



Oxford Cambridge and RSA

GCSE (9–1)

Music

J536/05: Listening and appraising

General Certificate of Secondary Education

Mark Scheme for Autumn 2021

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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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1. 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.
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

12. Subject Specific Marking Instructions

Question			Answer	Mark	Guidance
1	(a)	(i)	Calypso	1	
1	(a)	(ii)	Caribbean / Trinidad / Tobago	1	
1	(b)	(i)	Steel pan	1	
1	(b)	(ii)	Metallic (1); Twangy (1); Echoey (1); Bright (1); Pingy (1); Mellow (1); Muffled (1)	2	Accept: Warm
1	(c)		2 or 4 beats in a bar (1); Major (1); Simple / primary chords / diatonic (1); Off-beat chords (1) Repetitive / ostinato (rhythm and / or melody) (1); Narrow range melody (1); Cross-rhythms / Polyrhythms (1); Constant shaker rhythm/ quavers / semi quavers (1); Syncopation (1); Short phrases (1); Regular / 4 bar phrases (1); Verse / chorus structure (1); Tonic & dominant bass notes (1); Bass Riff (1)	4	Not: fast

Question			Answer	Mark	Guidance
2	(a)		Allegro / Fast / Allegretto / Moderately fast / Moderato	1	
2	(b)		(Concerto) Grosso	1	
2	(c)		Imitation (1); Sequences (1); Descending / ascending (+1); Call and response (1); Repetition (1)	2	
2	(d)	(i)	Baroque	1	
2	(d)	(ii)	Harpsichord (1); Continuo (1); Only / mostly strings (1); Sequences (1); Descending / ascending (+1); Imitation (1); Contrapuntal (1); Fast notes / quavers / semi-quavers (1); Scalic / runs (1); Ornamented / decorated / Trill (1); Terraced dynamics (1); Diatonic / primary harmony (1); Natural horns (1); More than one solo instrument (1)	3	If not given in (c) If not given in (c)

Question	Answer	Mark	Guidance
3*	<p>General features: Various pitched drums – djembe, dunun, conga; cowbell and agogo; maracas, shekere; voices – male and female; clapping</p> <p>Cross rhythms, ostinato, syncopation</p> <p>Chronological detail: Starts with male voices in unison – short phrase Drum rhythms enter and cow bell – repetitive More vocal phrases with repeated notes that rise at the end</p> <p>The patterns become repetitive Whooping / animal sounds</p> <p>Steady beat from lower drums Metallic drums play repeated notes in short bursts Exclamations in between</p> <p>Cow bell adds a rhythm Alternates with drum pattern and vocal sounds</p> <p>Settles into repeating drum patterns with short, quiet vocal sounds</p> <p>A new repeated pattern and clapping</p> <p>Shorter patterns as the end approaches</p> <p>Descending two notes from female voice to end.</p>	9	<p>Content There must be specific detail about this music to gain more than 5 marks. A 'shopping list' will not access 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. The response is expressed clearly, using appropriate terminology and some chronology 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)	Legato	1	
4	(b)	Pizzicato / plucked / double stopping	1	
4	(c)	Triangle (1);	1	
4	(d)	Fast (1); 6/8 (1); Running / fast notes (1); Scalic (1); Ascending / descending (+1); Gets higher (1); Short phrases (at first); Interjections / two notes from the strings (1); Phrases get longer (1); Repeated melodies / phrases (1); Melody passes between instruments (1); Layers added / texture thickens (1); Crescendo / gets louder (1); Accents (1); Main melody enters (1); Running notes continue underneath (1); Fun / Happy (1); Legato (1); Pizzicato (1)	5	Accept one appropriate mood word If not given in (a) If not given in (b)

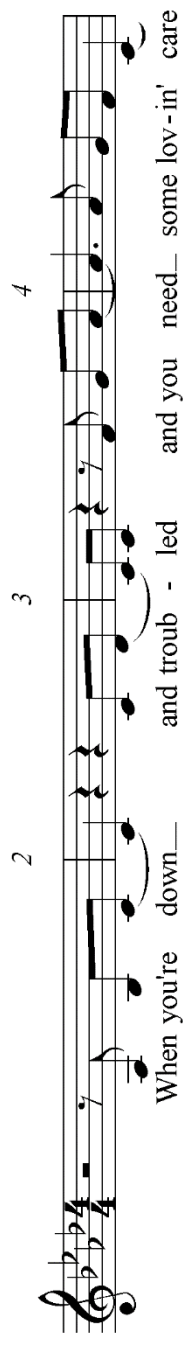
Question			Answer	Mark	Guidance
5	(a)		1/2 correct note and/or shapes = 1	7	
			3 correct notes and/or shapes = 2		
			4 correct notes and/or shapes = 3		
			5 correct notes and/or shapes = 4		
			6/7 correct notes and/or shapes = 5		
			8/9 correct notes and/or shapes = 6		
			10 all correct = 7		
5	(b)	(i)	Slur	1	
5	(b)	(ii)	Tie	1	
5	(c)		Melisma / Melismatic	1	
5	(d)	(i)	(Pop) Ballad	1	
5	(d)	(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); Counter melodies (1); Harmonies in backing voices (1)	2	

Question		Answer	Mark	Guidance
6	(a)	Trill	1	
6	(b)	Loud (1); Fast (1); Staccato at first (1); Crescendos / swells (1); Irregular time signature / 5/4 (1); Accents (1); Syncopation (1); Brass melody / fanfare (1); Legato (+1); Counter melody (1); Cross rhythms (1); Driving / exciting percussion rhythms / rhythmic (1); Drum rolls (1); Drum fill at the end (1);	4	
6	(c)	Michael Giacchino	1	Or any other suitable film music composer

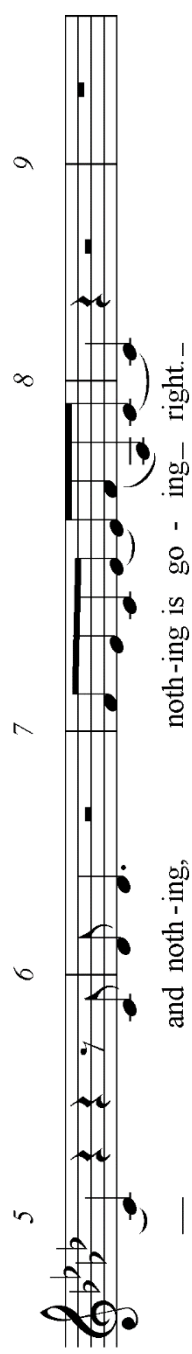
6	(d)	<ul style="list-style-type: none"> • B has a drum roll first and then an instrumental trill joins, A has an instrumental trill straight away • B has a lower trill • Both have triangles playing with the trill at the beginning • A is faster • A and B have the same melody, B is lower at first; Both are minor • B has the theme initially on low brass, in A it is on brass and high strings • B is louder / more intense than A • Both are highly rhythmic and accented • B has a fast semiquaver beat behind the theme – very intense, whereas A has a fast drum kit rhythm – lots of cymbal crashes and accented beats • Both have countermelodies and cross rhythms • B has the addition of voices, A doesn't; In the middle male voices sing the melody and female voices rise chromatically, at the end they sing on one note and the female voice rise in octaves • A has a drum fill at the end over a long note, B does not; B has repeated notes, goes very high and has a low note to end 	6	<p style="text-align: center;">Levels of response Candidates will score as follows:</p> <p>5-6 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>3-4 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>1-2 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 style="text-align: center;">NR: No response.</p>

Question			Answer	Mark	Guidance
7	(a)		Major	1	
7	(b)		6/8	1	
7	(c)	(i)	Violin	1	
7	(c)	(ii)	Oboe	1	
7	(c)	(iii)	Flute	1	
7	(c)	(iv)	Arpeggio	1	
7	(d)		Acciaccatura	1	
7	(e)	(i)	<i>p / mp</i>	1	No other answers can be accepted
7	(e)	(ii)	<i>mf / f / cresc / sfz</i>	1	Not: <i>ff</i> / fortissimo
7	(f)		Strings (1); Quavers (1); Legato / Bowed / Arco (1); Piano / soft / quieter (1); Pizzicato (1); First beat of the bar (+1); Chords (1); Broken (+1); Long notes (1); Imitation (1); (Strings are) homophonic (1);	3	No reference to tempo

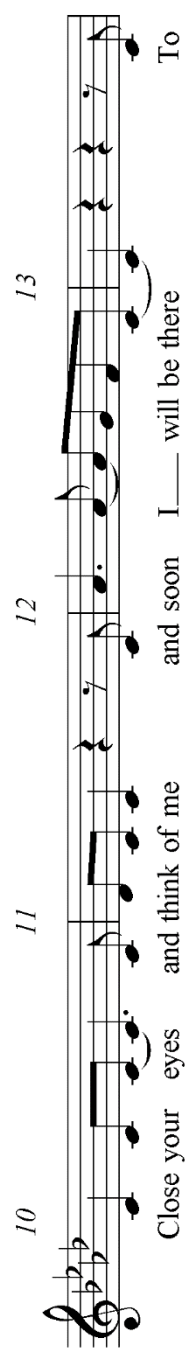
<u>Question</u>		<u>Answer</u>	<u>Mark</u>	<u>Guidance</u>
8	(a)	Synthesiser / Keyboard (1) Short / 4 bars / 4 chords (1); Chords (1); Broken / spread / block (+1) Echo / Delay (1); Reverb (1); Percussive roll / noise at the end (1); Panning (1)	3	
8	(b)	4	1	
8	(c)	Low / Baritone (1); Rich (1); Vibrato (1); Precise (1); Sustained / smooth / legato (1); Multi-tracked (1);s Chorus more detached (1); <u>One</u> falsetto note (1); Syllabic (1); Slide / Glissando (1)	3	
8	(d)	Phrase 2	1	
8		George Ezra	1	Credit any male artist who is performing from 1990 to the present day



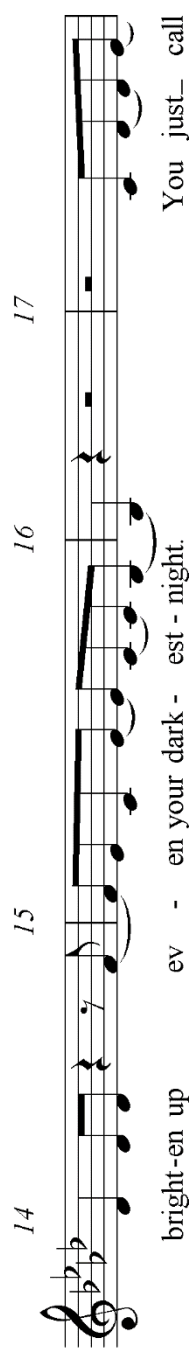
1
2
3
4
When you're down_ and troub - led and you need_ some lov-in' care



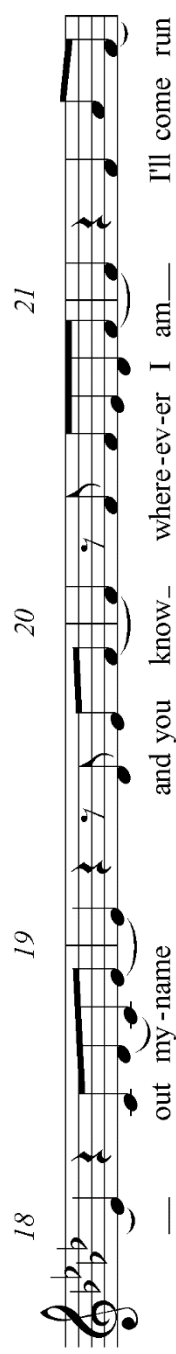
5
6
7
8
9
_ and noth-ing, noth-ing is go - ing_ right._



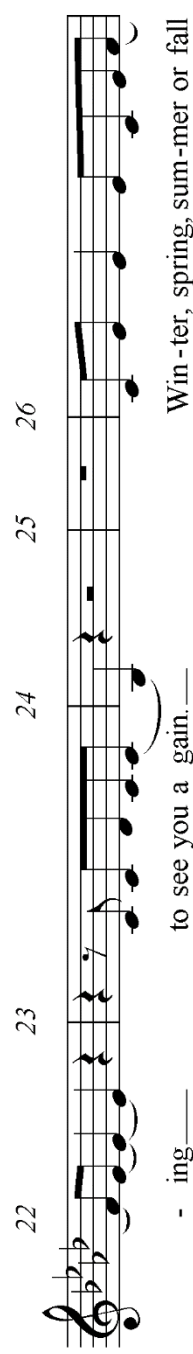
10
11
12
13
Close your eyes and think of me and soon I ___ will be there To



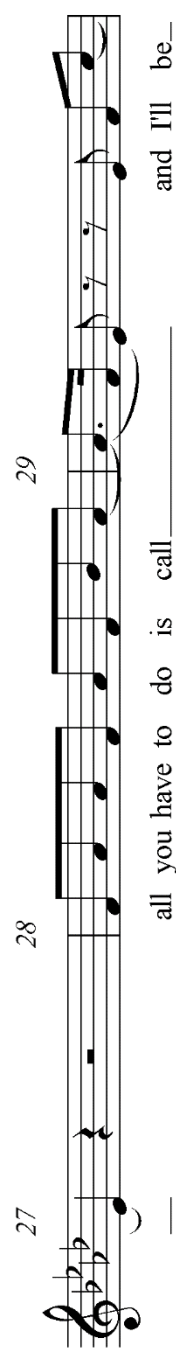
14
15
16
17
bright-en up ev - en your dark - est - night. You just_ call



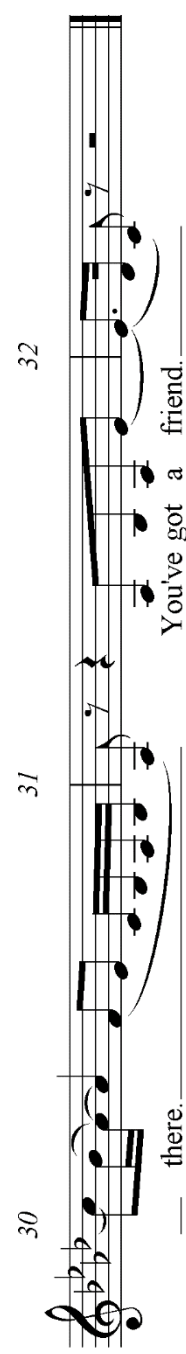
18
19
20
21
_ out my - name and you know_ where - ev - er I am_ I'll come run



22
23
24
25
26
_ ing_ to see you a gain._ Win - ter, spring, sum - mer or fall



27
28
29
_ all you have to do is call_ and I'll be_



30
31
32
_ there._ You've got a friend._

Track	Question	Composer / Artist	Title	CD title
1	1	Daon's Island Sounds	Jump in the Line: Shake Senora Track ? 0 – 1.02	Pan in Paradise: Songs of the Caribbean
2	2	Bach	Concerto No. 1: 1 st Movement Track 1 0.16 – 1.20	Brandenburg Concertos
3	3	Afrodrumming	Djembefola Track 1 Complete	African Drumming
4	4	Smetana / Czech Straatsphilharmonie	Vltava Track 2 0 – 1.10	Smetana: The Spirit of Bohemia
5	5	Carole King	You've got a friend Track 7 0 – 1.38	Tapestry
6	6A	Michael Giacchino	Mission: Impossible Theme Track 1 Complete	Mission: Impossible III
7	6B	Lorne Balfe	Mission: Accomplished Track 26 0.12 – End	Mission Impossible: Fallout
8	7	Saint-Saens / Joshua Bell and the Montreal Symphony Orchestra	Violin Concerto No 3: 2 nd movement Track 2 0 – 1.09	Saint-Saens: Violin Concerto No 3
9	8	George Ezra	Shotgun Track 2 0. – 0.58	Now that's what I call music: 100

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