



GCSE (9–1)

Music

J536/05: Listening and appraising

General Certificate of Secondary Education

Mark Scheme for June 2019

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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.

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Annotations

Annotation	Meaning
Ticks and crosses	Use in scripts to identify where you have given marks (You do not need to add them to single word or underline-type answers).
BOD	Benefit of doubt – to be put on an answer when a candidate says something that is slightly different to the MS but you feel that it is worthy of credit.
VG	Vague – add if there is a comment that is close but too vague to be worthy of credit.
LNK	Link – to be used in Q3 for links to the programme (if relevant)
REP	Repeat – to be used if an answer is repeated and so not worthy of credit.
BP	Blank Page – this annotation must be used on each page of an ‘additional object’ where there is no candidate response.
Up and down arrows	These should be used if there is a continuation of the answer elsewhere. Put an arrow showing that the rest of the answer is above or below and then put a tick if there is correct information there and a cross if there is incorrect information there.
SEEN	Use this if there is something that you just want to acknowledge that you have seen. You will not need to use this very often.
?	Uncertain / unclear

Question		Answer	Mark	Guidance
1	(a)	C – G - C	1	3 rd Box
1	(b) (i)	Timpani	1	Allow: 'kettledrums'
1	(b) (ii)	Solo / in between (phrases) / link (1); Roll (1); Crescendo / loud / accented (1); Alternating pitch / 2 note (motif) (1); Tonic & dominant (1); Quavers / triplets (1); Rit. / allargando / broadening (1); Repeated phrase (1)	2	Allow: 'tremolo', 'trill'
1	(c)	Organ	1	
1	(d)	Sustained / long note(s) (1); Slow (1); <u>Starts</u> low (1); Gets higher / range gets wider / very wide range (1); Gets louder / crescendo / swells (1); Chords (1); becomes more complex (+1); Homophonic / in harmony (1); Varied texture / texture thickens (1); Repeated melody (1); Brass (1); Fanfare (1); Cymbal <u>Crash</u> (1); Triangle (1); Large /full orchestra (1); Major (1); <u>Ends with</u> a perfect cadence (1)	3	Credit any accurate description of the music Not just 'low' Allow correct dynamic even if correct in b(ii) Not just 'loud' or 'soft' unless explained accurately e.g. ' <u>starts</u> quiet' = 1 e.g. 'loud / accented chords' = 2 Not named brass instruments Credit: 'Timpani' and / or 'roll' if not in (b) Credit 'organ' if not in (c)

Question		Answer	Mark	Guidance
2	(a)	4	1	Accept: 4/4 Not: '2' or '2/4'
2	(b)	Improvised	1	
2	(c)	Walking bass	1	
2	(d)	12 bar blues (1); Introduction (1); Verse (1); Chorus (1); Verse <u>and</u> Chorus twice (+1)	3	Not letters: eg: 'A-B-A-B'
2	(e)	Repeated notes (1); Quavers / fast notes <u>in verse</u> (1); Long notes <u>in chorus</u> (1); Repeated phrases (1); Short phrases / fragmented (1); Narrow range (1); Shouty / Harsh timbre / loud (1); (Southern) American accent (1); High pitch / tenor (1); Solo (1); Syllabic (1); Slides / bends / gliss. / fall-offs / portamento (1); Blue notes / jazz notes (1)	3	Not just 'repetitive' Not 'Male' Not: 'vibrato'

Question	Answer	Mark	Guidance
3*	<p>Overview:</p> <ul style="list-style-type: none"> • Instrumentation – strings, continuo (harpsichord), oboes and bassoons • Concertino and Ripieno / Solo and Tutti • Solo instruments – 2 violins, 2 oboes and 2 bassoons • Fast / Vivace / Allegro / slight 'rit' at the end • 2 / 4 beats in a bar • Minor (Gm) / major in middle / minor at end • Baroque / Handel • Several sections / ritornello • Groups of instruments / sections alternate • Lots of fast notes / quavers / semiquavers / trills • Starts loud / terraced dynamics / crescendos • Mostly staccato and bouncy <p>Chronological:</p> <ul style="list-style-type: none"> • Starts with a unison note / chord • Tutti section – homophonic, quavers, woodwind and strings parts doubled / contrapuntal entries • Use of syncopation at the end of the section • Woodwind alone – uses semi-quavers and sequences • Tutti – semiquaver oboe and some violin, punctuating chords, cadences • Dialogue between Ww and strings – semiquavers and quavers / sequential • Strings alone – semiquaver melody and quavers chords / sequential • Tutti / like the beginning modulates to dominant, quavers • Bassoons and strings, some alternation of semiquavers, generally quieter and bassoon are more legato • Phrase of bassoons alone / parallel 3rds • Short oboe phrase • Tutti / like the beginning with a perfect cadence to end 	9	<p>Guidance</p> <p>Content</p> <p>There must be specific detail about the music <u>heard</u> in order to gain more than 4 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, including some chronology. 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. 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 worthy of credit.</p> <p>NR: No response.</p> <p>Give credit to any other suitable answers as appropriate.</p>

Question			Answer	Mark	Guidance
4	(a)	(i)	Tal / Tala	1	
4	(a)	(ii)	Rag / Raga	1	
4	(b)		Smooth (1); Warm (1); Breathy / airy (1); Vibrato (1); Wooden (1); Mellow (1); Wispy / whistly (1)	2	Not: 'soft' or 'legato'
4	(c)		Improvisation (1); Drone (1); Free time / irregular metre or rhythm (1); Gets faster (1); Syncopation (1); Flute: Glissando / slides / bends / microtonal (1); Ornamental / decorated (1); Long notes (1); very long to end (+1); Fast notes / virtuosic (1); Scales (1); up and down (+1); Legato (1); Wide pitch range (1); Opening melody returns at end (1); Contrasting middle section (1); Tabla: Fast notes (1); Varied pitch (1); Repeated rhythms (1); Cross-rhythms / complex patterns (1)	5	Credit should be given for 'rag' and 'tal' if not in (a) Credit <u>description</u> of drone (max.3 marks) e.g: 'low', '2 notes together', 'sustained' Not just: 'fast tempo' Allow: 'acciaccaturas' / 'grace notes' / 'mordents' Not just: 'trill' Credit any accurate description of the music

Question			Answer	Mark	Guidance
5	(a)		1/2 correct note and/or shapes = 1 3/4 correct notes and/or shapes = 2 5/6 correct notes and/or shapes = 3 7 correct notes and/or shapes = 4 8 correct notes and/or shapes = 5 9 correct notes and/or shapes = 6 10 all correct = 7	7	Mark both notes in the ties
5	(b)		3	1	
5	(c)		Major	1	
5	(d)		Roberta Flack	1	Or any suitable <u>female</u> singer of pop ballads in the 70s, 80s or 90s Not: 'Adele' or any other post-90s artist Accept: 'The Fugees'
5	(e)	(i)	(Pop) Ballad	1	
5	(e)	(ii)	(Fairly) slow (1); Legato / smooth / gentle / soft / relaxed (1); Romantic (lyrics) (1); Lyrics tell a story (1); Clear lyrics (1); Verse/chorus structure (1); Countermelodies (1); Harmonies in backing voices (1)	1	

Question		Answer	Mark	Guidance
6	(a)	Cello	1	
6	(b)	(i)	1	Do not credit just dates
6	(b)	(ii)	2	Credit more unusual techniques such as 'spiccato' but not just 'pizzicato' or 'arco' Not just naming of brass and woodwind instruments
6	(c)		3	Must have a comparison for full marks Allow: A is Crotchet = 50-60 B is Crotchet = 90-110 'A is slower than B' = 1 Max. 2 marks for describing tempo

6	(d)	<p>Extract A:</p> <ul style="list-style-type: none"> • Major (mainly) • Cello melody and chordal acc. • Clarinet melody with cello counter melody • No orchestral tutti • Cello phrases get longer and build to a climax • Starts quietly / swells / expressive • Legato (mainly) • Cello is lyrical • Woodwind solos and lower strings accompany • Thinner texture 	<p>Extract B:</p> <ul style="list-style-type: none"> • Minor (mainly) • Cello melody and chordal acc. • Orchestral melody with cello counter melody • Orchestral tutti with main melody • Even / balanced phrases • Wider range of dynamics • Staccato (mainly) • Cello is virtuosic • Full orchestra accompaniment • Thicker texture 	6	<p>No reference to tempo or metre</p> <p>Credit any accurate description of the music</p> <p>Levels of response Candidates will score as follows:</p> <p>5-6 marks: A range of points, to include at least two comparisons, 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>3-4 marks: Several points, to include at least one comparison, are made from the indicative content showing some understanding. The response shows some organisation and structure but may contain some errors of spelling, punctuation and grammar.</p> <p>1-2 marks: A limited number of points are made from the indicative content. The response may lack organisation, structure and accuracy of spelling, punctuation and grammar.</p> <p>0 marks: No response worthy of credit.</p> <p>NR: No response.</p> <p>N.B. full marks can only be given if the answer is written in prose</p>
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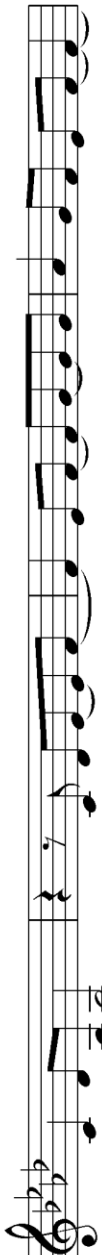
Question		Answer	Mark	Guidance
7	(a)	Moderately fast / allegretto / fast / allegro / vivace	1	Allow: Crotchet = 140-170 Not: 'Moderato'
7	(b)	3/4	1	
7	(c) (i)	Oboe	1	
7	(c) (ii)	Triangle	1	
7	(c) (iii)	(French) Horn	1	
7	(d)	Acciaccatura	1	
7	(e)	Flat	1	Allow: E flat or G flat
7	(f)	Forte (<i>f</i>) / Loud / moderately loud (<i>mf</i>)	1	Not: ' <i>ff</i> '
7	(g)	Staccato (1); Pizzicato (1); Accents (1); Playful / Waltz (1); High (1); Low <u>later</u> / change in instrumentation (1); Repeated notes (1); Fast notes / quavers / semiquavers (1); Triplets / Decorative (1); Repeated phrases (1); Melody passed between instruments (1); Ascending <u>phrases</u> (1); Wide range / sudden changes in pitch (1); Angular melody / disjunct / leaps (1); Major (1); Chromatic (1); Surges in dynamics (1); Cymbal (1); Tuba (1)	3	Credit any accurate description of the music Credit: correct tempo if not in (a) Credit: 3/4 if not in (b) Not just: 'low' but an explanation in context can be credited e.g: 'Low brass' (1) Not: just 'goes up' Not: 'up and down the scale' Not just; 'cresc.' <u>or</u> 'dim.', but allow 'cresc. <u>and</u> dim.' Credit: 'triangle' if not in (c) (ii)


<u>Question</u>		<u>Answer</u>	<u>Mark</u>	<u>Guidance</u>
8	(a)	Brazil	1	Accept: 'Rio'
8	(b)	'Leader' / 'master' (1); Played by the repinique player (1); To control / communicate / instruct the players (1); To set the tempo / establish the rhythm (1); To change or move into different sections (1); Signal (1); The whistle is easily heard (1)	2	
8	(c)	Surdo (1); Caixa / snare drum (1); Repinique (1); Tamborim (1); Agogo / cowbells (1); Ganza / shaker / rocar / chocalho (1); Woodblock /claves (1)	2	
8	(d)	Fast (1); Loud (1); Unison (rhythms) (1); Syncopation / off-beat (1); Accents / rhythmic (1); Fast notes / quavers / semiquavers (1); Triplets (1); Son clave (1); Solo section (1); Call and response / dialogue / alternate (1); Many layers / polyrhythmic / cross-rhythm / complex (1); Ostinato / repetition (1); Different pitched drums (1)	4	No reference to 'whistle' Not: 'polyphonic' Not: 'thick texture'


Track	Question	Composer / Artist	Title	CD title
1	1	Richard Strauss	Also Sprach Zarathustra Track 1 0:14 - End	Also Sprach Zarathustra
2	2	Chuck Berry	Bye bye Johnny CD 1 Track 1 0 – 1:05	The very best of Chuck Berry
3	3	Handel	Concerto Grosso No.1 3 rd Movement Track 3 Complete	Handel: 6 Concerto Grossi Op. 3
4	4	Ronu Majumdar and Abhijit Banerjee	Kashmiri Dhun In Dadras Tal Track 4 3:40 – End	Lady Astrid and the Tiger
5	5	Roberta Flack	Killing me Softly Track 4 0 – 0:49	The very best of Roberta Flack
6	6A	Dvorak	Dvorak Cello Concerto in B Minor, 2 nd movement Track 2 0:38 – 1:41	Dvorak Cello Concerto in B Minor
7	6B	Dvorak	Dvorak Cello Concerto in B Minor, 3 rd movement Track 3 0:36 – 1:32	Dvorak Cello Concerto in B Minor
8	7	John Williams	Aunt Marge's Waltz Track 2 0 – 0:40	Harry Potter and the Prisoner of Azkaban / Original Motion Picture Soundtrack
9	8		Groovy Samba Batucada Track 4 0:19 – 1:19	Ceu

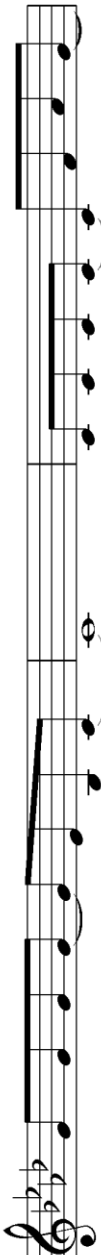
1 2 3

 I heard he sang a good song I heard he

4 5 6 7

 had a style And so I came to see him, to listen for a while

8 9 10 11

 And there he was this young boy, a stranger to

12 13 14

 my eyes Strumming my pain with his fingers,

15 16 17

 Singing my life with his words. Kill me softly with his

18 19 20

 song, Killing me softly with his song. Telling my whole

21 22 23 24 25

 life with his words killing me softly with his song

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