

**GCE**

**Music**

Unit **H143/02**: Composing

Advanced Subsidiary GCE

**Mark Scheme for June 2017**

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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.

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This component assesses Assessment Objective 2: Create and develop musical ideas with technical and expressive control and coherence

To select the most appropriate mark within the band descriptor, assessors should use the following guidance:

- where the learner's work convincingly meets the statement in a mark band, the highest mark in that mark band should be awarded
- where the learner's work adequately meets the statement in a mark band, the most appropriate mark in the middle range of that mark band should be awarded
- where the learner's work just meets the statement in a mark band, the lowest mark in that mark band should be awarded.

### Composition Section 1: Board Set Brief – 35 marks

#### Response to brief and ideas (15 marks)

Learners are assessed on:

- the appropriateness of the response to the commission and the occasion or audience
- quality of ideas and overall structural concept
- aural familiarity evidenced in the composition
- arrangement: the materials chosen should show invention in the arrangement through the addition of original ideas / the creative handling of structure
- understanding of musical conventions in relation to the chosen style/genre/tradition
- use of musical elements for expressive communication.

<b>13–15 marks</b>	Entirely appropriate response; strong, inventive, demonstrates good understanding of musical devices and conventions in relation to the chosen genre; excellent use of musical elements for expressive communication in relation to the brief.
<b>10–12 marks</b>	Appropriate response; demonstrates understanding of musical devices and conventions in relation to the chosen genre; good use of musical elements for expressive communication.
<b>7–9 marks</b>	Moderately appropriate response; demonstrates some understanding of musical devices and conventions in relation to the chosen genre. Lacking invention or character; some use of musical elements for expressive communication.
<b>4–6 marks</b>	Limited response; demonstrates basic understanding of musical devices and conventions in relation to the chosen genre. Basic use of musical elements for expressive communication.
<b>1–3 marks</b>	Little effectiveness in response; demonstrates limited understanding of musical devices and conventions in relation to the chosen genre. Little understanding of use of musical elements for expressive communication.
<b>0 marks</b>	No response or no response worthy of credit

**Compositional techniques (10 marks)**

Learners are assessed on:

- the use of musical elements, techniques and resources to assemble, combine, connect and develop ideas – including melodic and harmonic understanding
- structure and control of musical material
- where appropriate, skills of text setting
- understanding of the medium – idiomatic writing for instruments or skills in the use of music technology
- in arrangement, inventive use of instruments and textures beyond simple transcription will be credited.

<b>9–10 marks</b>	Very secure control of a broad range of techniques; inventive, wholly idiomatic use of the medium; excellent use of appropriate musical elements.
<b>7–8 marks</b>	Mainly secure control of a range of techniques; mostly idiomatic use of the medium; good use of appropriate musical elements.
<b>5–6 marks</b>	Moderate control of most appropriate techniques; competent use of the medium; some use of appropriate musical elements.
<b>3–4 marks</b>	Limited control of some appropriate techniques; simple use of the medium; demonstrates basic understanding of musical elements.
<b>1–2 marks</b>	A little technical control; a little understanding of use of the medium; little understanding of use of musical elements.
<b>0 marks</b>	No technical control; no understanding of use of the medium.

**Communication (10 marks)**

Learners are assessed on:

- accuracy and attention to detail in realisation
- accurate, expressive and coherent communication of the composer's intention
- use of articulation, phrasing, and dynamics for expressive communication.

<b>9–10 marks</b>	Vivid communication of the learner's intention for the composition. Very secure use of articulation, phrasing and dynamics where appropriate.
<b>7–8 marks</b>	Secure communication of the learner's intention for the composition. Secure use of articulation, phrasing and dynamics where appropriate.
<b>5–6 marks</b>	Moderately secure communication of the learner's intention for the composition. Some use of articulation, phrasing and dynamics where appropriate.
<b>3–4 marks</b>	Limited communication of the learner's intention for the composition. Limited use of articulation, phrasing and dynamics where appropriate.
<b>1–2 marks</b>	Poor communication of the learner's intention for the composition. Basic use of articulation, phrasing and dynamics where appropriate.
<b>0 marks</b>	No response or no response worthy of credit.

**Composition Section 2: Learner Defined Brief – 40 Marks**

Composing in response to learner set brief in discussion with the centre.

**Effectiveness of the learner–set brief (5marks)**

Learners are assessed on how well the brief they set allows them to go on to compose a piece of music that demonstrates their musical ideas effectively.

<b>4–5 marks</b>	A detailed brief which provides an excellent starting point for learners to compose a piece that demonstrates the ability to create and develop musical ideas with technical control, expressive control and coherence.
<b>2–3 marks</b>	A brief which provides an adequate starting point for learners to compose a piece that demonstrates the ability to create and develop musical ideas with technical control, expressive control and coherence.
<b>1 mark</b>	A Basic brief which doesn't provide enough detail to be a satisfactory starting point.
<b>0 marks</b>	No response or no response worthy of credit

**Response to brief and ideas (15 marks)**

Learners are assessed on:

- the appropriateness of the response to the commission and the occasion or audience
- quality of ideas and overall structural concept
- aural familiarity evidenced in the composition
- arrangement: the materials chosen should show invention in the arrangement through the addition of original ideas / the creative handling of structure
- understanding of musical conventions in relation to the chosen style/genre/tradition
- use of musical elements for expressive communication.

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<b>10 - 12 marks</b>	Appropriate response; demonstrates understanding of musical devices and conventions in relation to the chosen genre; good use of musical elements for expressive communication.
<b>7 -9 marks</b>	Moderately appropriate response; demonstrates some understanding of musical devices and conventions in relation to the chosen genre. Lacking invention or character; some use of musical elements for expressive communication.
<b>4 - 6 marks</b>	Limited response; demonstrates basic understanding of musical devices and conventions in relation to the chosen genre. basic use of musical elements for expressive communication.
<b>1–3 marks</b>	Little effectiveness in response; demonstrates limited understanding of musical devices and conventions in relation to the chosen genre. Little understanding of use of musical elements for expressive communication.
<b>0 marks</b>	No response or no response worthy of credit.

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<b>5–6 marks</b>	Moderately secure communication of the learner's intention for the composition. Some use of articulation, phrasing and dynamics where appropriate.
<b>3–4 marks</b>	Limited communication of the learner's intention for the composition. Limited use of articulation, phrasing and dynamics where appropriate.
<b>1–2 marks</b>	Poor communication of the learner's intention for the composition. Basic use of articulation, phrasing and dynamics where appropriate.
<b>0 marks</b>	No response or no response worthy of credit.

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