

# A Level Music

## H543/03 Composing A

### Marking criteria

#### INFORMATION FOR TEACHERS

- Marking criteria is provided for teacher reference to aid planning and teaching the content of the non-examined, externally assessed components.
- The Composing components are marked by OCR based on the marking criteria below.
- The component is marked out of **105**.
- **35** marks are available for Section 1.
- **40** marks are available for Section 2.
- **30** marks are available for Section 3.
- This document consists of **12** pages.

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This component assesses Assessment Objective 2: Create and develop musical ideas with technical and expressive control and coherence.

To select the most appropriate mark within the band descriptor, assessors should use the following guidance:

- where the learner's work convincingly meets the statement in a mark band, the highest mark in that mark band should be awarded
- where the learner's work adequately meets the statement in a mark band, the most appropriate mark in the middle range of that mark band should be awarded
- where the learner's work just meets the statement in a mark band, the lowest mark in that mark band should be awarded.

### Section 1: Board Set Brief – 35 marks

#### Response to brief and ideas (15 marks)

Learners are assessed on:

- the appropriateness of the response to the commission and the occasion or audience
- quality of ideas and overall structural concept
- aural familiarity evidenced in the composition
- arrangement: the materials chosen should show invention in the arrangement through the addition of original ideas / the creative handling of structure
- understanding of musical conventions in relation to the chosen style/genre/tradition
- use of musical elements for expressive communication.

<b>13–15 marks</b>	Creative and musically convincing response; strong, inventive, demonstrates excellent understanding of musical devices and conventions in relation to the chosen genre; excellent use of musical elements for expressive communication in relation to the brief.
<b>10–12 marks</b>	Appropriate response; effective shaping of materials and structure, demonstrates understanding of musical devices and conventions in relation to the chosen genre; good use of musical elements for expressive communication.
<b>7–9 marks</b>	Moderately appropriate response; demonstrates some understanding of musical devices and conventions in relation to the chosen genre. Lacking invention or character; some use of musical elements for expressive communication.
<b>4–6 marks</b>	Limited response; demonstrates basic understanding of musical devices and conventions in relation to the chosen genre. Basic use of musical elements for expressive communication.
<b>1–3 marks</b>	Little effectiveness in response; demonstrates little understanding of musical devices and conventions in relation to the chosen genre. Little understanding of use of musical elements for expressive communication.
<b>0 marks</b>	No response or no response worthy of credit

### Compositional techniques (10 marks)

Learners are assessed on:

- the use of musical elements, techniques and resources to assemble, combine, connect and develop ideas – including melodic and harmonic understanding
- structure and control of musical material
- where appropriate, skills of text setting
- understanding of the medium – idiomatic writing for instruments or skills in the use of music technology
- in arrangement, inventive use of instruments and textures beyond simple transcription will be credited.

<b>9–10 marks</b>	Very secure control of a broad range of techniques; inventive, wholly idiomatic use of the medium; sophisticated use of a range of musical elements in combination.
<b>7–8 marks</b>	Secure control of a range of techniques; mostly idiomatic use of the medium; good use of appropriate musical elements in combination.
<b>5–6 marks</b>	Moderate control of most appropriate techniques; competent use of the medium; some use of appropriate musical elements in combination.
<b>3–4 marks</b>	Limited control of some appropriate techniques; simple use of the medium; demonstrates basic understanding of the use of musical elements.
<b>1–2 marks</b>	A little technical control; a little understanding of use of the medium; little understanding of use of musical elements.
<b>0 marks</b>	No technical control; no understanding of use of the medium.

### Communication (10 marks)

Learners are assessed on:

- accuracy and attention to detail in realisation
- accurate, expressive and coherent communication of the composer's intention
- use of articulation, phrasing, and dynamics for expressive communication.

<b>9–10 marks</b>	Vivid communication of the learner's intention for the composition. Very secure use of articulation, phrasing and dynamics where appropriate.
<b>7–8 marks</b>	Secure communication of the learner's intention for the composition. Secure use of articulation, phrasing and dynamics where appropriate.
<b>5–6 marks</b>	Moderately secure communication of the learner's intention for the composition. Some use of articulation, phrasing and dynamics where appropriate.
<b>3–4 marks</b>	Limited communication of the learner's intention for the composition. Limited use of articulation, phrasing and dynamics where appropriate.
<b>1–2 marks</b>	Poor communication of the learner's intention for the composition. Basic use of articulation, phrasing and dynamics where appropriate.
<b>0 marks</b>	No response or no response worthy of credit.

## Section 2: Learner Set Brief – 40 Marks

Composing in response to learner set brief in discussion with the centre.

### Effectiveness of the learner set brief (5 marks)

Learners are assessed on how well the brief they set allows them to go on to compose a piece of music that demonstrates their musical ideas effectively.

<b>4–5 marks</b>	A detailed brief which provides an excellent starting point for learners to compose a piece that demonstrates the ability to create and develop musical ideas with technical control, expressive control and coherence.
<b>2–3 marks</b>	A brief which provides an adequate starting point for learners to compose a piece that demonstrates the ability to create and develop musical ideas with technical control, expressive control and coherence.
<b>1 mark</b>	A basic brief which doesn't provide enough detail to be a satisfactory starting point.
<b>0 marks</b>	No response or no response worthy of credit.

### Response to brief and ideas (15 marks)

Learners are assessed on:

- the appropriateness of the response to the commission and the occasion or audience
- quality of ideas and overall structural concept
- aural familiarity evidenced in the composition
- arrangement: the materials chosen should show invention in the arrangement through the addition of original ideas / the creative handling of structure
- understanding of musical conventions in relation to the chosen style/genre/tradition
- use of musical elements for expressive communication.

<b>13–15 marks</b>	Creative and musically convincing response; strong, inventive, demonstrates excellent understanding of musical devices and conventions in relation to the chosen genre; excellent use of musical elements for expressive communication in relation to the brief.
<b>10–12 marks</b>	Appropriate response; effective shaping of materials and structure, demonstrates understanding of musical devices and conventions in relation to the chosen genre; good use of musical elements for expressive communication.
<b>7–9 marks</b>	Moderately appropriate response; demonstrates some understanding of musical devices and conventions in relation to the chosen genre. Lacking invention or character; some use of musical elements for expressive communication.
<b>4–6 marks</b>	Limited response; demonstrates basic understanding of musical devices and conventions in relation to the chosen genre. Basic use of musical elements for expressive communication.
<b>1–3 marks</b>	Little effectiveness in response; demonstrates little understanding of musical devices and conventions in relation to the chosen genre. Little understanding of use of musical elements for expressive communication.
<b>0 marks</b>	No response or no response worthy of credit.

**Compositional techniques (10 marks)**

Learners are assessed on:

- the use of musical elements, techniques and resources to assemble, combine, connect and develop ideas – including melodic and harmonic understanding
- structure and control of musical material
- where appropriate, skills of text setting
- understanding of the medium – idiomatic writing for instruments or skills in the use of music technology
- in arrangement, inventive use of instruments and textures beyond simple transcription will be credited.

<b>9–10 marks</b>	Very secure control of a broad range of techniques; inventive, wholly idiomatic use of the medium; sophisticated use of a range of musical elements in combination.
<b>7–8 marks</b>	Secure control of a range of techniques; mostly idiomatic use of the medium; good use of appropriate musical elements in combination.
<b>5–6 marks</b>	Moderate control of most appropriate techniques; competent use of the medium; some use of appropriate musical elements in combination.
<b>3–4 marks</b>	Limited control of some appropriate techniques; simple use of the medium; demonstrates basic understanding of the use of musical elements.
<b>1–2 marks</b>	A little technical control; a little understanding of use of the medium; little understanding of use of musical elements.
<b>0 marks</b>	No response or no response worthy of credit.

**Communication (10 marks)**

Learners are assessed on:

- accuracy and attention to detail in realisation
- accurate, expressive and coherent communication of the composer's intention
- use of articulation, phrasing, and dynamics for expressive communication.

<b>9–10 marks</b>	Vivid communication of the learner's intention for the composition. Very secure use of articulation, phrasing and dynamics where appropriate.
<b>7–8 marks</b>	Secure communication of the learner's intention for the composition. Secure use of articulation, phrasing and dynamics where appropriate.
<b>5–6 marks</b>	Moderately secure communication of the learner's intention for the composition. Some use of articulation, phrasing and dynamics where appropriate.
<b>3–4 marks</b>	Limited communication of the learner's intention for the composition. Limited use of articulation, phrasing and dynamics where appropriate.
<b>1–2 marks</b>	Poor communication of the learner's intention for the composition. Basic use of articulation, phrasing and dynamics where appropriate.
<b>0 marks</b>	No response or no response worthy of credit.

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**Section 3: Technical Exercises – 30 marks**

Learners are assessed on:

- pitch organisation – e.g. use of modes, non–Western scales, 12–note techniques, quartal harmonies
- rhythms and Metre – e.g. rhythmic augmentation/ diminution, development of rhythmic cells, rhythmic displacement, polyrhythms, metrical transformation
- textures – e.g. counterpoint including fugue, pointillistic techniques, heterophony.

The learners compositions will be assessed as a whole across the three exercises and a mark given for language, technique and compositional coherence.

**Language (10 marks)**

Learners will be assessed on:

- appropriate use of language (ie pitch, rhythm and texture) in relation to their chosen Area of Study
- idiomatic writing for instrument or voice, melodically, harmonically or rhythmically as appropriate.

<b>9–10 marks</b>	Comprehensive exploration and understanding of language applied in a highly imaginative way. Wholly appropriate use of wide range of language.
<b>7–8 marks</b>	Secure exploration and understanding of language applied in an imaginative way. Appropriate use of a range of language.
<b>5–6 marks</b>	Moderate exploration and understanding of language applied with some imagination. Mainly appropriate use of a range of language.
<b>3–4 marks</b>	Limited exploration and understanding of language applied with a little imagination. Some appropriate use of a limited range of language.
<b>1–2 marks</b>	Basic exploration and understanding of language applied with no imagination. Limited use of language.
<b>0 marks</b>	No response or no response worthy of credit.

**Technique (10 marks)**

Learners are assessed on:

- the use of compositional techniques and devices to assemble, combine, connect and develop ideas
- structure and control of musical material.

<b>9–10 marks</b>	Very secure control of all appropriate techniques to structure the music of each exercise.
<b>7–8 marks</b>	Secure control of appropriate techniques to structure the music of each exercise.
<b>5–6 marks</b>	Moderate control of some appropriate techniques to structure the music of each exercise.
<b>3–4 marks</b>	Limited control of some techniques to structure the music of each exercise.
<b>1–2 marks</b>	Little control of techniques in structuring the music of each exercise.
<b>0 marks</b>	No response or no response worthy of credit.

**Compositional coherence (10 marks)**

Learners are assessed on:

- the integration of techniques and ideas
- understanding of the chosen medium to create a coherent composition.

<b>9–10 marks</b>	Wholly effective and entirely successful integration of techniques and ideas; wholly idiomatic understanding of the chosen medium.
<b>7–8 marks</b>	Effective and successful integration of techniques and ideas; mostly idiomatic understanding of the chosen medium.
<b>5–6 marks</b>	Moderately effective and moderately successful integration of techniques and ideas; competent understanding of the chosen medium.
<b>3–4 marks</b>	Limited effectiveness and limited success in the integration of techniques and ideas; basic understanding of the chosen medium.
<b>1–2 marks</b>	Weak effectiveness and success in the integration of techniques and ideas; little understanding of the chosen medium.
<b>0 marks</b>	No response or no response worthy of credit.

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