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Specimen

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This specimen paper has been updated for assessments from 2020. The specimen questions and mark schemes remain the same. The layout and wording of the front covers have been updated to reflect the new Cambridge International branding and to make instructions clearer for candidates.

This document has **4** pages. Blank pages are indicated.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:
Marks must be awarded in line with: • the specific content of the mark scheme or the generic level descriptors for the question   • the specific skills defined in the mark scheme or in the generic level descriptors for the question   • the standard of response required by a candidate as exemplified by the standardisation scripts.
GENERIC MARKING PRINCIPLE 2:   Marks awarded are always **whole marks** (not half marks, or other fractions).
GENERIC MARKING PRINCIPLE 3:   Marks must be awarded **positively**:   • marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate   • marks are awarded when candidates clearly demonstrate what they know and can do   • marks are not deducted for errors   • marks are not deducted for omissions   • answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
GENERIC MARKING PRINCIPLE 4:   Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.
GENERIC MARKING PRINCIPLE 5:   Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6:   Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Dissertation

The principal investigative tools should be aural ones; close familiarity with all aspects of the sound of the chosen music must be demonstrated and candidates are therefore advised to choose something which interests or excites them. The music for listening should be substantial: in order to understand fully the place of the chosen music in the repertoire or tradition from which it comes, it may also be advisable to listen, less intensively, to a wider range of relevant examples.

It is important for candidates to ensure that adequate resources (particularly relevant CDs and suitable books) are available to support their investigation before they commit themselves to a particular topic. Background reading to support and extend the listening should be chosen not only to be appropriate to the topic. Candidates will need to learn to discriminate in their reading between what is significant, just relevant or merely incidental to their line of enquiry.

Candidates should express themselves clearly in their own words; when they wish to quote what other commentators say this should always be properly acknowledged in a footnote reference to their bibliography. Whenever possible, assertions about the music should be illustrated by precise reference to an example either from the printed music or a recording. (It may be beneficial to supply brief recorded extracts to accompany the text.)

Marks will be given under each of the following headings, applied to the dissertation as a whole.

1   Aural perception (20 marks)

Descriptors	Marks
Keen aural perception and a sharp focus on significant features.	17–20
Good aural perception and a consistent focus on significant features.	13–16
An adequate level of aural awareness and ability to recognise what is significant.	9–12
Some evidence of aural awareness and ability to recognise what is significant.	5–8
A weak aural response with little awareness of significant features.	1–4
No evidence of any listening at all.	0

2   Contextual understanding (20 marks)

Descriptors	Marks
A wide range of scholarly reading/research informs a secure understanding of significant contextual matters, including musical context within larger-scale works.	17–20
An appropriate range of mostly scholarly reading/research informs knowledgeable references to relevant contextual matters.	13–16
A limited amount of appropriate reading/research, of variable scholarly standard, is drawn on to sketch a relevant context.	9–12
A very limited amount of reading/research undertaken, including some scholarly sources, showing some understanding of relevant background and context.	5–8
Some evidence of reading/research at a mainly low level of scholarship and some attempt to establish background/context but of only partial relevance.	1–4
No evidence of any relevant background knowledge or contextual understanding.	0

3   Analytic/investigative techniques and technical vocabulary (20 marks)

Descriptors	Marks
Confident use of appropriate analytic/investigative techniques precisely explained using correct technical vocabulary.	17–20
Mostly confident application of appropriate analytic/investigative techniques explained clearly using technical vocabulary.	13–16
Fairly confident application of appropriate analytic/investigative techniques explained using some technical vocabulary.	9–12
A sensible attempt to investigate relevant aspects of the music partly supported by necessary terminology.	5–8
Some attempt to investigate the music hampered by an insecure grasp of technical vocabulary.	1–4
No attempt at analytic/investigative exploration of the music.	0

4   Substantiation of judgements (20 marks)

Descriptors	Marks
All judgements substantiated by wholly apt examples chosen independently of other commentators, securely identified and flawlessly referenced.	17–20
Nearly all judgements substantiated by entirely appropriate, clearly-located and correctly-referenced examples.	13–16
Most judgements supported by appropriate examples, some derived with acknowledgement from other commentators.	9–12
Some judgements illustrated by examples, leaning heavily on other commentators.	5–8
A few judgements illustrated by derivative examples.	1–4
No examples or illustrative material of any kind offered to support the text.	0

5   Communication of findings and acknowledgements (20 marks)

Descriptors	Marks
A thoroughly convincing coherent presentation, meticulously documented.	17–20
A convincing presentation, carefully documented.	13–16
A mostly convincing presentation, adequately documented.	9–12
A patchy presentation, incompletely documented.	5–8
A weak presentation, poorly documented.	1–4
Incoherent and undocumented.	0