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School code

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School name

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Given name/s

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Family name

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Attach your  
barcode ID label here

Book

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of

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books used

External assessment 2022

Question and response book

# Music

## Time allowed

- Planning time — 20 minutes
- Working time — 120 minutes

## General instructions

- Answer the question in this question and response book.
- Write using black or blue pen.
- Respond in paragraphs consisting of full sentences.
- Planning paper will not be marked.

## Section 1 (35 marks)

- 1 extended response question
- Respond in 800–1000 words





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**THIS PAGE WILL NOT BE MARKED**



## Section 1

### Instructions

- Listen to and/or read Stimulus 1, 2 and 3. You may play the stimulus as often as required.
- Select **one** of the questions on the next page. Respond to the stimulus stated in the selected question.
- Indicate the question you have selected by filling in the bubble on the next page completely.
- Select **two key moments** in the stimulus. A key moment could be a number of bars.
- Write the bar numbers or time code for each key moment in the space provided on the next page.
- If you change your mind or make a mistake, draw a cross through the bubble you wish to change and fill in the new bubble completely.

Example:

Question 1 <input checked="" type="radio"/>	Question 2 <input checked="" type="radio"/>	Question 3 <input type="radio"/>
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- When providing examples to justify your judgments, you must refer to
  - the score using bar numbers*and/or*
  - the audio using minutes and seconds.
- Cancel any incorrect response by drawing a line through your work. If you do not do this, your original response will be marked.

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Fill in the bubble to indicate the question you have selected.

Question 1 <input type="radio"/>	Question 2 <input type="radio"/>	Question 3 <input type="radio"/>
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### Key moment 1

Bars: \_\_\_\_\_ OR Time code: \_\_\_\_\_

### Key moment 2

Bars: \_\_\_\_\_ OR Time code: \_\_\_\_\_

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## QUESTION 1

Analyse and evaluate how Berryman, Buckland, Champion and Martin use multiple music elements and concepts in **two key moments** to create an **uplifting mood** in *Miracles* (Stimulus 1). Justify your judgments by providing examples from the stimulus for each key moment.

OR

## QUESTION 2

Analyse and evaluate how Schwartz and Edmonds use multiple music elements and concepts in **two key moments** to convey the idea of **optimism** in *When You Believe* (Stimulus 2). Justify your judgments by providing examples from the stimulus for each key moment.

OR

## QUESTION 3

Analyse and evaluate how Nelson and McDonald use multiple music elements and concepts in **two key moments** in *Miracles* (Stimulus 3) to create a sense of **inspiration**. Justify your judgments by providing examples from the stimulus for each key moment.

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## References

### Stimulus 1

Berryman, G, Buckland, J, Champion, W & Martin, C 2014, *Miracles*, (audio recording),  
[www.youtube.com/watch?v=7atDQreame4](http://www.youtube.com/watch?v=7atDQreame4).

Berryman, G, Buckland, J, Champion, W & Martin, C 2014, *Miracles*, (notated score and lyrics),  
Universal Music Publishing MGB Ltd.

### Stimulus 2

Schwartz, S & Edmonds, K 1998, *When You Believe*, (audio recording),  
[www.youtube.com/watch?v=spjKBy3dU5I](http://www.youtube.com/watch?v=spjKBy3dU5I).

Schwartz, S & Edmonds, K 1998, *When You Believe*, (notated score and lyrics), SKG Songs (ASCAP).

### Stimulus 3

Sharp Nelson, S & McDonald, M 2018, *Miracles*, (audio recording),  
[www.youtube.com/watch?v=TK8UYejtF2o](http://www.youtube.com/watch?v=TK8UYejtF2o).

Sharp Nelson, S & McDonald, M 2018, *Miracles*, (notated score and lyrics),  
Classicool Music and Chill's Up Music.



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