

Victorian Certificate of Education
Year

SUPERVISOR TO ATTACH PROCESSING LABEL HERE

STUDENT NUMBER Letter

MUSIC CONTEMPORARY PERFORMANCE
Aural and written examination

Day Date

Reading time: *.*.* to *.*.* (15 minutes)

Writing time: *.*.* to *.*.* (1 hour)

QUESTION AND ANSWER BOOK

Structure of book

<i>Section</i>	<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
A	2	2	20
B	9	9	40
			Total 60

- 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 correction fluid/tape.
- No calculator is allowed in this examination.

Materials supplied

- Question and answer book of 13 pages, including blank manuscript for rough work on page 8
- An audio recording of musical excerpts for Sections A and B

Instructions

- Write your **student number** in the space provided above on this page.
- All your work, including rough work, will be considered for assessment.
- You may write at any time during the playing of the audio recording.
- 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 – Listening and interpretation

Instructions for Section A

Answer **all** questions in pen or pencil in the spaces provided.

An audio recording will play continuously throughout Section A.

Question 1 (8 marks)

Work: ‘Don’t Speak’

Composers/Creators: Gwen Stefani and Eric Stefani

Performers: No Doubt

Album: *Tragic Kingdom* (Trauma Records and Interscope Records, 1995)

The excerpt will be played three times. There will be silent working time after each playing.

First playing (1’09”) – 30 seconds of silence

Second playing (1’09”) – 2 minutes of silence

Third and final playing (1’09”) – 3 minutes of silence

- a. Describe how the performers use articulation and texture to create musical character. 4 marks

DO NOT WRITE IN THIS AREA

b. Discuss how the performers use contrast.

4 marks

DO NOT WRITE IN THIS AREA

Question 2 (12 marks)

This question relates to excerpts from two interpretations of the work ‘Eleanor Rigby’, composed by Lennon–McCartney (John Lennon and Paul McCartney).

Interpretation A

Work: ‘Eleanor Rigby’

Performers: The Beatles

Album: *I* (EMI, 2000)

Interpretation B

Work: ‘Eleanor Rigby’

Performer: Katie Noonan

Album: *Blackbird: The Music of Lennon and McCartney* (Sony BMG Music Entertainment Australia, 2008)

The excerpts will be played three times. There will be silent working time after each excerpt is played.

First playing of Interpretation A (0'59") – 30 seconds of silence

First playing of Interpretation B (0'56") – 1 minute of silence

Second playing of Interpretation A (0'59") – 30 seconds of silence

Second playing of Interpretation B (0'56") – 2 minutes of silence

Third and final playing of Interpretation A (0'59") – 1 minute of silence

Third and final playing of Interpretation B (0'56") – 2 minutes and 30 seconds of silence

Compare the ways in which the two interpretations use **three** of the following to create musical character:

- tone colour
- texture
- articulation
- melody
- structure
- repetition
- contrast

DO NOT WRITE IN THIS AREA

**END OF SECTION A
TURN OVER**

SECTION B – Music language**Instructions for Section B**

Answer **all** questions in pen or pencil in the spaces provided.

An audio recording will play continuously throughout Section B.

Question 3 (4 marks)

Listen to the following intervals. Each interval will be played twice, with silent working time after each playing. Each interval may be played harmonically and/or melodically, ascending and/or descending.

Identify the size and the quality of each interval.

First playing – 5 seconds of silence

Second and final playing – 5 seconds of silence

1. _____

2. _____

3. _____

4. _____

Question 4 (4 marks)

Listen to the following scales and/or modes. Each scale or mode will be played twice, ascending and/or descending, with silent working time after each playing.

First playing – 5 seconds of silence

Second and final playing – 5 seconds of silence

a. Identify each scale and/or mode.

3 marks

1. _____

2. _____

3. _____

b. From the options below, circle the scale and/or mode that is played twice, ascending and/or descending.

1 mark

major

mixolydian

phrygian

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

CONTINUES OVER PAGE

SECTION B – continued
TURN OVER

Blank manuscript for rough work if required

A series of 12 blank musical staves, each consisting of five horizontal lines, arranged vertically down the page. The staves are evenly spaced and occupy most of the page's vertical space.

DO NOT WRITE IN THIS AREA

Question 5 (12 marks)

Listen to the following six-bar melody. The melody will be played five times, with silent working time after each playing. A transcription of the melody is printed below; however, the notation is missing for bars 3 and 4. The melody begins on the tonic note of the key. A one-bar count-in will precede each playing.

First playing – 20 seconds of silence
Second playing – 20 seconds of silence
Third playing – 20 seconds of silence
Fourth playing – 20 seconds of silence
Fifth and final playing – 30 seconds of silence

- a. Identify the missing notes that represent the pitch that is being played **either** by writing the notes in the correct place on the staff **or** by writing letter names in the empty boxes provided below the staff. 8 marks

- b. Identify the size and the quality of the three intervals indicated by the brackets above the staff in bars 1 and 2. 3 marks

- 1. _____
- 2. _____
- 3. _____

- c. Identify the mode or scale of this melody. 1 mark

DO NOT WRITE IN THIS AREA

Question 6 (5 marks)

Listen to the following triads/chords. Each triad/chord is in root position. Each triad/chord will be played twice, in block harmony and/or as an arpeggio, with silent working time after each playing.

Identify the quality of each triad/chord.

First playing – 5 seconds of silence

Second and final playing – 5 seconds of silence

1. _____

2. _____

3. _____

4. _____

5. _____

Question 7 (2 marks)

Listen to the following chord progression. The chord progression begins on the tonic chord and will be played three times, with silent working time after each playing. Each chord is in root position and the progression ends with a common cadence. The first two chords and the final chord are given. A one-bar count-in will precede each playing.

Identify the bass note or the number in the top box of chord 3, and the quality of the chord in the bottom box of chord 3.

First playing – 5 seconds of silence

Second playing – 10 seconds of silence

Third and final playing – 20 seconds of silence

Harmonic grid	1.	2.	3.	4.
Bass note or number	G I	E VI		D V
Quality	major	minor		major

DO NOT WRITE IN THIS AREA

Question 8 (5 marks)

Write the letter names of the notes that belong to the following chords. You must include all notes of the chords, including the bass note. For example, G major 7th – G B D F#. You will have three minutes to complete this question.

- D major 7th _____
- C major 7th _____
- A dominant 7th _____
- F power chord _____
- G Sus4 _____

Question 9 (1 mark)

Listen to the following four-bar excerpt. The excerpt will be played three times. A one-bar count-in will precede each playing, with silent working time after each playing.

Using the letters A, B, C and D, identify the order in which the following rhythmic fragments, A–D, are presented in the excerpt by writing the letters A, B, C and D in the spaces provided below.

First playing – 5 seconds of silence

Second playing – 10 seconds of silence

Third and final playing – 10 seconds of silence

A
B
C
D

DO NOT WRITE IN THIS AREA

Question 10 (3 marks)

Listen to the following five-bar excerpt for electric guitar. The excerpt will be played four times. A one-bar count-in will precede each playing, with silent working time after each playing.

First playing – 10 seconds of silence

Second playing – 10 seconds of silence

Third playing – 15 seconds of silence

Fourth and final playing – 20 seconds of silence

Transcribe the missing rhythmic notation for the last beat of bar 3 and the first two beats of bar 4, indicated by the bracket.

Question 11 (4 marks)

Listen to the following excerpt of the work 'Lost in Yesterday'.

Work: 'Lost in Yesterday'

Composer/Creator: Kevin Parker

Performers: Tame Impala

Album: *The Slow Rush* (Island Records Australia and Modular Recordings, 2020)

The excerpt will be played four times. A two-bar count-in will precede each playing. There will be silent working time after each playing.

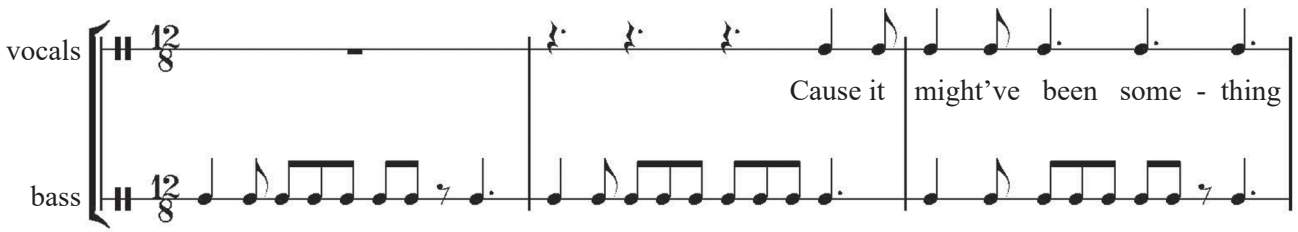
First playing – 15 seconds of silence

Second playing – 20 seconds of silence

Third playing – 20 seconds of silence

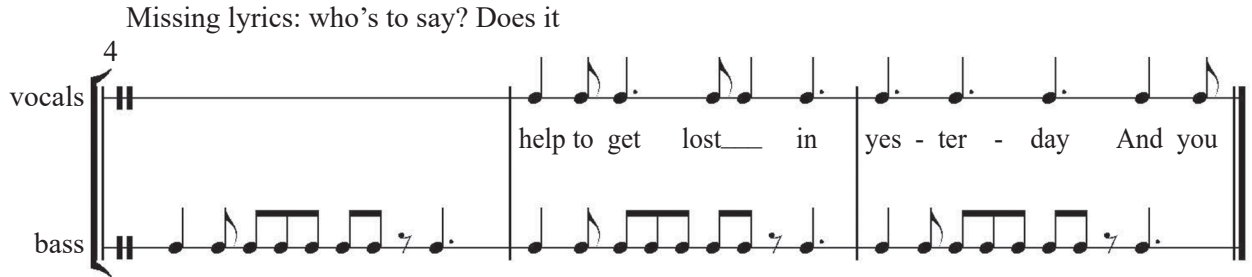
Fourth and final playing – 1 minute of silence

Transcribe the rhythm of the melody (the vocal line) in bar 4. The missing lyrics are, 'who's to say? Does it'. You may respond by notating the rhythm in bar 4 itself or in the rhythmic grid for bar 4 on page 13.

vocals 

bass

Missing lyrics: who's to say? Does it

vocals 

bass

OR

<p>1</p> <p>vocals <input type="checkbox"/></p> <p>bass <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>2</p> <p><input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Cause it</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>3</p> <p>vocals <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>might 've been some - thing</p> <p>bass <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>4</p> <p>Missing lyrics: who's to say? Does it</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p>5</p> <p>vocals <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>help to get lost in</p> <p>bass <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	<p>6</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p>yes- ter- day And you</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>

DO NOT WRITE IN THIS AREA

END OF QUESTION AND ANSWER BOOK

