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91277



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 2 Music 2024

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

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.

**Complete 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 2–8 in the correct order and that none of these pages is blank.

Do not write in the margins (// // // //). 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.**

**Achievement**

**TOTAL 04**

**INSTRUCTIONS**

You are to discuss two contrasting music works you have studied. Support all parts of your discussion with specific musical evidence.

Read all parts of the task carefully before you begin.

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: Poi E

Composer/performer: Dalvanus Prime, Ngai

Genre/style/period: Traditional pop

**Work (2)**

Title: This is America

Composer/performer: Donald Glover (Childish Gambino)

Genre/style/period: pop

## TASK

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

American jazz saxophonist, band leader, and composer Charlie Parker once said:

*"Music is your own experience, your own thoughts, your wisdom. If you don't live it, it won't come out of your horn."*

#### (i) Briefly describe the context in which each work was created.

Work (1): The song *Poi E* was released in the 1980's, during this time Maori's were going through colonization and maltreatment. *Dalvanius Prime* and his aunty *Ngoi* created *Poi E* which was performed by the *Patea Maori club* to encourage young Maori to embrace their culture and identity.

Work (2): 'This is America' created by *Donald Glover (A.K.A Childish Gambino)* was released in 2018. In 2018 to this day gun violence, racial tensions and discrimination were out of control in America. Yet Americans are Patriotic about culture. With all this negativity *Donald Glover* wanted to Expose America through his song.

- (ii) Compare how each work reflects the lived experiences of the composers and/or performers.

Both songs have very different backgrounds, but they both include ~~(cult)~~ their expression to culture and identity. Dalvanius Prime uses 'Poi E' to encourage young Maori to embrace culture, ~~(by)~~ where Donald Glover uses 'This is America' to expose America's culture.

Dalvanius with the help of his aunty Ngai plays Poi E in Te reo Maori to embrace the language, the translation is about the poi and Maori culture for ~~(youn)~~ the young people to be proud of being Maori.

The gun violence and other negative aspects in America is displayed in Donald Glovers music video ~~(about)~~ in 'This is America'. Because there is so much violence in ~~(this a)~~ America it is considered normal, which is why Donald uses it to warn people that bad things can happen when going to America.

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

Select (✓) ONE of the following four elements/features to answer part (b):

- |   |                                   |
|---|-----------------------------------|
| <input type="checkbox"/> Melody               | <input type="checkbox"/> Rhythm   |
| <input checked="" type="checkbox"/> Structure | <input type="checkbox"/> Tonality |

(i) For each work, briefly discuss the ways this musical element or feature is used.

Work (1): The Structure of Poi E is really simple. It is mainly a repetitive structure of the verse and chorus which makes it very catchy for listeners. ~~(This)~~ This is an accomplishment for Dalvanius and Ngoi as the younger generation of maori listen to this song and embrace themselves, in their culture and identity.

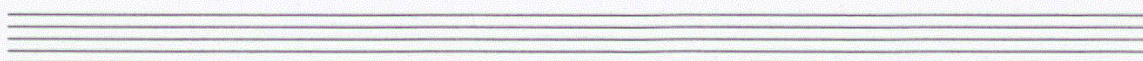
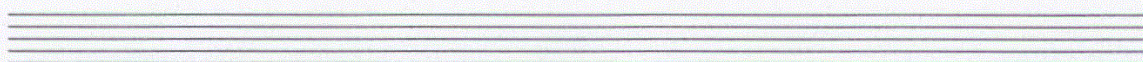
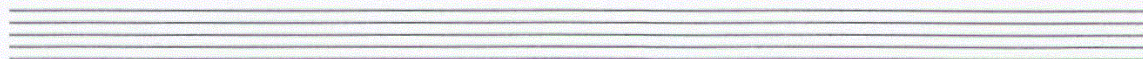
Work (2): In 'This is America' it has a atypical structure (A-B-A-B-A) which is common in some pop songs. The first part of the song is in major keys making it uplifting until the chorus where it is played in minor keys making it seem dark and disorted. The effect of this structure is making the song disorted, violent and twisted for listeners, showing the "good stuff" in America with "bad consequences".

- (ii) Compare and contrast how the composers use your chosen element or feature. Support your response with specific musical evidence.

Both songs have a structure that are common, (A-B-A-B-A) they both have a verse then chorus then another verse then chorus. But 'Poi E' has a repetitive verse and chorus which is played throughout the whole song kind of the same as 'This is America' the only difference is that 'Poi E' is played in major keys all the way through making it catchy and simple for listeners of young Maori. Where 'This is America' begins with major keys in the verse but contrast to minor keys in the chorus making it uplifting showing the good then showing the bad things in America with gun violence, racism and discrimination. Two completely different songs with a few similarities.

**MUSICAL QUOTATIONS (OPTIONAL)**

Make sure it is clear which part of your answer any quotation relates to.



## Achievement

**Subject:** Music

**Standard:** 91277

**Total score:** 04

Q	Grade score	Marker commentary
One	A4	<p>In part (a) (i), the response is simple but clear to the context in which the work was created. This touches on social issues and the purpose behind the creation of the song. In subpart (ii), the response does not provide enough details on the lived experience of the composer/performer specifically but provides information on the social context within which the composer would have lived, and in which the piece was written.</p> <p>In part (b) (i), the candidate has selected, and adhered to, a musical element. They have provided a brief description of its use in the piece as well as the element's connection to extra-musical qualities. In subpart (ii), the candidate has provided simple evidence of the musical element, how it is used in the piece, and what effect it is intended to have on the audience.</p>