

**AP[®] MUSIC THEORY
2009 SCORING GUIDELINES**

Question S2

SCORING: 9 points

Use EITHER the regular scoring guide OR one of the alternate scoring guides, whichever gives the higher score.

I. Regular Scoring Guide

- A. Score 1 point for each segment (i.e., each half-measure) correct in pitch, rhythm, and tempo (0–8).
- B. If at least one segment is correct using **I.A.**, add 1 point for a complete response that has no hesitations or restarts (=overall flow; the “flow” point).
- C. Record any score of 4 or higher and move to the next tape/CD.
- D. If the score is less than 4, try an alternate scoring guide.

II. Alternate Scoring Guides (NB: Do *NOT* award the “flow” point in the alternate scoring guide.)

- A. If a student sings many of the pitches correctly but is consistently inaccurate in rhythm, you may determine holistically to award up to 4 points for pitch.

OR

- B. If a student is accurate or nearly accurate with respect to rhythm but is consistently inaccurate in pitches, you may determine holistically to award up to 2 points for rhythm.

III. Other Scores with Special Meanings

- 1 This score may be given to responses that have two or more redeeming qualities (e.g., retention of the tonic pitch and singing the melody with a correct contour; persistence alone is *not* a redeeming quality).
- 0 This score is for responses that have no redeeming qualities (or only one) but demonstrate an attempt to sing.
- The dash is reserved for totally irrelevant responses and blank tapes/CDs.

Notes:

- A. If a student restarts, score the last *complete* response, but do *not* award the “flow” point.
- B. Grade from the tonic established by the student. However, credit any exactly transposed segment approached by the correct interval. In other words, *any segment entered correctly (by the correct interval) is eligible for the point.*
- C. If the student changes tempo and continues in the new tempo, do not credit the segment where the change occurs, but credit the ensuing segments.
- D. The last note must be held at least to the attack of the fourth beat of measure four for that segment to receive credit.
- E. Ignore any use (correct or incorrect) of syllables, letter names, or numbers, as well as expletives, giggles, and the like.
- F. Refer often to the posted instructions concerning problem tapes/CDs.
- G. If you try both regular and alternate guides, record the higher of the scores.
- H. Scores from one guide may *not* be combined with those of another.
- I. Listen beyond the end of the performance to ensure that the student made no additional response.

AP[®] MUSIC THEORY

2009 SCORING COMMENTARY

Question S2

Overview

The intent of this question was:

- To test students' ability to sing in a minor mode and to differentiate between the three forms of minor.
- To test students' ability to sing chromatic alterations.
- To test students' ability to sing in simple meter.
- To test students' ability to sing leaps in the primary triads.
- To test students' ability to sing descending melodic minor.
- To test students' ability to sing in bass clef.
- To test students' ability to sing dotted rhythms—specifically, the dotted quarter note.
- To test students' ability to retain tonic and/or dominant from start to finish in a melody.
- To test students' recognition of a common melodic cadential ending.
- To test students' ability to establish a minor key with root and third.
- To test students' ability to distinguish between leading tone and dominant.

Sample: S2A

Score: 8

This represents a very good response. All eight segments of the melody are sung with correct pitch and rhythm. The slight problems with tuning did not affect the overall score, and the final note earned 1 point even though its duration is slightly shorter than notated. No flow point was awarded because the student restarts the performance after singing the first segment and part of the second. Scoring by segments was 1111 1111 + 0 (no flow) = 8.

Sample: S2B

Score: 6

This represents a good response. The student was awarded 1 point for singing the first segment correctly (the actual starting tempo differs from his preparatory counting). The second and third segments have errors in pitch, and the student changes tempo in segment three. Segment four is sung with correct pitch and rhythm in the tempo that was established in segment three and was awarded 1 point. The student changes tempo again in segment five and then maintains that tempo to the end. Except for the tempo change—which disqualifies segment five—the second half of the melody is sung with correct pitch and rhythm, so points were awarded for segments six through eight; 1 more point was awarded for overall flow. Scoring by segments was 1001 0111 + 1 = 6.

Sample: S2C

Score: 3

This represents a poor response. The student was awarded 1 point for singing the first segment correctly, but there are errors in pitch and rhythm in segments two and three. Segment four is entered by the correct interval (a whole-step) and is sung with correct rhythm, earning 1 point. In segments five through eight, the student continues in the new key that was established in segment four, but because the mode is altered to major, there are pitch errors in segments five and six. Segments seven and eight are sung with correct rhythm, but points were not awarded because pitch errors occur in both. One point was earned for overall flow. Scoring by segments was 1001 0000 + 1 = 3.