

91094



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

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**Mana Tohu Mātauranga o Aotearoa**  
New Zealand Qualifications Authority

## Level 1 Music 2023

### 91094 Demonstrate knowledge of conventions used in music scores

Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate knowledge of conventions used in music scores.	Demonstrate in-depth knowledge of conventions used in music scores.	Demonstrate comprehensive knowledge of conventions used in music scores.

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 parts of the task 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.

Do not write in any cross-hatched area (DO NOT WRITE). 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.**

## SECTION A: POP / ROCK ARRANGEMENT

Extract One on page 3 is from an arrangement of “Cool It Down” by Coterie.

### (a) Dynamics and articulation

Add the following dynamic and articulation markings to the score in Extract One using appropriate musical symbols:

- For the **lead guitar**, indicate that it begins playing moderately quietly.
- For the **bass guitar**, indicate that it begins playing moderately loudly.
- For the **voice part**, indicate that it begins moderately quietly, and changes to moderately loud at the start of bar 5.
- For the **rhythm guitar**, indicate that it begins playing quietly, and changes to moderately loud at the start of bar 5.
- For the **drum kit**, indicate that it begins playing quietly, and gradually increases to moderately loud by the start of bar 5.
- Add staccato markings to all notes of the **lead guitar**.
- Add a tie linking the first and second notes in the **drum kit** part.

## EXTRACT ONE

*Coterie, "Cool It Down", bars 1–5*

♩ = 80

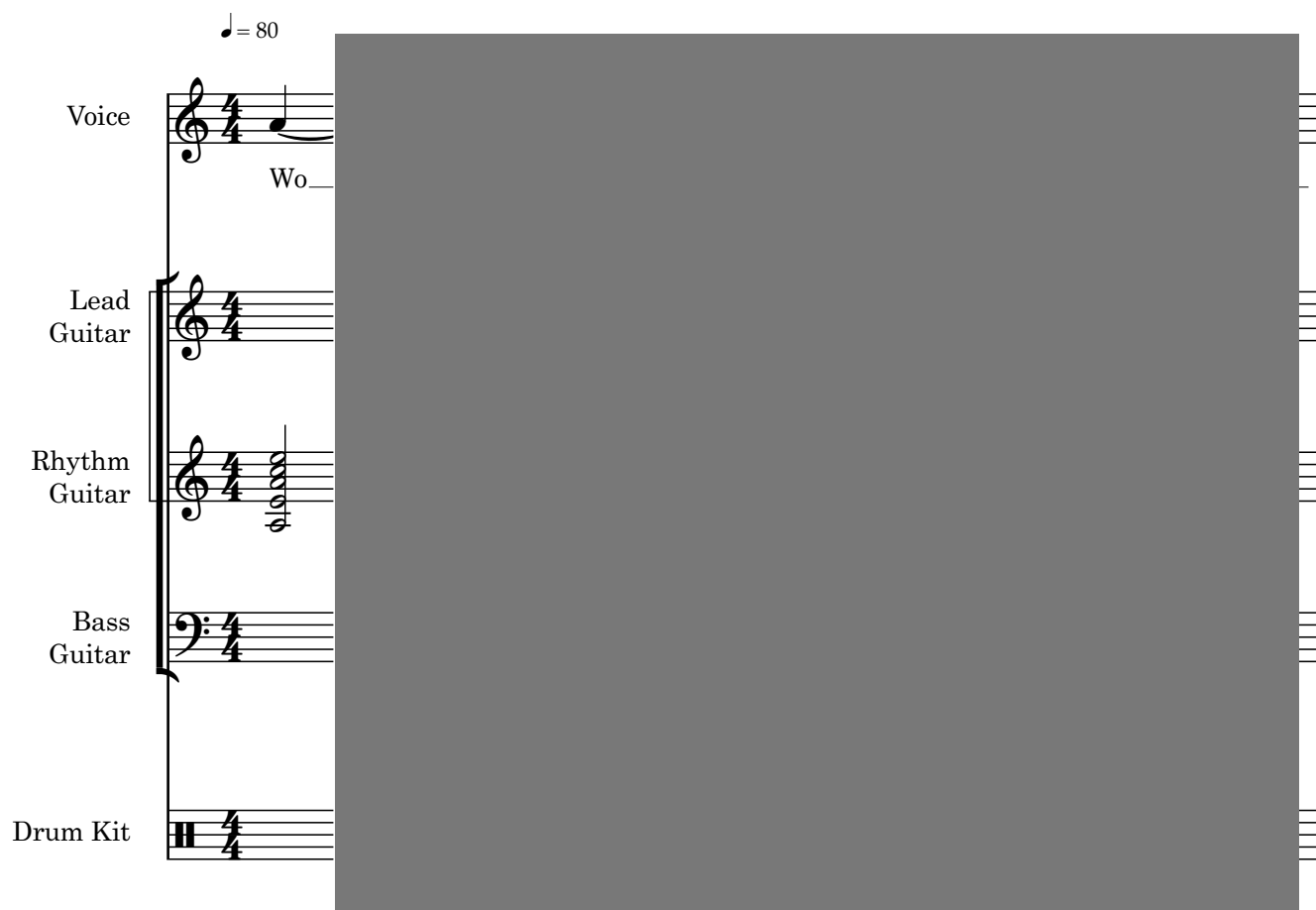
Voice

Lead Guitar

Rhythm Guitar

Bass Guitar

Drum Kit



4

V.

L. Gtr

R. Gtr

B. Gtr

Dr.



## (b) Transposition

The score is in the key of A minor. On the empty staves, transpose the voice and bass parts up a major 2nd. Include an appropriate key signature.

**EXTRACT TWO**

*“Cool It Down”, bars 11–12*

11

Voice

–ly know what we know once it’s gone, gone, gone.

Bass Guitar

11

Voice

–ly know what we know once it’s gone, gone, gone.

Bass Guitar

## (c) Harmony

The following four chords feature in “Cool It Down”. Assume the music is in C major.

- identify the chords labelled (1)–(4) using jazz/rock notation
- analyse each chord using Roman numeral notation.

(1) (2) (3) (4)

	Jazz/rock chord	Roman numeral
(1)		
(2)		
(3)		
(4)		

## (d) Intervals

**EXTRACT THREE***“Cool It Down”, bars 26–27*

26

Voice

cool it, cool it, cool it down down down. Wo\_\_\_\_\_

Rhythm Guitar

Bass Guitar

Drum Kit

- (i) Intervals labelled ①–④ on the score above have been connected with square brackets. Identify the interval formed by the first and last note in each bracket, giving both the quality and quantity (e.g. “major 6th”).

Interval ①: \_\_\_\_\_

Interval ②: \_\_\_\_\_

Interval ③: \_\_\_\_\_

Interval ④: \_\_\_\_\_

- (ii) The interval bracketed and labelled ⑤ is missing the second note. On the score, add a crotchet beat note that is a major 6th below the first note in the bracket.

## SECTION B: PIANO SCORE

### (e) Musical features

- (i) Identify a **slur** marking on the score (page 7) and label it ①. Explain how this would be performed by the pianist.

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- (ii) Identify a **natural accidental** marking on the score and label it ②. Explain what this tells the pianist.

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- (iii) Identify an **arpeggio** (broken chord) on the score and label it ③. Explain how this would be performed by the pianist.

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- (iv) Identify an **accent** marking on the score and label it ④. Explain how this would be performed by the pianist.

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- (v) Identify an **ottava bassa** marking on the score and label it ⑤. Explain how this would be performed by the pianist.

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### (f) Rhythm

- (i) Circle the opening time signature and the opening metronome marking on the score, and describe what EACH of these indicate:

time signature: \_\_\_\_\_

metronome marking: \_\_\_\_\_

- (ii) In bar 18, the metre, tempo, and articulation change. Describe the effect of this on the music.

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## EXTRACT FOUR

John Williams, "Hedwig's Theme" from Harry Potter, bars 0–28

**Misterioso**  $\text{♩} = 58$

Piano *mf*

6

12

18 **Bright**  $\text{♩} = 80$

21

25

8ba

For reference, Extract Four from page 7 has been provided again on page 9. Complete part (g).

**(g) Tonality**

- (i) Identify the opening key of the piece. Give evidence from the score to support your answer.

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- (ii) The key changes at bar 26. Identify the new key. Give evidence from the score to support your answer.

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## EXTRACT FOUR

“Hedwig’s Theme”, bars 0–28

**Misterioso**  $\text{♩} = 58$

Piano *mf*

6

12

18

21

25

## (h) Open/closed score

Rewrite the piano arrangement in open score for string quartet. Include all performance directions. The first notehead in each part has been provided.

**EXTRACT FIVE**

*"Hedwig's Theme", bars 53–54*

53

Piano *mf*

Violin I

Violin II

Viola

Violoncello

**Acknowledgements**

Material from the following sources has been adapted for use in this assessment:

Coterie. (2021). Transcription (2023) from: <https://open.spotify.com/track/4v2Xrn82mfEgPR7lhwoLt>

Williams, J. (2001). *Selected Themes From The Motion Picture Harry Potter And The Sorcerer's Stone*. Warner-Barham Music, LLC (BMI).

**Write the question number(s) if applicable.**

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

QUESTION  
NUMBER

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