

91277



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SUPERVISOR'S USE ONLY

## Level 2 Music, 2018

### 91277 Demonstrate understanding of two substantial and contrasting music works

9.30 a.m. Tuesday 27 November 2018  
Credits: Six

Achievement	Achievement with Merit	Achievement with Excellence
Demonstrate understanding of two substantial and contrasting music works.	Demonstrate in-depth understanding of two substantial and contrasting music works.	Demonstrate comprehensive understanding of two substantial and contrasting music works.

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

There are four parts to the task in this booklet. **Complete parts (a) and (b), and EITHER part (c) OR part (d).**

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.

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

TOTAL

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**TASK**

You are to discuss two contrasting music works you have studied.

Read all parts of the task carefully before you begin. Complete parts (a) and (b), and then choose **EITHER part (c) OR part (d)**.

You must make reference to the score of at least one work in your discussion.

*Do NOT repeat the same material in your answers to different parts of the task.*

**Work (1)**

Title: \_\_\_\_\_

Composer/performer: \_\_\_\_\_

Genre/style/period: \_\_\_\_\_

**Work (2)**

Title: \_\_\_\_\_

Composer/performer: \_\_\_\_\_

Genre/style/period: \_\_\_\_\_

**(a) Comparison of the context of the works**

All music is written and performed in a historical/cultural context.

Select (✓) ONE of these aspects:

The composition of BOTH works

The performance of BOTH works

Compare, in detail, the way the aspect you have chosen is typical and/or atypical of the contexts of the works. Support your response with specific evidence.

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The page contains 24 single-line musical staves, each consisting of a single horizontal line. These are arranged in two groups of 12 staves each. At the bottom of the page, there are two sets of three-line staves, each consisting of three parallel horizontal lines. The top set of three-line staves is positioned above the bottom set of three-line staves.

**(b) Comparison of the use of a musical element or feature in the works**

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Select (✓) ONE of the following musical elements or features:

Compositional devices       Instrumentation / timbre

Harmony / tonality       Texture

Compare, in detail, the ways this element or feature is used in both works. Support your response with specific musical evidence.

Lined area for writing response.

The page contains 24 horizontal staves for musical notation. The first 20 staves are single-line, and the last 4 staves are double-line. A vertical grey bar on the right side is labeled 'ASSESSOR'S USE ONLY'.

Answer EITHER part (c), below, OR part (d), on page 8.

**EITHER:**

(c) **The importance of the score**

Select ONE of your chosen works that has a score.

Work title: \_\_\_\_\_

According to the famous cellist Pablo Casals, "the greatest respect an artist can pay to music is to give it life".

Discuss in detail how the score of the work enables the performer to give life to the music.

Refer to both the detail and possible limitations of the notation, and to how the performer can go beyond what is written on the page. Support your response with specific musical evidence.

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**OR:****(d) The form or structure of the work**

Select ONE of your chosen works.

Work title: \_\_\_\_\_

Analyse in detail the form or structure of the work.

You may represent the structure with a diagram (using the space below) and/or a written description. Support your response with specific musical evidence.



The page contains 24 single-line staves for musical notation, arranged in two columns of 12 staves each. At the bottom of the page, there are two sets of three-line staves, each consisting of three parallel lines. The page is otherwise blank.





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

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**QUESTION  
NUMBER**

**91277**

Lined writing area with horizontal lines for student responses.