

# AP<sup>®</sup> MUSIC THEORY 2012 SCORING GUIDELINES

## Question S2

*Moderato*

*f*

### 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 (N.B.: 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 used for a response that has no redeeming qualities (or only one) or a response that is off topic or irrelevant.  
— The dash is reserved for blank tapes/CDs.

#### Notes:

- A. If a student restarts, score the last *complete* response, but do *not* award the “flow” point.
- B. Score 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 final eighth note 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. If you try both regular and alternate guides, record the higher of the scores.
- G. Scores from one guide may *not* be combined with those of another.
- H. Listen beyond the end of the performance to ensure that the student makes no additional response.

# AP<sup>®</sup> MUSIC THEORY

## 2012 SCORING COMMENTARY

### Question S2

#### Overview

The intent of this question was to test students' ability to:

- sight-read and sing a melody in minor mode, using various forms of the scale;
- sing an upward leap from *do* to *me*;
- sing a downward leap from *do* to *sol*;
- sing a melody with simple chromaticism, i.e., the leading tone of the dominant;
- sing in compound meter;
- sing note values of varying lengths, i.e., the beat, the division, and the subdivision;
- sing the rhythmic pattern of dotted eighth–sixteenth–eighth note;
- retain a sense of tonic; and
- read treble clef.

#### Sample: S2A

##### Score: 9

This represents an excellent response. The eight segments of the melody are sung correctly in terms of pitch and rhythm; 1 point was awarded for each segment. Because the melody is sung with no hesitations or restarts, 1 point was awarded for flow. Scoring by segments was  $1111\ 1111 + 1 = 9$ .

#### Sample: S2B

##### Score: 5

This represents a fair response. Segments one, four, five, and six are sung correctly in both pitch and rhythm, and 1 point was awarded for each of those segments. Segments two and three have incorrect pitches. Segment seven begins with an incorrect pitch. The note in segment eight is too short and did not receive credit. Because the melody is sung with no hesitations or restarts, 1 point was awarded for flow. Scoring by segments was  $1001\ 1100 + 1 = 5$ .

#### Sample: S2C

##### Score: 2

This represents a poor response. None of the segments have the correct pitches. However, the rhythm in segments one, two, four, five, six, and eight is correct. The alternate scoring guide for rhythm was used, and 2 points were awarded.