

# Aural Exam Question #7

**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 link 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.**

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This question is based on "[Feel The Way I Do](#)" by *The Jungle Giants*. It will be played for you six times to answer the question. (Excerpt 0:00-1:25)

With reference to the layers of sound, explain how musical interest is created in this excerpt.

8 marks

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[illegible]

# Aural Exam Question #7

## EXPECTED RESPONSES & MARKING GUIDELINES

This question is based on “Feel The Way I Do” by *The Jungle Giants*. It will be played for you six times to answer the question. (Excerpt 0:00-1:25)

With reference to the layers of sound, explain how musical interest is created in this excerpt.

8 marks

### Better responses will:

Provide a well organised response with a focus on musical interest, 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. Make inaccurate observations of musical events and techniques or fail to identify them as the cause of musical interest. Fail to provide appropriate examples to support statements.

### Responses MAY include:

Interest is created through....

#### INTRO

- Repeated melodic idea in upper register of piano/synth.
- Bass guitar and drums enter as accompaniment. This entry is initially unexpected due to the placement of accents in the piano part and there is no bass drum to signal the first beat

#### VERSE 1

- Drums change to a driving beat under the vocal line with a solid beat established with a kick on each beat of the 4/4 bar
- The piano and bass are substituted with an electric guitar playing a quaver rhythm that avoids the 1st and 3rd beats. This changes in the last few beats of
- All instruments play in rhythmic unison on the word “ba-by”
- Strong sense of beat but metre is less obvious due to lack of emphasis on Beats 1 & 3.
- Second half of verse sees the bass guitar return, as well as a palm muted electric guitar adding some melodic material underneath the vocal line
- Vocal line moves between middle register and falsetto
- Short tacet before vocal and bass guitar lead into the chorus

#### CHORUS

- 2 synths enter with contrasting tone colours. One plays a melodic riff in crotchets on the beat while the other plays a contrasting syncopated rhythm.
- Overall dynamic level increases

#### BREAK

- Short return to introduction but this time there is a kick drum on each beat, maintaining the momentum of the chorus

#### VERSE 2

- Same as Verse 1 but the drums are absent for the first 2 bars

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