

Section B: Listening

Question 9-3: Unfamiliar listening

12 marks

Question	Marking guidance
9-3	<p data-bbox="357 409 703 443">Afro Celt Sound System:</p> <ul data-bbox="357 477 1399 1037" style="list-style-type: none"><li data-bbox="357 477 1018 510">• African / drumming / percussion / vocal music;<li data-bbox="357 510 1399 611">• African solo vocals / and African percussion instruments / and complex, layered rhythms / djembe / talking drum / shakers / kora (<i>credit naming of appropriate instruments, even though not necessarily distinct in the extract</i>);<li data-bbox="357 645 834 678">• Celtic / Irish / folk / dance music;<li data-bbox="357 678 1399 813">• improvised solos / modal / rapid, ornamented passages / glissandi / slides and bends / syncopated dance rhythms / uilleann pipe / (low) whistle / hurdy-gurdy / accordion / bodhran / fiddle - double stopping . . . traditional Irish dance rhythms;<li data-bbox="357 835 946 869">• Western / electronic / Club Dance music;<li data-bbox="357 869 1399 1037">• layering / repeated loops / (mostly) 4 or 8 bar phrases / dropping in and out of the mix / giving variety of texture / driving beat / `dirty`, grungy sound / strong bass line / sub-bass / use of (rhythm and vocal) samples / drone / and electronic effects / synthesisers / electric piano / drum machine - electronic drums. <p data-bbox="357 1104 595 1137">Kokolo Afrobeat:</p> <ul data-bbox="357 1171 1399 1809" style="list-style-type: none"><li data-bbox="357 1171 1018 1205">• African / drumming / percussion / vocal music;<li data-bbox="357 1205 1399 1350">• African percussion instruments / and complex, layered rhythms (particularly at the start of the extract, before obscured by drum kit) / djembe / talking drum / wood blocks (<i>credit naming of appropriate instruments, even though not necessarily distinct in the extract</i>);<li data-bbox="357 1350 930 1384">• African vocals / choir in unison - octaves<li data-bbox="357 1406 643 1440">• Jazz / funk styles;<li data-bbox="357 1440 1399 1619">• mostly scored (or played from memory) / straight quavers / use of horns in octaves . . . or trumpet - trombone - baritone saxophone named / three muted guitar / licks - loops (only one scored) / first lick combines with opening percussion (and sub-bass) / two more loops enter together after horns / use of fills / acoustic drum kit;<li data-bbox="357 1641 946 1675">• Western / electronic / Club Dance music;<li data-bbox="357 1675 1399 1809">• layering / repeated loops / 2, 4 or 8 bar phrases / dropping in and out of the mix / giving variety of texture / driving beat / strong bass line / synth bass / sub-bass / and electronic bass drum to reinforce acoustic kick drum / electronic effects;

Level	Mark	Descriptor (AO3, 6 marks; AO4, 6 marks)
	0	No rewardable material.
Level 1	1 - 3	<ul style="list-style-type: none"> • Makes limited isolated points about either or both extracts; (AO3) • Limited or no musical vocabulary used; (AO3) • Appraising points made are basic and undeveloped; (AO4) • Limited attempts to draw conclusions about the extracts; (AO4)
Level 2	4 - 6	<ul style="list-style-type: none"> • Makes points about either or both extracts, with little supporting evidence; (AO3) • Some basic musical vocabulary used; (AO3) • Appraising points cover similarities and differences in a mainly descriptive way; (AO4) • Attempts at drawing conclusions are not necessarily successful; (AO4) <p>NB: The mark awarded cannot progress beyond the top of this band if only ONE piece has been considered.</p>
Level 3	7 - 9	<ul style="list-style-type: none"> • Makes points about both extracts, using some evidence to support points made and demonstrating some stylistic awareness; (AO3) • Good range of musical vocabulary used; (AO3) • Appraisal demonstrates straightforward analysis of similarities and differences; (AO4) • Some attempt at comparing, contrasting and drawing conclusions; (AO4)
Level 4	10 - 12	<ul style="list-style-type: none"> • Makes points about both extracts, fully supported by evidence, demonstrating stylistic awareness of both pieces; (AO3) • Extensive and sophisticated use of musical vocabulary; (AO3) • Appraisal presents a cohesive critical argument of both pieces; (AO4) • Demonstrates the ability to compare, contrast and draw conclusions. (AO4)