

# AP<sup>®</sup> MUSIC THEORY 2008 SCORING GUIDELINES

## Question 1



### SCORING: 9 points

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

#### I. Regular Scoring Guide

- A.** Award 1 point for each half-measure correct in both pitch and rhythm.
- A “half-measure” is any set of two contiguous quarter-note beats of the original melody, even if occurring over a barline or beginning on a metrically weak pulse.
  - A half-measure is also known as a “segment.”
  - To receive credit, a segment must not overlap with any other segment receiving credit.
  - To receive credit, a segment *may* be metrically shifted from its original position.
  - Give no credit for the final half 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 paper that does not use barlines correctly.
- C.** Record any score of 4 or higher and move to the next book. (In this case, ignore the alternate 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 half-measure of correct pitches. (Maximum of 4 points.)
- OR**
- B.** Award  $\frac{1}{4}$  point per half-measure of correct rhythm. (Maximum of 2 points.)

#### III. Rounding Fractional Scores

- A.** Half-point totals should be rounded down with one exception: a total score of  $1\frac{1}{2}$  should be rounded 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 responses that have less than one half-measure correct in both pitch and rhythm but that have two or more redeeming qualities. (Do not add the extra point!)
- 0** A response that demonstrates an attempt to answer the question but that has no redeeming qualities (or only one).
- This designation is reserved for irrelevant answers and blank papers.

#### V. Notes

- A.** No enharmonic equivalents or octave transpositions are permitted.
- 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.

1 A

SECTION II, Part A

1 of 3

Music Theory


Time—Approximately 63 minutes

Answer questions 1-7 in the space provided. If you need to rewrite your answer to any question, use the blank pages at the end of the pink booklet and indicate on the original page where your final answer is. If you choose to use the green insert for scratch work, be sure to save time for writing your final answer in this pink booklet.

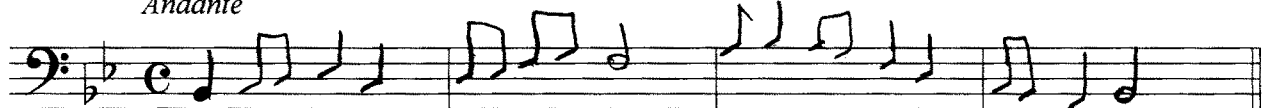
Questions 1-2


For each of these questions, you are to notate on the staves provided the correct pitch and rhythm of a short melody that you will hear. Make sure that any accidentals you use are appropriate for the key signature provided. In each case, the pulse will be established before the first playing of the melody.


**Question 1.** The melody will be played three 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 a bassoon.

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 to notate it. 

*Andante*



The melody for **Question 1** will now be played a second time. 

The melody for **Question 1** will now be played a final time. 

## Music Theory


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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 to notate it. 

*Andante*

The melody for **Question 1** will now be played a second time. 

The melody for **Question 1** will now be played a final time. 

1 C

SECTION II, Part A

3 of 3

Music Theory


Time—Approximately 63 minutes

Answer questions 1-7 in the space provided. If you need to rewrite your answer to any question, use the blank pages at the end of the pink booklet and indicate on the original page where your final answer is. If you choose to use the green insert for scratch work, be sure to save time for writing your final answer in this pink booklet.

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# AP<sup>®</sup> MUSIC THEORY

## 2008 SCORING COMMENTARY

### Question 1

#### Overview

The intent of this question was:

- To test students' ability to analyze aurally and notate a bass-clef melody in a major key and simple meter
- To test students' ability to distinguish common diatonic patterns and simple rhythms

#### Sample: 1A

**Score: 8**

This represents a very good response. Seven segments (a segment is half of a measure) are correct in both pitch and rhythm. The rhythm of the fourth segment is incorrect: the F is too long, and the student notates the eighth-note A on the downbeat of measure three. The rest of measure three was awarded 2 points for segments five and six, because the scoring guide allows segments to be metrically shifted if they are otherwise correct in pitch and rhythm. Following the regular scoring guide, 1 point was added to the score of 7 for a total score of 8.

#### Sample: 1B

**Score: 5**

This represents a fair response. The first three segments (both halves of measure one and the first half of measure two) are clearly correct in both pitch and rhythm. The student notates the seventh segment one beat early, beginning the eighth-notes C and B-flat on the fourth beat of measure three and ending with the quarter-note A on the downbeat of measure four. Such a metric shift of a correct half-measure segment is allowed by the scoring guide, so 1 more point was awarded. Following the regular scoring guide, 1 point was added to the score of 4 for a total score of 5.

#### Sample: 1C

**Score: 2**

This represents a poor response. Because no segments are correct in both pitch and rhythm, the response was evaluated using alternate scoring guide II.A. Accordingly,  $\frac{1}{2}$  point was awarded for each of the five segments with correct pitch notation: both halves of measure one, the first half of measures two and three, and the final B-flat in measure four. The fractional score of  $2\frac{1}{2}$  was rounded down to 2. (The extra point is *not* added when using the alternate scoring guide.)