

AP[®] MUSIC THEORY 2015 SCORING GUIDELINES

Question 2



0–9 points

Always begin with the regular scoring guide. Try an alternate scoring guide *only* if necessary. (See **I.D.**)

I. Regular Scoring Guide

A. Award 1 point for each segment correct in both pitch and rhythm.

- A “segment” is any half measure of the original melody, even if occurring over a bar line or beginning on a metrically weak pulse. (In common time or cut time, a segment is any set of two contiguous quarter-note beats; in compound duple meter a segment is any set of three contiguous eighth-note beats.)
- To receive credit, a segment must not overlap with any other segment receiving credit.
- Do not subdivide a note to identify a segment.
- To receive credit, a segment *may* be metrically shifted from its original position.
- Give no credit for the final dotted quarter note if notation of pitches continues thereafter.

B. If at least one segment is correct in pitch and rhythm, add 1 point to the total. For example, a response that is correct in all aspects receives a score of 8 + 1, or 9. Exception: Do not award a 9 unless all measures have the correct number of beats. Award an 8 (i.e., do not award the extra point) to an otherwise perfect response that does not use bar lines correctly.

C. Record any score of 4 or higher, and ignore the alternate scoring guides.

D. If after applying **I.A.** and **I.B.** 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 $\frac{1}{2}$ point per segment of correct pitches. (Maximum of 4 points)

OR

B. Award $\frac{1}{4}$ point per segment of correct rhythm. (Maximum of 2 points)

III. Rounding Fractional Scores

A. Half-point totals round down with one exception: A total score of $1\frac{1}{2}$ rounds 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 a response that does not have one segment correct in both pitch and rhythm but has two or more redeeming qualities. (Do not add the extra point.)

0 This score is used for a response that demonstrates an attempt to answer the question but has no redeeming qualities (or only one), or a response that is off-topic or irrelevant.

— The dash is reserved for blank responses.

V. Scoring Notes


A. The following notations will *not* receive credit: enharmonic equivalents; octave transpositions; dots *before* the note head; accidentals *after* the note head.

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.


Question 2. The melody will be played four 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 an oboe.

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 working. 




The melody for **Question 2** will now be played a second time. 

The melody for **Question 2** will now be played a third time. 


The melody for **Question 2** will now be played a final time. 


PLEASE GO ON TO THE NEXT SET OF QUESTIONS.


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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 working. 

Moderato

The melody for **Question 2** will now be played a second time. 

The melody for **Question 2** will now be played a third time. 

The melody for **Question 2** will now be played a final time. 

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AP[®] MUSIC THEORY

2015 SCORING COMMENTARY

Question 2

Overview

This question assessed students' ability to:

- hear a minor melody in compound meter;
- notate pitches correctly in treble clef;
- hear and notate the dotted rhythms in the third and fourth measures of the melody;
- hear and notate the raised 7th scale degree of harmonic minor;
- hear and notate the raised 3rd scale degree;
- hear and notate triadic and scalar patterns; and
- differentiate the contour of pitches.

Sample: 2A

Score: 8

This represents a very good response. Seven segments are correct in both pitch and rhythm (a segment is half of a measure) and 7 points were awarded. The seventh segment is missing the dot on the pitch A, so this segment did not earn a point. Following the Regular Scoring Guide, 1 point was added to the score of 7 for a total score of 8.

Sample: 2B

Score: 5

This represents a fair response. Segments one, five, six, and eight are all correct in both pitch and rhythm and were awarded 4 points. The second segment is correct in pitch but rhythmically incorrect while the third and seventh segments are incorrect in both pitch and rhythm. The rhythm of the fourth segment is correct but the pitch is incorrect because of the octave transposition of the D. Following the Regular Scoring Guide, 1 point was added to the score of 4 for a total score of 5.

Sample: 2C

Score: 3

This represents a weak response. Only two segments are correct in both pitch and rhythm. In measure two, the pitch and rhythm of the eighth note C to the quarter note D form a segment (three contiguous eighth-note beats) and earned 1 point. Segment six is also correct in both pitch and rhythm and earned 1 point. Following the Regular Scoring Guide, 1 point was added to the score of 2 for a total score of 3.