



**General Certificate of Secondary Education
June 2011**

Music

42702

(Specification 4270)

Unit 2: Composing and Appraising Music

Final

Mark Scheme

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Unit 2: Composing and Appraising Music – Assessment Criteria

The Composition

The composition will be assessed in the light of the selected Areas of Study and its success measured against the realisation of key elements with consideration of the musical aspects detailed below:

- the imaginative use of sound
- a sense of musical balance
- the creation and development of musical ideas
- an understanding of the chosen medium
- the appropriate and idiomatic use of instruments, voices and other sound sources
- appropriate uses of musical elements, devices, techniques and conventions.

Strengths in one or more aspects may balance relative weaknesses elsewhere.

Compositions will be marked according to the following six bands of assessment in combination with the musical aspects listed above.

20–17

- The composition is musically stimulating, interesting and satisfying.
- The candidate demonstrates the successful and imaginative creation of musical ideas in relation to the Areas of Study and strand.
- There is a sense of completeness in the music and there is evidence of development of the musical ideas.
- Writing for instruments, voices and sound sources is idiomatic.
- The score is accurate and contains detailed performance directions appropriate to the chosen style of the music.

16–13

- The composition is imaginative and largely satisfying.
- The candidate demonstrates a sound sense of understanding of musical ideas in relation to the Areas of Study and strand.
- There is a sense of wholeness in the music with some development of the musical ideas.
- Writing for instruments, voices and sound sources demonstrates understanding of the techniques required.
- The score contains sufficient detail to reflect the candidate's intentions, though some details may be missing.

12–10

- The composition is largely effective.
- The candidate demonstrates some understanding of the musical ideas in relation to the Areas of Study and strand.
- There is a competent handling of the musical ideas.
- Writing for instruments, voices and sound sources demonstrates some understanding of the techniques required.
- The score shows some accuracy but may contain some omissions and/or inaccuracies.

9–7

- The composition is partially effective.
- The candidate demonstrates limited understanding of the musical ideas in relation to the Areas of Study and strand.
- There are some limitations in the handling of the musical ideas.
- Writing for instruments, voices and sound sources may present inconsistencies in their deployment.
- The score shows some musical ideas clearly.

6–4

- The composition works but at a basic level.
- The candidate demonstrates a basic understanding of the musical ideas presented in relation to the Areas of Study and strand.
- There may be some incoherence in the handling of musical ideas.
- Writing for instruments, voices and sound sources appears simplistic and may lack finish.
- The score shows inconsistencies and is not accurately presented.

3–1

- The composition is very rudimentary.
- The candidate demonstrates a rudimentary understanding of the ideas in relation to the Areas of Study and strand.
- Musical ideas lack coherence and may appear incomplete.
- Writing for instruments, voices and sound sources lacks understanding.
- The score is inaccurate and incomplete.

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The candidate's work shows no evidence of the skills being assessed.

The Appraisal

Marks are awarded for the candidate's ability to appraise the success of the process of composing and the outcome (the final completed recording). The appraisal should address the following points:

- details of the Areas of Study chosen and the focus within the strand
- an explanation of why the candidate chose the Areas of Study and the focus within the strand for their composition
- details of the process of composition and how the final recording was achieved
- details of the difficulties encountered during the task and how they were overcome
- comments on what makes the composition successful in relation to the Areas of Study and strand
- the relationship of the composition to its context.

The appraisal must include a consideration of the success of the composition in relation to the Areas of Study and the strand.

20–16

- Appraisals at this level demonstrate a thorough understanding of the success of the composition in relation to the Areas of Study and strand.
- There is a detailed and accurate description of the composing process and a sound understanding of how the music has been developed. Problems and difficulties are readily acknowledged and solutions identified. These are clearly evidenced in the composition. Any weakness in the composition has been identified.
- The candidate demonstrates a thorough knowledge of the essential musical elements, characteristics and conventions relating to the Areas of Study and strand.
- The candidate uses a wide range of relevant musical vocabulary.
- There will be few, if any, errors in spelling, grammar and punctuation.

15–11

- Appraisals at this level demonstrate a broad understanding of the success of the composition in relation to the Areas of Study and strand.
- There is an accurate description of the composing process and a clear understanding of how the music has evolved. There is an awareness of problems and difficulties encountered and solutions suggested.
- The candidate demonstrates a broad knowledge of the essential musical elements, characteristics and conventions relating to the Areas of Study and strand.
- The candidate uses musical vocabulary relevant to the chosen task accurately and in context.
- There may be errors in spelling, grammar and punctuation, but they will be infrequent.

10–6

- Appraisals at this level demonstrate some understanding of the success of the composition in relation to the Areas of Study and strand.
- There is some understanding of the composing process and an understanding of how the music has been created. There is some awareness of problems and difficulties encountered although remedies and solutions may not always be in evidence.
- The candidate demonstrates that s/he has some knowledge of musical elements, characteristics and conventions relating to the Areas of Study and strand.
- Some musical vocabulary associated with the Areas of Study and strand is used appropriately.
- Errors in spelling, grammar and punctuation may be noticeable and intrusive and suggest a weakness in these areas, though the candidate's meaning will be discernible.

5–1

- Appraisals at this level demonstrate limited understanding of the success of the composition in relation to the Areas of Study and strand.
- Comments on the composing process focus on technical demands but lack understanding of how ideas have been created and developed. There is little or no awareness of problems or difficulties encountered with little or no evidence of remedies or solutions.
- Knowledge of musical elements, characteristics and conventions relating to the Areas of Study and strand are limited or entirely lacking.

- Musical vocabulary associated with the Areas of Study and strand may be sparse or inappropriately used.
- Errors in spelling, grammar and punctuation may be intrusive, making the answer difficult to follow.

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The candidate's work shows no evidence of the skills being assessed.

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