VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY

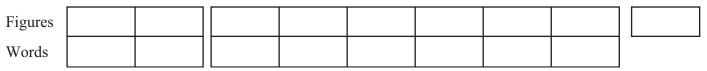


Victorian Certificate of Education 2009

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

Letter

STUDENT NUMBER



MUSIC STYLES

Aural and written examination

Wednesday 18 November 2009

Reading time: 3.00 pm to 3.15 pm (15 minutes) Writing time: 3.15 pm to 5.15 pm (2 hours)

QUESTION AND ANSWER BOOK

Structure of book

| Section | Number of questions | Number of questions to be answered | Number of marks |
|---------|------------------------|---------------------------------------|--------------------|
| А | 5 | 5 | 45 |
| В | 3 | 3 | 32 |
| C | 1 | 1 | 23 |
| | | | Total 100 |

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners and rulers.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or white out liquid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 21 pages.
- Audio compact disc containing the musical examples for Section A which will run continuously throughout Section A of the task. The audio compact disc will run for 54 minutes 12 seconds.

Instructions

- Write your **student number** in the space provided above on this page.
- All work that appears, including rough work, will be considered for assessment.
- You may write at any time during the running of the audio compact disc.
- All written responses must be in English.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

SECTION A

Instructions for Section A

2

Answer **all** questions in the spaces provided.

An audio compact disc will run continuously throughout Section A.

Question 1

Excerpt: Mychael Danna delhi.com

20 seconds to read the question

First playing - 1 minute silence

Second playing - 3 minutes silence

Describe the layers of sound that are used in this excerpt. You may use a diagram in your response.

this excerpt is not supplied.

Question 2

Excerpt:anonymousGaudete!30 seconds to read the two parts of the question

| | 1 | 1 |
|----------------|---------------|---------|
| First playing | -1 minute si | ilence |
| Second playing | -4 minutes s | silence |
| Third playing | - 4 minutes s | silence |

This arrangement of a Renaissance chorus consists of five sections.

a. Identify the musical features of each section.

Section 1

Section 2

Section 3

5

Section 4

Section 5

b.

| Describe how repetition and variation are used in this excerpt. | | |
|--|--|--|
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| Question 3 | | | |
|------------|--------|--|--|
| Excerpt: | Mahler | from Stürmisch bewegt, Symphony No. 1 in D | |

20 seconds to read the question

First playing- 2 minutes silenceSecond playing- 3 minutes silence

Explain how **three** of the following elements of music are used in combination to build intensity in this excerpt.

- melody
- texture
- tone colour
- harmony
- dynamics/volume

| Question 4 | | Due to copyright restriction, | |
|-------------------------|------------------------|-------------------------------|--|
| Excerpt: Carl Vine Rash | | this excerpt is not supplied | |
| 20 seconds to | read the question | | |
| First playing | - 1 minute silence | | |
| Second playin | ng - 3 minutes silence | | |

Describe how repetition and contrast are used in this excerpt. In your answer refer to rhythm.

6 marks

SECTION A – continued TURN OVER

9

Question 5Excerpt:Cole PorterToo Darn Hot

20 seconds to read the questionFirst playing- 2 minutes silenceSecond playing- 3 minutes silence

Describe how the singer uses his voice to create a sense of energy in this piece. In your answer refer to **two** of the following elements of music.

- tone colour
- articulation
- rhythm
- melody

SECTION B

Instructions for Section B

Answer **all** questions in the spaces provided.

Question 6

In Unit 3 you studied an Australian work (or a section of an Australian work, or a collection of Australian works).

Identify that work.

Title _____

Section of work studied (if applicable)

Composer ___

Explain how two contextual issues have affected the creation of the selected work.

| 10 marks |
|----------|
| 10 marks |

Question 7

This question refers to the **other** work (short work/movement/collection of minor works) you studied in Unit 3. Identify that work.

| Title | | |
|-------|--|--|
| | | |

Section of work studied (if applicable)

Composer ____

Explain how **two** of the following elements of music interact with a **compositional device** in this other work. Use examples from the music to support your explanation.

- structure/form
- texture
- tonality
- melody
- rhythm

Question 8

In Unit 4 you studied a work (short work/movement/section/collection of minor works) created since 1910. Identify that work.

| Title |
|--|
| Section of work studied (if applicable) |
| Composer |
| You also studied another work (short work/movement/section/collection of minor works). Identify this other work. |
| Title |
| Section of work studied (if applicable) |
| Composer |
| This question refers to both works you studied in Unit 4. |
| 'It is the development of an idea that sustains our interest in a piece of music.' |
| Discuss this statement in relation to the development of a musical idea or ideas in both of the works you studied in Unit 4. In your answer you may refer to the following. |
| • the treatment of the elements of music |
| • the use of compositional devices |
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2009 MUS STYLES EXAM

SECTION C

Instructions for Section C

Answer **all** questions in the spaces provided.

Question 9

In Unit 4 you composed/arranged/improvised your own short work. This question requires you to use the skills and knowledge you learnt about the processes involved in composing/arranging/improvising. Identify the work you composed/arranged/improvised.

- **a. Describe** how you used **one** of the following elements of music in your composition/arrangement/ improvisation.
 - melody
 - rhythm
 - tone colour

b. Describe the system you used to preserve a record of the music.

c.

3 marks Explain how you used a compositional device to compose/arrange/improvise your work.

- **d.** Your local art gallery is planning five exhibitions of new Australian photography. You have been chosen to develop music to accompany the opening of **one** of these exhibitions. The exhibitions are titled
 - Morning at the market
 - The polluted river
 - Our community
 - The outback
 - Moonlight on the Yarra.

Discuss the **creative process(es)** you would use to create music that evokes the emotion(s) suggested by **one** of these exhibition titles.

END OF QUESTION AND ANSWER BOOK

