

**MUSIC
MOCK EXAMINATION
MARCH/APRIL 2018
MARKING SCHEME**

SECTION A: BASIC SKILLS- (40 MARKS)

1a) Technical names of notes

- i) Mediant
- ii) Dominant
- iii) Supertonic
- iv) Submediant

4x1=4marks

b) Description of intervals

- i) Minor 3rd
- ii) Perfect 8th
- iii) Perfect 4th
- iv) Minor 2nd

4x1=4marks

c) Description of triads

- i) Dominant triad
 - D major
 - 2nd inversion

- ii) Subdominant triad
 - F major
 - Root position

2x1 = 2marks

Writing required triads

iii)

iv)

2x2=4marks

d) Rewriting the melody and grouping notes

Correct grouping of bar 1 to 3 (3x1=3marks)

e) C Harmonic minor scale ascending with key signature on the bass clef.

2x1=2marks

f) Numbers of keys that would produce the music in progressive order

17 12 9 12 10 9 7 5

8 X 1/2 =4 marks

g) Translation

d:m f | s:-| d!:- | -:-|t.,l: |f. :m|d:-l-||

12 x 1/2 =6marks

h) Transposition

12x 1/2 =6marks

The key signature must be correct

- (i) I) F major
II) Bar 1-8 A
 9-16 B
 Repeat 1-8 A
 Ternary form
III) F-F (d-d^l) (1 marks)
IV) Slur – the notes to be joined smoothly. (1mark)

2.

- i) To Solo as the chorus respond
- ii) To coordinate movements
- iii) To control movement
- iv) To motivate the performers
- v) To train performers
- vi) To start and end the performance
- vii) To compose the song
- viii) To communicate to the audience
- ix) To express mood and feelings

Any 5x2=10marks

3a) Identify five characteristics of learners with musical hearing loss. (5marks)

- i) They keep on demanding you repeat what you have said
- ii) They turn towards to the source of the musical sound
- iii) They have difficulty in singing
- iv) Difficulty repeating a phrase(musical)
- v) More aware of movement than sound/TV visual express
- vi) They frown or wear strained expression
- vii) Inadequate response
- viii) Cup their hears
- ix) Inattentive
- x) Very moody and emotional

b) Identify five ways you would help learners with hearing loss in your music class (5marks)

- i. Use sign language for communication
- ii. The learners to be sitted as close as possible to the teacher
- iii. Ensure learners are paying attention before they are given instructions
- iv. Classroom should be arranged in a horse shoe shape
- v. Use visual clues e.g. pictures, objects to explain a musical concept
- vi. Background noise should be kept low
- vii. Be patience/provide individual difference
- viii. Communicate the condition to the parent/guardian
- ix. Recommend the learner for educational resources centre(EARC)
- x. Plan for remedial lesson

SECTION C: GENERAL MUSIC KNOWLEDGE (40MKS)

- 4a) 5 components of songs and dances that enhance preservation of culture
- Costumes
 - Authentic rhythms
 - Traditional musical instrument
 - The text
 - Group performance
- (10 marks)

- b) Significance of visual art items in a traditional African music and dance performance (10 marks)

Masks- They disguise the performers due to their roles in the performance.

Costumes – They decorate the performers, they add the aesthetic value while some costumes add percussive accompaniment to the performance. They also elaborate body movements.

Musical instruments- They embellish the performance through accompaniment, they play the melody, preludes, interludes and postludes. They pitch the performance.

Make ups- They decorate the performers and depict the occasion

Head gear- Depicts the role of the character in the performance
(plus any other relevant point)

- 5a) 5 ways in which music can be used in learning of other subjects. (5marks)
- i. The sacred text in music can be used in learning Religious Education
 - ii. Counting of beats and barlines can enhance learning Mathematics.
 - iii. Text in music enhances fluency in English and other languages.
 - iv. Clapping of rhythms enhances counting skills.

- b) 5 factors that influence sound production in a lyre. (8marks)
- i. Length of the strings
 - ii. Size of the strings (thickness)
 - iii. Size of the resonator
 - iv. Size of the hole on the resonator
 - v. Method of playing
- c) Seven ways in which Christianity has influenced African indigenous music (7marks)
- i. Use of Western musical instruments
 - ii. Pitching of music
 - iii. Use of harmony in music
 - iv. Time is controlled
 - v. Number of performers is controlled
 - vi. Audience does not participate
 - vii. Performance is done on stage
- 6a) Music contributes towards achievement of national goals of education in that (16marks)
- i. Promotes unit through group performance
 - ii. Contributes towards the economy of the country through performance as a tourist attraction and employment for music teachers and trainers
 - iii. Preservation of cultural heritage that is embedded in the folk music
 - iv. Promotes exchange interaction and socialization of ideas, locally and internationally in music performance activities.
 - v. Music is used to advertise hence educates the public about available commercial products.
 - vi. Promotes patriotism through music with carefully selected texts that focus on the positive side of the government and the country.
 - vii. Music is used to publicize the common philosophy of the government
 - viii. Promotes international consciousness through performance of songs from all parts of the world
- b) Differences between a singing game and a cultural dance (4marks)
- i. Singing games are meant for play among the children while cultural dances are serious programs in specific occasions.
 - ii. Specific musical instruments are used in different cultural dances while instruments are largely improvised in singing games.
 - iii. Cultural dances use well rehearsed movements but singing games are performed at the spur of the moment.
 - iv. Singing games involve children whereas cultural dances involve youth and adult members of the society.