

Aural Exam Question #6

This activity reflects a typical Music 1 HSC examination question in NSW. In the exam, you answer four separate 15 minute questions, adding up to a one hour exam. The first question is worth 6 marks, while all the others are worth 8 marks. **The question below is worth 8 marks and takes 15 minutes to complete.** Your teacher will play a recording for you, or you can find it online using the hyperlink below (click on the the title of the piece). As with all HSC preparation, it is a good idea to **print the PDF file and practice writing your response rather than typing it**, as that is what you will be doing in your actual exam. **Once you're done, give it to your teacher for marking and most importantly, feedback.**

This question is based on “[Just Like You Imagined](#)” by *Nine Inch Nails*. It will be played for you six times to answer the question. (Excerpt 0:00-0:50)

Discuss how the composer has created UNITY and VARIETY in this excerpt.

8 marks

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.

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Handwriting practice lines consisting of 20 sets of four horizontal lines (top, middle, baseline, and descender line).



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Aural Exam Question #6

EXPECTED RESPONSES & MARKING GUIDELINES

This question is based on “[Just Like You Imagined](#)” by *Nine Inch Nails*. It will be played for you six times to answer the question. (Excerpt 0:00-0:50)

Discuss how the composer has created **UNITY** and **VARIETY** in this excerpt.

8 marks

Better responses will:

Provide a well organised response, balancing both **UNITY** and **VARIETY** while covering a range of concepts. Demonstrate a high level of aural awareness, accurately describing compositional techniques while providing relevant examples to support the statements. Use traditional or graphic notation accurately when necessary.

Weaker responses may:

Provide an unbalanced or, disorganised answer, referring to a small number of concepts, or focusing more on either **UNITY** or **VARIETY**. Make inaccurate observations of musical events and techniques. Fail to provide appropriate examples to support statements.

Responses MAY include:

UNITY

- Repeated melodic idea on piano heard in Section A
- Pedal note is played by accompanying bass guitar and stringed instruments in Section A
- First beat of bar in Section A is easily identified in introduction as highest note of melody is accented
- Section B syncopated drum pattern does not change once introduced (10/4)
- Drum kit and bass guitar work together to define grouping of beats through accents

VARIETY

- Eerie, ambient, and resonant sounds with indefinite/changing pitch are heard throughout Section A
- Section A is in 4/4, while Section B is in 10/4
- Section A crescendos slowly into an abrupt change in dynamics in Section B, highlighted by new instrumentation (drums and other percussion playing fortissimo)
- Melody in Section A (carried by the piano) moves gradually downward before repeating, while melody in Section B (carried by the bass guitar) moves upward before repeating
- Background sound effects continue through Section A into Section B, but have changed **TONE COLOUR**

Criteria	Marks
<ul style="list-style-type: none"> Describes in detail how the concepts are used to create UNITY and VARIETY Uses appropriate examples to support all statements Demonstrates a high level of aural awareness and understanding Uses musical terminology accurately Answer may include some inaccurate observations 	7-8
<ul style="list-style-type: none"> Describes how the concepts are used to create UNITY and VARIETY, with some inaccuracies or observations overlooked Uses mostly appropriate examples to support statements Demonstrates a sound level of aural awareness and understanding Uses most musical terminology accurately Answer may include inaccurate observations 	5-6
<ul style="list-style-type: none"> Describes some points of how the concepts are used to create UNITY and VARIETY Uses some examples to support statements, but may be inaccurate Demonstrates a basic level of aural awareness and understanding Uses some terminology Answer includes inaccurate observations 	3-4
<ul style="list-style-type: none"> Demonstrates limited understanding of how the concepts are used to create UNITY and VARIETY 	1-2