



SUPERVISOR'S USE ONLY

3

91420



914200

Draw a cross through the box (☒) if you have NOT written in this booklet



+



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 3 Making Music 2024

91420 Integrate aural skills into written representation

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Integrate aural skills into written representation.	Integrate aural skills securely into written representation.	Integrate aural skills consistently into written representation.

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.

You may wish to answer in pencil while the recording is playing, but your completed answers must be in ink. You will have time to go over your answers in ink after the recording ends.

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.

Do not write in the margins (//////). This area will be cut off when the booklet is marked.

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

In this assessment, each of the music extracts will be played a number of times, as indicated, with a pause of 30 seconds after each playing. Following the last extract in Questions One and Two, you will have two minutes to check your answers.

You now have one minute to read Question One on pages 2 to 4.

QUESTION ONE

You will hear extracts from the song “Beautiful Day” by U2.

Extract 1 This is the introduction of the piece. You will hear a repeated four-bar guitar chord pattern in 4/4 time. It is 35 seconds long and will be played FOUR times. A crotchet-beat pulse will be heard before it starts. Complete parts (a) and (b).

- (a) There are seven chords in this extract; TWO have been given to you. Identify the remaining FIVE chords and write them in the correct box to indicate where the chord changes.

♩ = 134

4/4 A |

Beat: 1 + 2 + 3 + 4 + 1 + 2 + 3 + 4 +

bar 1 bar 2

4/4 D^{add9} | **x4**

Beat: 1 + 2 + 3 + 4 + 1 + 2 + 3 + 4 +

bar 3 bar 4

- (b) Identify the rhythmic feature created by the chords and analyse the effect this has on the music.

Rhythmic feature: _____

Extract 2 This is the bridge of the song. It is 30 seconds long and will be played FIVE times.
Complete part (c).

- (c) Transcribe the vocal line over the given lyrics. The piece is notated one octave higher than sung. All rests and some of the melody have been provided.

♩ = 134

Voice

See the world in green and blue___

56

See Chi - na right___ in front of you See the can - yons

59

bro - ken by cloud See the tu - na fleets clear - ing the___ sea out

62

See the Bed - ouin fires at night See the oil fields

65

at first light and see the bird with a leaf in her mouth

68

Af - ter the flood all the col - ours came out

You now have one minute to read Question Two on pages 5 and 6.

QUESTION TWO

You will hear extracts from “Bolero” by Maurice Ravel.

Extract 4 This is from the beginning of the work. It is 30 seconds long and will be played FIVE times. The snare rhythm and lower strings repeat throughout. Complete parts (a), (b), and (c).

- Transcribe the repeated rhythmic pattern played by the snare drum (two bars).
- Transcribe the repeated phrase played by the lower strings (two bars).
- Transcribe the clarinet melody, in concert pitch, which begins in bar 3.

$\text{♩} = 56$ **Tempo di Bolero moderato assai**

Clarinet (concert pitch)

Snare Drum

Lower Strings

sim.

pizz.

sim.

3

Cl.

5

Cl.

8

Cl.

Extract 5 This extract contains a different melody and begins in C major. It is 1 minute and 15 seconds long and will be played FOUR times. Complete part (d).

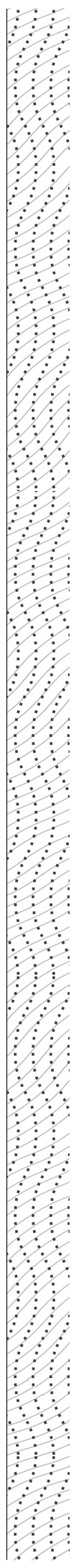
- (d) Analyse how the composer uses each of the following elements and features in this extract, and the impact each has on the music.

Compositional device (heard throughout the extract): _____

Range of pitches: _____

Harmony/chords: _____

Tonality: _____



You now have one minute to read Question Three on pages 7 to 9.

QUESTION THREE

You will hear extracts from two art songs by New Zealand composer Vera Beauchamp using lyrics written by her sister Katherine Mansfield.

Extract 6 This is the first verse of the art song "Night". It is 30 seconds long and will be played FIVE times. Complete part (a).

- (a) Transcribe the vocal melody. The key moves between G minor and G major. Add accidentals where needed. All rests have been provided.

23 $\text{♩} = 120$

Voice

When the sha - dows of eve - ning are fall - ing

27

And the world is pre - par - ing to sleep

31

When the birds to their wee ones are call - -

35

- ing and the stars are be - gin - ning to peep

Extract 7 This extract from “Night” is in the key of G major. It is 15 seconds long and will be played FIVE times. Complete part (b).

(b) Identify the chords using Roman numerals in the boxes provided below the staff.

♩ = 120

Voice



A peace steals

V⁷

5



V⁷b/V

8



V⁷b/vi

Extract 8 This is the whole art song “Love’s Entreaty”. It is 90 seconds long and will be played THREE times. Complete parts (c) and (d).

- (c) The song begins in the key of E major and changes key several times. Identify each new key and analyse its relationship to the tonic key in the table below. The first row has been given.

Section/lyrics	Key	Relationship to the tonic
<i>(Piano introduction)</i> Lov’st thou me, or lov’st me not. Whisper and do not fear.	E major	Tonic
Let me not wait thine answer, love ...		
... the time to part draws near. <i>(first three bars of piano interlude)</i>		
<i>(second three bars of piano interlude)</i> Why standest thou so proud, so cold; would I thy heart might see. The moon shall wane, and the stars grow old. E’er I lose my love for ...		
thee, if thou would’s’t take my heart, my life. If I thy slave might be.		
I’d reck not for the world’s hard strive;		
Oh, my love, I would live for thee, for thee! <i>(piano coda)</i>		

- (d) Analyse the form of this song. Support your answer with evidence from the music and refer to elements and features in your response.

Form: _____

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

QUESTION
NUMBER

