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3

91423



914230



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## Level 3 Music Studies, 2018

### 91423 Examine the influence of context on a substantial music work

9.30 a.m. Monday 26 November 2018  
Credits: Four

Achievement	Achievement with Merit	Achievement with Excellence
Examine the influence of context on a substantial music work.	Examine in depth the influence of context on a substantial music work.	Examine perceptively the influence of context on a substantial music work.

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 answer ONE of the essay questions in 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.**

**Achievement**

**TOTAL**

**04**

ASSESSOR'S USE ONLY

**INSTRUCTIONS**

Write an essay on a substantial music work that you have studied, in response to ONE of the questions below.

Give the details of the work in the box at the top of page 3.

**QUESTIONS (Choose ONE)**

1. Regardless of the genre, music-making often involves people with specialist skills in order to be effective.  
With reference to this statement, discuss the role of specialisation in the conception, production and interpretation of your chosen work.
2. Music has long been regarded as a way for people to communicate and share stories, meanings and beliefs.  
Discuss the role of communication in the conception, production and interpretation of your chosen work.
3. Once a music work has become well-known, it may be interpreted in different ways by musicians in different contexts. These interpretations may involve a change of style.  
Compare and contrast different stylistic interpretations of your chosen work, referring to the conception, production and interpretation of the music.
4. Music is best appreciated for its own sake without reference to any external factors. In fact, knowledge of the background of a music work may distract the listener.  
Discuss the extent to which you agree or disagree with this statement, with reference to the conception, production and interpretation of your chosen work.

Work title(s): Pacific 3,2,1, Zero - 1981

Composer(s) / performer(s): From Scratch - Phillip Dodson, Don

Genre/style/period: 20th century, classical music, art music, percussion, environmental music, ensemble

### PLANNING (OPTIONAL)

Consider the following aspects of the work:

- its conception - why?
- its production How? and what?
- its interpretation.



You should aim to write a concise essay of no more than 750 words. The quality of your ideas is more important than the length of your essay.

Support your response with musical evidence from the work(s). Manuscript paper is provided on page 9 in case you wish to include musical quotations.

Begin your essay here:

Question number: 2

From Scratch are a New Zealand group who use innovative ways of creating sound and instruments. Pacific 3,2,1, zero was made to protest the French nuclear bombings that took place in the 1970's. The French tested nuclear weapons in the South Pacific and in doing so effected the people living on the islands and in some cases making them unlivable due to dangerous conditions. I believe music is ~~a~~ how people share their stories, meanings and beliefs which is what I'll be proving through the conception, production and interpretation of this piece. //

Phillip Dudson had travelled to France ~~for~~ before composing the piece, which could have influenced him to protest against the nuclear bombings. As Phillip grew older he felt it was important to speak up about issues that society were facing. He began thinking outside the box ~~and~~ by incorporating worldwide issues in his music. ~~for~~ From Scratch use instruments they created from junk ~~to~~ to show the importance of the environment, Pacific 3,2,1, zero and that there //



are innovative ways to make music. This is a massive Symbol of the Song. The nuclear bombings destroyed people's homes, effected marine life, birds & reptiles and ~~was~~ humans. The risk of Cancer had also rapidly risen after the bombing. By From Scratch making instruments from the environment in an innovative way, Shows they're Compassion <sup>yet</sup> ~~and~~ concern on the world. ~~and how humanity treat our environment.~~ From Scratch used PVC pipes, chimes and Spun clones to show the importance of the environment. For example at the start of the Song, we see them making sounds out of a pipe by using their body as they begin to chant the South Pacific islands that were effected. The tubes being used as percussion. Another example of the group's Symbolism in the Song is how the PVC pipes are layed out. They resemble the peace sign as a way of Solving ~~Some~~ issues like these. ~~They raise the idea that we should be living in peace not war.~~ From Scratch want to push the idea of <sup>living in</sup> Peace not war. When the French nuclear bombings hit, they caused what the children living on the Island thought to be Snowflakes but were infact the aftermath of a horrible nuclear bombing. The children would play in it thinking it was harmless snow. This is represented by the chimes. The chimes begin soft and mellow but rise in sound/dynamic to show the true effect of the bombings. //



From Scratch use Instruments, Camera angles / shots, and Symbolism as well as Dynamics and texture to build the Song and show emotion. For example In the start of the Song we see the lighting is blue. This represents the ~~ocean~~ South Pacific ocean. At this point we hear percussion from the pipes and chanting. As the Song progresses ~~to the last part~~, the lighting turns red. This represents war and the blood shed during this event. When we hear the chanting effect through the use of a Spun-drone, the volume changes in dynamic and texture. For example as they were spinning the end of the tube the volume would go from Piano to Forte in a matter of seconds and switch between. ~~the chanting would fade in and out, making the chanting fade in & out until there's no sound.~~ This symbolises the voice of the people slowly being overpowered by the nuclear bombing. When this first starts the texture is monophonic as the melody and notes are the same. This then turns in to homophonic texture as we start to hear the rhythm. In the ~~final~~ second part of the Song ~~we see~~ when the red lighting changes from blue. We see Phillip and Don using tins (biscuit tins) as percussion. the camera switches fast between the two showing intensity. We then see over the shoulder shots from both Phillip and Don to show us different perspectives of the Song. This engages the audience and shows both sides from their point of view. //



From Scratch leave hidden Symbols throughout the piece to engage the audience and portray they're beliefs.

From this piece the audience ~~can either~~ accept that Peace is the strongest way of making the world better, ~~or not, but~~ ~~through the~~ From Scratch show the audience the significance of the French nuclear bombings through a range of techniques yet leave us with a solution. Peace. There is constantly war in this world taking lives, islands and resources. Anyone can relate this song to the emotion of events like the French nuclear bombing. It's about looking deep into the song to show the audience how significant this event was and how still, today, people can be affected by it //

In Conclusion From Scratch are non stop engaging with the audience whether it's through instruments, camera angles, symbolism ~~and~~ <sup>or</sup> dynamics. They communicate their beliefs and opinions ~~and~~ which is that the French Nuclear bombing had a significantly bad effect on ~~Society~~ the South Pacific. They believe in peace ~~and~~ ~~that could be the key~~ which could potentially be the answer for war. ~~By~~ <sup>they're</sup> I have connected ~~From Scratch~~ <sup>attitude</sup> Communication with the conception, production and interpretation of the French nuclear bombing //



A4

## Achievement Exemplar 2018

Subject	Level 3 Music		Standard	91423	Total score	04
Q	Grade score	Annotation				
1	A4	<p>This essay responds to the question by demonstrating a basic understanding of the work studied and explaining the impact of a significant historical event on some aspects of conception, production and interpretation. The work is of appropriate substance for this level. The musical evidence is very simple and used to support statements, although more specific reference to musical ideas would have significantly enhanced this response. While there are some interesting perspectives on the context and the ideas being communicated, more detail and musical analysis is required at this level, including more in-depth discussion of the way the context has shaped different aspects of the music.</p>				