

91422



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

3

SUPERVISOR'S USE ONLY

# Level 3 Music Studies, 2014

## 91422 Analyse a substantial music work

2.00 pm Wednesday 26 November 2014  
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Analyse a substantial music work.	Critically analyse a substantial music work.	Perceptively analyse a substantial music work.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

**You should attempt ALL the questions in this booklet.**

If you need more room for any answer, use the extra space provided at the back of this booklet.

Check that this booklet has pages 2–12 in the correct order and that none of these pages is blank.

**YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.**

TOTAL

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In this paper you are to analyse ONE substantial music work that you have studied.  
Read all the questions carefully before you begin.

*Do NOT repeat the same material in your answers to different questions.*

Work title: _____
Composer/performer: _____
Genre/style/period: _____

**QUESTION ONE: RHYTHM/MELODY**

- (a) Explain ONE way that the element of rhythm OR melody has been used as a feature of the work. Support your response with specific musical evidence.

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(b) Explain TWO ways that this element has been developed within the work. Support your response with specific musical evidence.

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(c) Evaluate the extent to which the use of this element is typical of works of the genre, style, or period. Support your response with specific musical evidence.

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Lined area for writing a response, consisting of 20 horizontal lines and four sets of four-line musical staves.

Empty rectangular box for marking.





(c) Discuss how texture OR tonality have influenced the structure / form of the work. Support your response with specific musical evidence.

ASSESSOR'S  
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Lined area for student response, consisting of 20 horizontal lines and four sets of four-line musical staves.

Empty rectangular box for assessor's use.









**Extra space if required.  
Write the question number(s) if applicable.**

ASSESSOR'S  
USE ONLY

QUESTION  
NUMBER

A series of ten sets of blank musical staves, each consisting of five horizontal lines, arranged vertically down the page. These staves are intended for students to write their answers to the questions on the page.

