

# AP<sup>®</sup> MUSIC THEORY 2013 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. The last note may be eligible for the point if the student returns to the original tonic, even if the preceding segments have been transposed and the original tonic is not approached correctly.
- D. 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.
- E. 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.
- F. Ignore any use (correct or incorrect) of syllables, letter names, or numbers, as well as expletives, giggles, and the like.
- 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<sup>®</sup> MUSIC THEORY

## 2013 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 *me* to *do*;
- sing a downward leap from *sol* to *ti*;
- sing a melody with simple chromaticism, that is, the raised 3<sup>rd</sup> and 7<sup>th</sup> scale degrees;
- sing in simple meter;
- sing note values at the beat, the division, and the subdivision level;
- sing the rhythmic pattern of dotted eighth–sixteenth note;
- retain a sense of tonic; and
- read bass clef.

#### Sample: S-2A

##### Score: 8

This represents a very good response. The first seven segments are sung with correct pitch and rhythm; 1 point was awarded for each of these segments. The final segment is correct in pitch, but the duration is too short to earn credit. Because the melody is sung with no hesitations or restarts, 1 point was awarded for overall flow. Scoring by segments was 1111 1110 + 1 = 8.

#### Sample: S-2B

##### Score: 4

This represents a fair attempt to sing the melody. There are pitch errors in segments one and two. The student sings the final note of segment one on the third scale degree instead of the written fourth scale degree. Segment two is sung as a descending whole step beginning on scale degree four. No points were awarded for the first two segments. Segments three and four are both correct in pitch and rhythm and were awarded 1 point each. No points were awarded for segments five, six, or seven. Segment five ends with E-flat instead of the written E-natural. The rhythm and final pitch of segment six are incorrect. Segment seven begins with an A-flat. The note is held in segment eight to the beginning of the fourth eighth note and 1 point was awarded. Because the melody is sung without hesitations or restarts, 1 point was awarded for flow. Scoring by segments was 0011 0001 + 1 = 4.

#### Sample: S-2C

##### Score: 2

This represents a poor response. Only segment four is sung correctly in pitch and rhythm; 1 point was awarded. Because the melody is sung without hesitations or restarts, 1 point was awarded for overall flow. Because all eight segments are sung with correct rhythm, the alternate scoring guide for rhythm (II.B) can be used to award a score of 2. Note that the score of 2 using the regular scoring guide cannot be combined with the score of 2 from the alternate scoring guide. Scoring by segments was: 0001 0000+ 1 = 2.