



# education

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 10**

**MUSIC**

**NOVEMBER 2006**

NAME:

**MARKS: 150**

**TIME: 3 hours**

**This question paper consists of 14 pages.**

**NAME:****INSTRUCTIONS AND INFORMATION**

1. This question paper consists of TWO sections, namely SECTION A and SECTION B.
2. SECTION A must be answered on this question paper in pencil.
3. SECTION B, QUESTIONS 4, 5, 6.1 and 7 must be answered on this question paper.
4. SECTION B, QUESTIONS 6.2, 8, 9, 10 and 11 must be answered in an ANSWER BOOK in pen.
5. Number the answers correctly according to the numbering system used in this question paper.
6. Candidates are allowed to use an instrument to complete this question paper.
7. Manuscript paper will be provided for rough work.

NAME:

**SECTION A**

**QUESTION 1: TIME SIGNATURE, RHYTHM AND GROUPING**

1.1 Complete the following bars by adding the requested notes and rests according to the given time signature:

add 1 rest                      add 4 notes                      add 1 note & a rest

(5)

1.2 Write the correct time signature in the space marked with an asterisk (\*):

(5)

1.3 Supply the melody with bar-lines to support the time signature:

(5)  
**[15]**

NAME:

**QUESTION 2: SCALES AND KEY SIGNATURES**

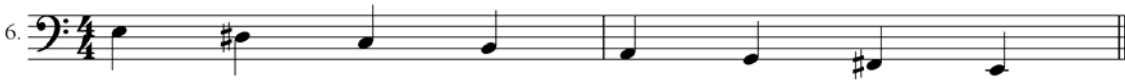
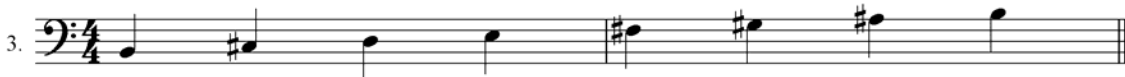
2.1 Identify the following scales from the list below by writing only the correct number on each line:

2.1.1 Major scale \_\_\_\_\_

2.1.2 Pentatonic scale \_\_\_\_\_

2.1.3 Minor scale (state melodic or harmonic) \_\_\_\_\_

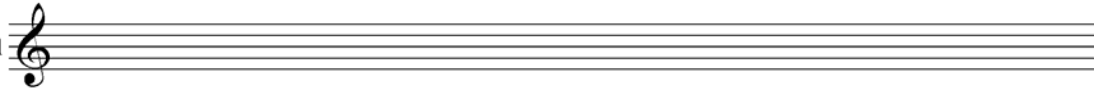
(3)



**NAME:**

2.2 Write the following scales WITHOUT key signatures and indicate the semi-tones with a slur:

2.2.1 Ascending, the pentatonic scale on A

2.2.1 

2.2.2 Descending, the major scale starting on D

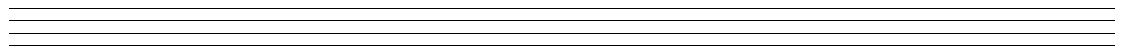
2.2.2 

2.2.3 Ascending, either the melodic or harmonic scale of which F major is the relative key

2.2.3 

(3 x 3) (9)

2.3 Rewrite the following melody with the correct key signature:

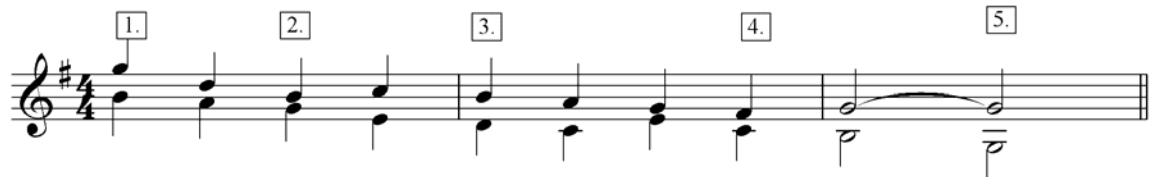



(3)  
**[15]**

NAME:

**QUESTION 3: INTERVALS, CHORDS AND HARMONY**

3.1 Name the intervals 1 - 5 in the example below according to distance and type:



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

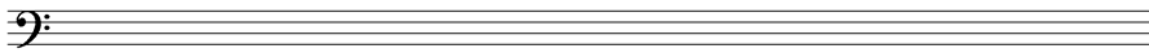
(2½ + 2½) (5)

3.1 Write the following triads in the bass clef WITH key signature:

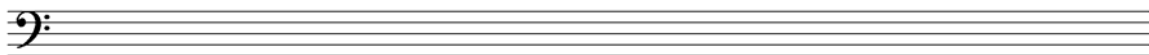
3.2.1 B<sup>b</sup> major: the primary triads (3)

3.2.2 g minor: the secondary triads (4)

3.2.1



3.2.2



NAME:

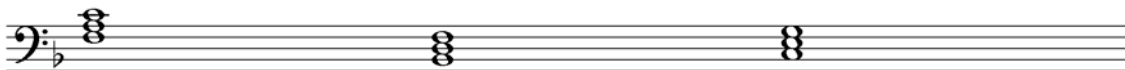
3.3 Identify the key and cadence and figure the chords in each of the following examples:



1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_

(3 x 4) (12)

3.4 Write the three given triads (I, IV and V) in the places marked with an asterisk (\*).



(6)  
[30]

TOTAL SECTION A: 60

**NAME:**

**SECTION B**

**QUESTION 4: STYLE PERIODS**

Sift through the given names of composers, works, time line and characteristics and fit them to the style periods as indicated. Note that you have been given more examples than you will require for answering this question.

**4.1 COMPOSERS**

Name TWO composers from each period in the righthand column:

Gershwin; Handel; Sontonga; Beethoven; Chopin; Stravinsky; Moerane; Mozart; Brahms; Vivaldi

ANSWERS:

STYLE PERIOD	COMPOSER
Baroque	1.
	2.
Classical	1.
	2.
Romantic	1.
	2.
South African	1.
	2.

(8)

**4.2 WORKS**

Select ONE of these works from each period:

Choral symphony; N’kosi Sikelele; Messiah; Polonaise in A flat Op.53; Pulcinella; Rhapsody in Blue

ANSWERS:

STYLE PERIOD	WORK
Baroque	
Classical	
Romantic	
South African	

(4)



NAME:

## 4.3 TIME-LINE

Match ONE of the following time-lines with the periods indicated:

1500 - 1600; 1600 - 1750; 1750 - 1820; 1820 - 1900; 1900 - 2006

ANSWERS:

STYLE PERIOD	TIME-LINE
Baroque	
Classical	
Romantic	
South African	

(4)

## 4.4 CHARACTERISTICS

Match ONE of these characteristics with each of the style periods:

emotional expression; strict form; atonality; ululation and handclapping;  
mainly contrapuntal; use of modal systems

ANSWERS:

PERIOD	CHARACTERISTIC
Baroque	
Classical	
Romantic	
South African	

(4)  
[20]

NAME:

**QUESTION 5: FORM**

In which form is the folk song *Ou Kraalliedjie*? Indicate the STRUCTURE by using letters at the correct places in the notation.

**Form:** \_\_\_\_\_

**Ou Kraalliedjie**

6

11

14

[5]

**NAME:**

**QUESTION 6: CLASSIFICATION OF INSTRUMENTS**

6.1 Classify the given list of instruments according to their families in the table below:

LIST TO CHOOSE FROM:  
  
cello; clarinet; marimba; French horn; violin; tenor voice; CD player; flute; trumpet; timpani; sitar; piano; recorder; tuba; tambourine

ANSWERS:

FAMILIES	INSTRUMENTS
Strings	1. _____ 2. _____
Brass	1. _____ 2. _____
Woodwinds	1. _____ 2. _____
Percussion	1. _____ 2. _____

(8)

Answer the following questions in the answer book:

6.2 Choose any instrument from the above-mentioned list and give a brief description on the following:

- 6.2.1 Sound production
- 6.2.2 Construction of the instrument
- 6.2.3 Cultural use of the instrument

(6)  
**[14]**

**NAME:**

**QUESTION 7: POPULAR MUSIC**

Identify a type of pop music from the given list to best fit the description. Write your answers in the grid.

LIST:  
soul; kwaito; disco; rap; hip-hop; motown; reggae; punk; pop; rock; metal; funk

1. This music shows a total disregard of all things positive and culminated in a subculture with weird hair-do's and excessive body piercing
2. Elvis Presley was an early exponent of this type of music, which was originally coupled with the words 'and roll'
3. A type of rhythmic poetry that also incorporates scratching, break-dancing and graffiti
4. This music is based on the Calypso rhythms of the West Indies
5. Rhythmic poetry, together with body percussion
6. Derived from the Afrikaans word 'kwaai' and using local languages, street slang and dancing

ANSWERS:

—	—	1.	P				
	2.		O				
3.			P				
	4.		E				
		5.	R				
6.			A				

[6]

NAME:

Answer EITHER QUESTION 8 OR QUESTION 9.

From QUESTION 8 onwards, ALL the questions must be answered in the ANSWER BOOK.

**QUESTION 8: VOCAL MUSIC**

- 8.1 Define the term *opera*. Give ONE example of an opera you know. (5)
- 8.2 Give any TWO examples of musicals you have studied. Give the name of the composer of each musical and briefly write the story of ONE of those musicals. (7)
- 8.3 What is *film music*? Explain why this music is important. (4)
- 8.4 Give the titles of TWO choral works you know as well as the composers' names. (4)
- [20]**

**OR****QUESTION 9: INSTRUMENTAL MUSIC**

- 9.1 Define the term *symphony*. Give ONE example of symphony you know. (5)
- 9.2 Give FIVE examples of instruments you will find in a pop band. (5)
- 9.3 What is a *character piece*? Give ONE example and a composer. (4)
- 9.4 Name TWO types of dance music you have studied and give a brief description of each. (6)
- [20]**

**QUESTION 10: SOUTH AFRICAN MUSIC**

Write notes on any of the South African composers that you have studied. Refer to representative works, style characteristics and relevant biographical information. **[10]**

NAME:

**QUESTION 11: MUSIC INDUSTRY**

Your class is staging either a musical or choral production. What do you need to do to avoid any legal action?

**[5]****TOTAL SECTION B: 80**

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**Note that this section must be done before the written examination together with the written and aural examination at the time of the practical examinations.**

An unprepared recording or live music will be played to the class. Candidates must determine the following in writing:

1. Genre
2. Instrument(s)
3. Rhythm
4. Tempo
5. Dynamics
6. Mood/Character

- \* Give reasons for your choice
- \* What does the music make you think of?
- \* Does it tell a story?
- \* You may draw a picture to make your point clear.

**[10]****GRAND TOTAL: 150**