

**GCSE**

**Music**

Unit **B354**: Listening

General Certificate of Secondary Education

**Mark Scheme for June 2014**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2014

## Annotations

Annotation	Meaning
<b>BP</b>	Blank page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.

## Subject-specific marking instructions

Question			Answer	Marks	Guidance
1	(a)	(i)	Moderately fast / fast / allegretto / allegro / vivace / lively / quick Mm 140-160	1	Not: andante, presto, moderate
		(ii)	Fast <u>notes</u> / quavers / semiquavers (1); High (1); Major key (1); Scales (1); ascending / descending (1); Staccato / short notes (1); Wide range (1); Glock /strings /violin /oboe /flute /trumpet (1); Pizzicato (1); Repeated patterns (1); (moderately) loud (1); Accents (1); Broken chords / leaps (1)	4	If (a) (i) is incorrect, 'fast' can be credited here  Nb: 'fast scales' = 2 Not just: 'goes up and down' some detail is needed  Not: viola, cello or double bass Allow 'piccolo'
		(iii)	Clarinet	1	
		(iv)	Legato	1	

Question		Answer	Marks	Guidance
	<b>(b)</b>	<b>(i)</b> Ireland	1	Allow 'irish'
		<b>(ii)</b> Reel	1	
		<b>(iii)</b> 3	1	If <u>three appropriate</u> instruments are named give credit
		<b>(iv)</b> Fast / fast notes /quavers /semiquavers (1); High (1); Decorated / ornamented / mordents / trills (1); Dotted rhythms (1); Slides (1); Repetitive / repeated sections (1); Regular / even phrases (1); Accents (1); Legato / continuous (1); Small / step intervals (1)	2	Allow: 'very fast' and 'triplets'  Not: scalic
		<b>(v)</b> Steady pulse Clear / strong beat Accent  Clear phrasing Rhythmic	1	Credit 'accent' if not in (iv)  Credit 'balanced / regular / even phrases' if not in (iv)
		<b>(vi)</b> Bodhran	1	

Question		Answer	Marks	Guidance
	(c) (i)	Harmony Call and response Homophonic	3	
	(ii)	Vibrato / quavering (1); Slides / glissando / portamento / pitch bend (1); Clicks (1); Syllabic (1); Warm / gentle timbre (1); High pitch / tenor / falsetto (1); Accents (1); Wide pitch range (1)	3	Not: 'hum' Not: 'nasal' Not: 'glottal'
	(iii)	A capella	1	
2	(a)	Fast / allegro / 70 <u>bars</u> per minute (1); Strong first beat of the bar (1); 1 in a bar feel (1); 3 in a bar (1);	4	Just 'bpm' not acceptable  No reference to dynamics

Question		Answer	Marks	Guidance
		Um cha cha (1); Rubato (1); Anticipate the 2 <sup>nd</sup> beat (1); Orchestra (1); Flowing melodies (1); Dotted rhythms (1); Repeated melodies (1); Violins / flute <u>playing melody</u> (1); Balanced / even phrases (1); Use of ornaments (1); Melody and accompaniment (1); Slow harmonic rhythm (1); Simple / primary harmony (1)		Instrumental detail re. 'um cha cha' (+1)  Not: 'legato'
	<b>(b)</b>	Aabc	1	
	<b>(c)</b>	Plays the rhythm of / with the <u>melody</u> (1); Rolls (1); long <u>and</u> short (+1); Crescendos (1); Um cha cha / plays every beat (1); Accented notes (1); Emphasis on the ends of phrases (1); Anticipate the 2 <sup>nd</sup> beat (1) if not in (a)	2	Allow just 'cha cha'
	<b>(d)</b>	Vienna	1	Not 'austria' alone
	<b>(e)</b>	Romantic	1	

Question		Answer	Marks	Guidance
3	(a)	<p>6/8 – lilting feel Slow            very soft            major</p> <p>Timpani roll Still dark Violin harmonics – long notes Very high Sun shimmers on the horizon Long sustained low sounds Dawn is just about to break Clarinets rising scale (repeated throughout / ostinato) Gets louder Sun just beginning to rise Syncopated notes (repeated throughout)</p> <p>Gradually more instruments enter They all start with the same motif</p> <p>Piccolo first, repeated notes and trills Birds beginning to wake up</p> <p>Horn motif – same as piccolo – twice Continues to get louder</p> <p>Flute tune - then rushes up and down More birds flying around - swooping Whole tone scale</p> <p>Bassoon plays motif Other animals waking up</p>	9	<p>Levels of response</p> <p>Content Answers must show a level of understanding with links. There must be specific music detail to gain more than 4 marks. A 'shopping list' will not access more than 4 marks. Musical responses that have no links will not access more than 5 marks.</p> <p>Levels of response Candidates will score as follows:</p> <p>7-9 marks: a good range of points are made from the indicative content, showing a good level of understanding. The response is expressed clearly, using appropriate terminology with accurate spelling, punctuation and grammar.</p> <p>4-6 marks: several points are made from the indicative content showing some understanding with supporting links. The response shows some organisation and structure but may contain some errors of spelling, punctuation and grammar.</p> <p>1-3 marks: a limited number of points are made from the indicative content. The response lacks organisation, structure and accuracy of spelling, punctuation and grammar.</p> <p>0 marks: no response or no response worthy of credit.</p> <p>Give credit to any other suitable answers as appropriate.</p> <p>The story does not have to be as suggested; any suitable links should be accepted.</p>
	(b)	Grofe / Debussy	1	<p>Or any post 1830 <u>programme music</u> composer Do not accept a <u>film</u> composer</p>

Question		Answer	Marks	Guidance
4	(a)	Soprano / mezzo soprano	1	
	(b)	Mark in both ways and award the higher mark Marking bars <u>13, 14 and 15</u> : 1 correct note or shape = 1 2 correct notes and/or shapes = 2 3 correct notes and/or shapes = 3 4 correct notes and/or shapes = 4 5 correct notes and/or shapes = 5 6 correct notes and/or shapes = 6 7 correct notes and/or shapes = 7 8 correct notes and/or shapes = 8 9 correct notes and/or shapes = 9 All correct = 10	10	Marking bars <u>13 and 14 only</u> : 1 correct note or shape = 1 2 correct notes and/or shapes = 2 3 correct notes and/or shapes = 3 4 correct notes and/or shapes = 4 5 correct notes and/or shapes = 5 6 correct notes and/or shapes = 6 7 correct notes and/or shapes = 7 1x 3 consecutive correct notes and/or shapes = +1 2x 3 consecutive correct notes and/or shapes = +2 All correct = 10
	(c)	<u>Establish</u> key / tempo (1); Creates the mood / helps to tell story (1); Supportive role / equal importance (1); Plays in the vocal gaps (1); Rubato (1); Dynamics <u>together</u> (1); Quiet (1); Louder when the voice is not present (1); Chords / harmony (1); repeated (+1); Quavers (1); Chords often silent on first beat of bar (1); Low (1); (bass) (counter) melody (1); (bass) imitates the (vocal) melody (1); (bass) chromatic at times (1); Legato (bass-line) (1)	3	Not: 'keeps the singer in time' Allow: 'follows the tempo of the singer' Allow: 'keeps the voice in tune'
	(d)	3 / 11 / 14 / 16	1	
	(e)	Major	1	
	(f)	Perfect	1	



Question	Answer	Marks	Guidance
	<p><b>(ii)</b> Both play riffs / ostinato (2);</p> <p>In 'a' the riff is played most of the time / throughout, not in 'b' (2);</p> <p>In 'a' there is a slide before the chorus, not in 'b' (2);</p> <p>In 'b' the riff is longer / more complex (2);</p> <p>The riff in 'a' (4-beat pattern) shifts, in 'b' it remains the same (2-bar pattern) (2);</p> <p>In 'b' the bass plays repeated notes (1);</p> <p>In 'b' the bass plays long notes (1);</p> <p>Riff louder / clearer in 'a' (2)</p>	4	<p>Correct detail for each riff should be credited</p> <p>Full marks is only available if credit is given to <u>both</u> extracts</p>
	<p><b>(iii)</b> Both use a drum kit / drum machine (2);</p> <p>Repeated rhythms / ostinato in both (2);</p> <p>Fills in both (2);</p> <p><u>'a'</u></p> <p>Off-beat / quaver (open) hi-hat (1);</p> <p>Open-closed / choked hi-hat (1);</p> <p><u>Snare</u> on 2 and 4 / backbeat / off-beat (1);</p> <p>Dotted rhythms (1);</p> <p>4 to the floor / <u>bass drum</u> on every beat (1);</p> <p><u>'b'</u></p> <p>Hi-hat semiquavers (1);</p> <p>Snare 2 and 4 / backbeat / off-beat (1);</p> <p>(toms) solo / break (1);</p> <p>4 to the floor / <u>bass drum</u> on every beat (1);</p> <p>'b' more complex (2);</p> <p>'b' uses bongos, a does not (2);</p> <p>In 'b' the bongos repeats two notes (1)</p>	4	<p>Full marks is only available if credit is given to <u>both</u> extracts</p> <p>Not: 'rolls'</p> <p>Allow: 'off-beat hi-hat in both' = 2</p> <p>'solo in 'b', not in 'a' ' = 2</p>

Question		Answer	Marks	Guidance
6	(a)	4	1	
	(b)	Chords (1); broken / arpeggiated (+1); Picked / plucked (1); Quavers (1); Slides / pitch bend (1); Repeated (chord pattern / phrase) (1); Soft / gentle (1)	2	Allow 'pizzicato'
	(c)	Second melody	1	2 <sup>nd</sup> box
	(d) (i)	3	1	
	(ii)	4	1	
	(e)	Synthesiser / slides / long notes (1); Reverb / echo / delay (1); Multi-tracked (1); Electric guitar (1); Amplification / mixing / panning (1) Effects / fx (1);	2	Not: 'layering' 'electric guitar using amplification' = 1 (not 2)  Not: 'sound / special effects'
	(f)	Slow / moderately slow / moderate (1); Soft / gentle (1); Smooth / legato (1); Solo singer (1); Clearly articulated words (1); Lyrics that reflect love / tell a story (1); Verse-chorus structure (1); Balanced phrases (1); 4 beats in a bar (1)	2	

Question		Answer	Marks	Guidance
7	(a)	Semitone	1	
	(b)	<p>Single note (1);            Low (1);            Quiet (1);            Unison / octaves(1);            Rest / silence / pause / slow (1);</p> <p>Two notes <u>alternate</u> (1);</p> <p>The gaps get shorter (1);</p> <p>Shorter note values / gets faster (1);</p> <p>Legato <u>at first</u> (1);            Staccato <u>later</u> (1);</p> <p>Gets louder / crescendo (1);            Accents (1);            Becomes a 3-note pattern (1)</p>	3	<p>Not: 'repeated'</p> <p>For 'low', allow low orchestral instruments + piano            'the beginning' is from the start to the horn 'call'</p> <p>Allow: correct detail about establishing a steady pulse</p>
	(c)	<p>3 note pattern (horn) (1);            Quavers (1);</p> <p>2 note pattern stops / returns (1);            Short / staccato (1);            Accented / single notes / stabs (1);  <u>Syncopated</u> notes / chords (1);            More instruments / thicker texture (1);</p> <p>All play 2 note pattern / homophonic (1);            Both patterns played together (1);</p> <p>Loud / gets louder / crescendo (1);            High / gets higher (1);            Cymbal / crash (1);            Discords / dissonance (1);</p>	3	<p>Any named additional instrument / family = 1 (max.)</p> <p>'both patterns' refers to the '2-note pattern' and the '3-note pattern'</p>

Question		Answer	Marks	Guidance
		Sudden ending (1)		
	(d)	<p>Tone (1);            Descending pattern (1);            High(er) at first (1);            (the 2-note pattern) changes pitch (1);            Played by harp (1);            Quiet / calm (1);            Slow (1);            As an accompaniment / under (1);            Not throughout (1);</p> <p>2 notes played <u>together</u> (1);</p> <p>Later the original 2-note pattern returns / leitmotif (1);</p>	2	Credit precise detail about the return of the original pattern
	(e)	<p>False            True            True</p>	3	
	(f)	Williams	1	Or any suitable film music composer

Track	Question	Composer / artist	Title	Cd title
1	1a	Prokofiev	Juliet as a young girl Track 10      0 – 1:10	Prokofiev: romeo and juliet
2	1b	O'malley's folk players	Reels Track 46      0 – 1:00	Irish and celtic folk classics
3	1c	Ladysmith black mambazo	Bavimb'indlela Track 4      0 – 0:58	Journey of dreams
4	2	Strauss	Wine, women and song Track 24      0:5 – 1:10	Strauss through the ages
5	3	Grofe	Sunrise Track 1      0 – 1:20	Grofe: grand canyon suite
6	4	Schubert	An die musik Track 18      0 – 1:10	Schubert: lieder
7	5a	Gloria gaynor	Never can say goodbye Track 15      0 – 1:08	70's pop
8	5b	Gloria gaynor	Reach out and i'll be there Track 13      0:02 – 1:05	R & b disco
9	6	Ronan keating	When you say nothing at all Track 6      0 – 1:17	Ronan
10	7a	John williams	The main title Track 1      complete	Jaws
11	7b	John williams	The pier incident Track 4      0:26 – 1:03	Jaws

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; 1 Hills Road, Cambridge, CB1 2EU  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2014

