
AP[®] Music Theory

Sample Student Responses and Scoring Commentary

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Free Response Question 1

- ✓ Scoring Guideline
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Question 1: Melodic Dictation**9 points****General Instructions**

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

**I. Regular Scoring Guide**

- A.** Award 1 point for each segment correct in **both** pitch and rhythm. **1 point each (max 8)**
- A “segment” is any half measure of the original melody, even if occurring over a bar line or beginning on a metrically weak pulse. (In compound duple meter, a segment is any set of three contiguous eighth-note beats.)
 - To receive credit, a segment must not overlap with any other segment receiving credit.
 - Do not subdivide a note to identify a segment.
 - To receive credit, a segment *may* be metrically shifted from its original position.
 - Give no credit for the final dotted quarter note if notation of pitches continues thereafter.
- B.** If at least one segment is correct in pitch and rhythm, award 1 additional 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 additional point) to an otherwise perfect response that does not use bar lines correctly. **1 point**
- C.** Record any score of 4 or higher and ignore the alternate scoring 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 award the additional point to the total.)

- A.** Award $\frac{1}{2}$ point per segment of correct pitches. (Maximum of 4 points) **$\frac{1}{2}$ point each (max 4)**
OR
- B.** Award $\frac{1}{4}$ point per segment of correct rhythm. (Maximum of 2 points) **$\frac{1}{4}$ point each (max 2)**

Rounding Fractional Scores

- Total scores of $\frac{1}{2}$ and $1\frac{1}{2}$ round up to the closest integer. Total scores of $2\frac{1}{2}$ and $3\frac{1}{2}$ round down to the closest integer.
- Quarter points should be rounded to the closest integer.

III. Scores with Additional Meaning

- 1** This score may also be used for a response that does not have one segment correct in both pitch and rhythm but has two or more redeeming qualities. (Do not award the additional point.)
- 0** This score is used for a response that demonstrates an attempt to answer the question but has no redeeming qualities (or only one) or a response that is off-topic or irrelevant.
- NR** Reserved for blank responses.

IV. Scoring Notes

- A.** The following notations will *not* receive credit: enharmonic equivalents; octave transpositions; dots *before* the notehead; accidentals *after* the notehead.
- B.** If you use an alternate scoring guide, do not award the extra point to the total.
- C.** If you try both regular and alternate scoring guides, award the higher of the scores if there is a difference.
- D.** Scores from one guide may *not* be combined with those from another guide.

Total for question 1 (Regular Scoring Guide)

9 points

The melody is given below without bar lines and beams to assist in identifying segments (a segment is any half measure of the original melody, i.e., any set of three contiguous eighth-note beats):



Record points for correct segments in the boxes below. Use either the regular scoring guide or one of the alternate scoring guides.

Segment	1	2	3	4	5	6	7	8	Add. Pt.
Regular Scoring									
Alt. for Pitch ½ point									Max 4
Alt. for Rhythm ¼ point									
									Max 2

Write your response to **QUESTION 1** on this page.

MUSIC THEORY
SECTION II, Part A

Time—Approximately 1 hour and 10 minutes

Directions: Answer questions 1-7 in the space provided. If you choose to use the facing pages of manuscript paper for scratch work, be sure to save time for writing your final answer in the staves provided directly below each question. If you need to rewrite your answer to any question, use the facing page of music manuscript paper and indicate on the page with the question that your answer is on the facing page.

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 violin.

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 working. 

Moderato



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

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

Write your response to **QUESTION 1** on this page.

MUSIC THEORY

SECTION II, Part A

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MUSIC THEORY

SECTION II, Part A

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Question 1

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

This question assessed students' ability to:

- hear a four-measure major-key melody in compound meter and notate the melody;
- hear and notate ascending and descending scalar patterns;
- hear and notate the dotted rhythm in the first and third measure of the melody;
- hear and notate melodic patterns containing stepwise motion and melodic skips in the tonic triad;
- hear and notate an idiomatic melodic cadence; and
- hear and notate pitches correctly in treble clef.

Sample: 1A

Score: 7

This represents a good response. Six of the eight segments are correct in pitch and rhythm (segments one, two, five, six, seven, and eight) and 6 points were awarded. Segments three and four are incorrect in pitch. Following the regular Scoring Guide, 1 point was added to the score of 6 for a total score of 7.

Sample: 1B

Score: 4

This represents a fair response. Segments five, seven, and eight are correct in pitch and rhythm; 3 points were awarded. Segments two and four are incorrect in both pitch and rhythm. Segments one and three are incorrect in pitch, and segment six is incorrect in rhythm. Following the regular Scoring Guide, 1 point was added to the score of 3 for a total score of 4.

Sample: 1C

Score: 2

This represents a poor response. No segments are correct in both pitch and rhythm, so the Alternate Scoring Guide for pitch was used. Segments one and five are correct in rhythm (but not in pitch). The correct pitches for segment two are in measure 1, and the correct pitches for segments seven and eight are in measure 4. This resulted in a score of 2½ for pitch, which was rounded down to a score of 2.