E♭ segments here, one or the other segment may be counted for ½ point but not both. The scoring guide does not permit awarding points for both segments when there is such an overlap.] (3) The third matching pitch segment is in measure 3. In another case of overlap, the student could earn ½ point for the rising pattern, G–A–B♭–C, **or** for the pattern A–B♭–C–B♭. The latter pattern corresponds to the second through fourth pitches of the original melody, a segment that lasts at least a half-measure. (Recall that the half-measure duration of each pitch pattern was determined by the context of the pitches in the original melody; the student's rhythmic notation is not considered when using the alternate scoring guide for pitch.) According to the alternate scoring guide for pitch, this student response would earn 1½ points, which is the only ½-point score that rounds upward, for a total score of 2.