

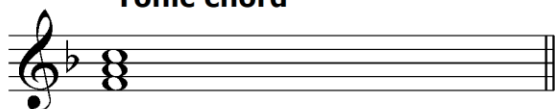


SUBJECT:	Music
PAPER NUMBER:	I – Part I – Sight Singing & Aural Perception
DATE:	14 th May 2026
TIME:	4:00 p.m. to 4:35 p.m.

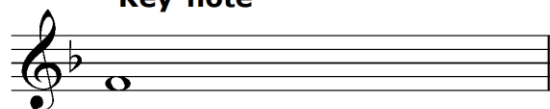
EXAMINER'S PAPER

Singing Excerpts for Section 1 (i) – Sight Singing:

Tonic chord



Key-note



Candidate 1



Candidate 2



Candidate 3



Candidate 4



Candidate 5



Excerpts continue on the next page.

Candidate 6



Candidate 7



Candidate 8



Candidate 9



Rhythmic Excerpts for Section 1 (ii) – Clapping:

Candidate 1



Candidate 2



Candidate 3



Candidate 4



Candidate 5



Candidate 6



Candidate 7



Candidate 8



Candidate 9





SUBJECT: **Music**
 PAPER NUMBER: I – Part I – Sight Singing & Aural Perception
 DATE: 14th May 2026
 TIME: 4:00 p.m. to 4:35 p.m.

EXAMINER'S PAPER

Answer **ALL** exercises

SECTION 1 – SIGHT SINGING

1. Sing the given short diatonic phrase at sight. The tonic chord followed by the key-note will be played by the examiner from the attached sheet. (5)
2. Clap or tap the rhythm of the given short melodic phrase. The melodic phrase will be played **TWICE** by the examiner from the attached sheet. (5)

N.B. The examiner is to fill in the marks awarded to each candidate in the Table below:

Index Number	Ear Test 1 (5 marks)	Ear Test 2 (5 marks)	Total (10 marks)

(Total: 10 marks)

Please turn the page.

SECTION 2 – AURAL PERCEPTION

Candidates are requested to:

1. Write down the occasional missing notes with relative time-values, marked by an asterisk, in this passage. The excerpt will be played **FOUR** times.



(10)

2. Identify the modulation of this two-part melodic phrase. The excerpt will be played **TWICE** and will be preceded by the tonic chord. A correct description of the modulation is expected; for example: dominant, relative major, etc.



(10)

3. Write down the missing notes in the spaces marked by an asterisk in this atonal excerpt. No interval between adjacent notes will exceed the interval of a Perfect 5th. The excerpt will be played **FOUR** times.



(10)

4. Write down the Soprano and Bass parts of the following four-part excerpt. The Alto and Tenor parts are given. The passage in four parts is to be played **FOUR** times.

Adagio =60

R. Schumann (adapted)



(10)

(Total: 40 marks)



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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

**ADVANCED MATRICULATION LEVEL
2026 FIRST SESSION**

SUBJECT:	Music
PAPER NUMBER:	I – Part I – Sight Singing & Aural Perception
DATE:	14 th May 2026
TIME:	4:00 p.m. to 4:35 p.m.

CANDIDATE'S PAPER

Answer **ALL** exercises

SECTION 1 – SIGHT SINGING

1. Sing the given short diatonic phrase at sight. The tonic chord followed by the key-note will be played. (5)
2. Clap or tap the rhythm of the given short melodic phrase. The melodic phrase will be played **TWICE**. (5)

(Total: 10 marks)

SECTION 2 – AURAL PERCEPTION

1. Write down the occasional missing notes with relative time-values, marked by an asterisk, in this passage. The excerpt will be played **FOUR** times.



(10)

2. Identify the modulation of this two-part melodic phrase. The excerpt will be played **TWICE** and will be preceded by the tonic chord. A correct description of the modulation is expected; for example: dominant, relative major, etc.

Modulation to: _____

(10)

Please turn the page.

-

A musical score for the song "The Rose Tree". The score is written for voice and piano. The key signature is D major (two sharps: F# and C#). The time signature is 6/8. The music is in common time (C). The score consists of four measures. The first measure shows the vocal melody and piano accompaniment. The second measure shows the vocal melody and piano accompaniment. The third measure shows the vocal melody and piano accompaniment. The fourth measure shows the vocal melody and piano accompaniment. The score ends with a double bar line.

Page 2 of 4

THIS PAPER IS TO BE USED **ONLY** AS ROUGH.

DO NOT WRITE ABOVE THIS LINE

This image shows a blank sheet of white music paper. It contains ten horizontal staves, each consisting of five parallel lines. The staves are evenly spaced and run across the width of the page. There are no notes, clefs, or other markings on the paper.



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**ADVANCED MATRICULATION LEVEL
2026 FIRST SESSION**

SUBJECT:	Music
PAPER NUMBER:	I – Part II – Harmony and Counterpoint
DATE:	14 th May 2026
TIME:	After Paper I – Part I (2 hours 5 minutes)

Answer **ALL** questions.

SECTION 1 – COMMON PRACTICE HARMONY

1. Harmonise the given figured bass by adding S.A.T. including use of non-harmonic tones and a modulation to a related key.

(15)

2. Harmonise the given soprano part by adding A.T.B. including use of non-harmonic tones as well as an appropriate modulation to a related key. Label the notes correctly.

(15)

(Total: 30 marks)

Please turn the page.

SECTION 2 – COUNTERPOINT

1. Complete the following passage in 2-part counterpoint in eighteenth-century style.

C.P.E. Bach (adapted)



(15)

2. Complete the following passage in 2-part imitative counterpoint.



(15)

(Total: 30 marks)

THIS PAPER IS TO BE USED **ONLY** AS ROUGH.

DO NOT WRITE ABOVE THIS LINE

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SUBJECT:	Music
PAPER NUMBER:	II – Part I – Oral (History of Music and Analysis)
DATE:	1 st June 2026
TIME:	20 minutes (each candidate)

EXAMINER'S PAPER

The questions in the Examiner's Paper are meant as a guide for the examiner. It is at his/her discretion whether to use these questions/all of them/some of them or to let a discussion develop.

TOPICS:

1. Plainchant: development, modes and characteristics
 - Discuss the development of plainchant and explain its central musical and liturgical characteristics.
 - Explain the system of modes used in plainchant and assess their importance in shaping melodic structure.
 - Evaluate the role of plainchant in the formation of later Western sacred music traditions.
2. Medieval monophonic music, origins of notations, troubadours
 - Discuss the main features of medieval monophonic music and its social and cultural functions.
 - Explain the development of early musical notation and its significance for the transmission of music.
 - Assess the contribution of troubadours and trouvères to secular music in the Middle Ages.
3. Flowering of polyphony: Ars Nova and the achievements of the Flemish school
 - Discuss the stylistic innovations of the Ars Nova and their impact on rhythmic and notational practices.
 - Examine the achievements of the Flemish school and its influence on European polyphonic writing.
 - Assess the importance of composers such as Machaut, Josquin, and their successors in the development of polyphony.
4. The late Renaissance polyphonic school and later developments
 - Discuss the main characteristics of late Renaissance polyphony, with reference to texture and counterpoint.
 - Examine the influence of the Counter-Reformation on sacred polyphonic music.
5. Origins of modern instrumental forms: canzona, fantasia, ricercare, toccata, fugue, concerto
 - Discuss the origins and defining characteristics of early instrumental forms that led to the development of the fugue and concerto.
 - Examine how improvisatory and contrapuntal traditions influenced early instrumental music.
 - Assess the significance of composers such as Gabrieli, Frescobaldi, and Corelli in shaping instrumental forms.

Please turn the page.

6. Birth of Opera: Monteverdi, Venetian and Roman Opera, Scarlatti, Neapolitan Opera
 - Discuss the circumstances surrounding the birth of opera and Monteverdi's role in its early development.
 - Compare Venetian and Roman opera traditions in terms of style, structure, and performance context.
 - Assess the contribution of Alessandro Scarlatti and the Neapolitan school to operatic form and vocal style.
7. Opera Developments: Lully (France), Purcell (England) and Keiser (Germany)
 - Discuss how Lully established a distinct French operatic tradition.
 - Examine Purcell's contribution to English opera.
8. Operatic reform Gluck, Calzabigi and successive models
 - Discuss the aims of Gluck's operatic reform and how they challenged earlier conventions.
 - Examine the collaboration between Gluck and Calzabigi and its significance for operatic drama.
9. The Baroque Period: in particular Bach and Handel
 - Discuss the contrasting compositional styles and musical priorities of Bach and Handel.
 - Examine the importance of counterpoint and harmony in Baroque music, with reference to Bach.
 - Assess Handel's contribution to opera, oratorio, and vocal music in the Baroque period.
10. The Classical Masters: Haydn, Mozart and Beethoven
 - Discuss the development of Classical forms through the works of Haydn, Mozart, and Beethoven.
 - Examine Beethoven's role as a transitional figure between the Classical and Romantic periods.
11. The Romantic Period: Schubert to Brahms
 - Discuss the expansion of expressive range in Romantic music.
 - Examine changes in harmony, melody, and form during the Romantic period.
 - Assess the differing approaches to Romanticism represented by Schumann, Chopin, Liszt, and Brahms.
12. Italian Opera: Rossini, Bellini, Donizetti, Verdi and Puccini
 - Discuss the development of Italian opera from bel canto to verismo.
 - Examine the treatment of melody and vocal expression in the operas of Rossini, Bellini, and Donizetti.
 - Assess Verdi's and Puccini's contributions to operatic drama and orchestration.
13. Wagner and Music Dramas
 - Examine the use of leitmotif and orchestration in Wagner's operas.
 - Assess Wagner's influence on later composers and musical thought.
14. National Schools
 - Discuss the emergence of national schools of composition in the nineteenth century.
 - Examine how folk music and national identity influenced compositional style.
15. Musical developments since 1900
 - Examine the impact of composers such as Debussy, Stravinsky, Schoenberg, and later figures on twentieth-century music.
 - Assess how social, political, and technological changes have influenced musical composition since 1900.



SUBJECT:	Music
PAPER NUMBER:	II – Part II – Set Works & Instrumentation
DATE:	28 th May 2026
TIME:	9:00 a.m. to 11:35 a.m.

SECTION 1 – SET WORKS

Answer any **TWO** questions in short-essay form.

1. In J.S. Bach's *Prelude and Fugue No. II in C minor*, the fugue balances intellectual rigour with emotional intensity. Discuss with reference to texture and harmony.
2. Analyse Mozart's use of modulation and harmonic surprise in the development section of his *Piano Sonata in B-flat Major, K.333*.
3. Discuss the vocal writing referring to the text set by Franz Schubert in *Who is Sylvia? (Op. 106, No. 4, D.891)*.
4. Comment on how Franz Schubert shapes the vocal line to enhance the feeling of alienation and despair in *Der Doppelgänger (D.957)*.
5. Identify characteristic features of the mazurka rhythm and explain how Chopin uses them creatively either in his *Mazurka No. 5 in B-flat Major, Op. 7, No. 1* or in the *Mazurka No. 6 in A minor, Op. 7, No. 2*.
6. Discuss how Debussy's use of whole-tone and chromatic harmony in the *Prélude à l'après-midi d'un faune* evokes the dreamlike sensuality of Mallarmé's poem.
7. Identify the tone row and discuss its transformations (inversion, retrograde, transposition) in Arnold Schoenberg's *Piano Piece Op. 33a (1928)*.

(Total: 30 marks)

SECTION 2 – INSTRUMENTATION

Answer **ONE** question.

1. Discuss the importance of instrumental colour in Prokofiev's *Peter and the Wolf* to guide the listener through the narrative without reliance on text.
2. Comment on how Benjamin Britten's *The Young Person's Guide to the Orchestra* transforms a didactic concept into a compelling concert work.

(Total: 20 marks)



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**ADVANCED MATRICULATION LEVEL
2026 FIRST SESSION**

SUBJECT:	Music
PAPER NUMBER:	III – Performance/Sight Reading
DATE:	28 th May 2026

EXAMINER'S PAPER

Sight Reading: Piano

Play the following:

Poco adagio

First system of musical notation for 'Poco adagio'. It consists of two staves (treble and bass). The key signature has two flats (B-flat and E-flat). The time signature is 2/4. The first measure has a treble staff with a half note G4 and a bass staff with a half note G2. The second measure has a treble staff with a half note A4 and a bass staff with a half note A2. The third measure has a treble staff with a half note B4 and a bass staff with a half note B2. The fourth measure has a treble staff with a half note C5 and a bass staff with a half note C3. Dynamics: *mf espressivo* in the first measure, *f* in the fourth measure.

Second system of musical notation for 'Poco adagio'. It consists of two staves. The fifth measure has a treble staff with a half note D4 and a bass staff with a half note D2. The sixth measure has a treble staff with a half note E4 and a bass staff with a half note E2. The seventh measure has a treble staff with a half note F4 and a bass staff with a half note F2. The eighth measure has a treble staff with a half note G4 and a bass staff with a half note G2. Dynamics: *p* in the fifth measure, *mp* in the sixth measure.

Third system of musical notation for 'Poco adagio'. It consists of two staves. The ninth measure has a treble staff with a half note A4 and a bass staff with a half note A2. The tenth measure has a treble staff with a half note B4 and a bass staff with a half note B2. The eleventh measure has a treble staff with a half note C5 and a bass staff with a half note C3. The twelfth measure has a treble staff with a half note D5 and a bass staff with a half note D4. Dynamics: *f* in the ninth measure, *p* in the tenth measure, *f* in the twelfth measure.

Fourth system of musical notation for 'Poco adagio'. It consists of two staves. The thirteenth measure has a treble staff with a half note E4 and a bass staff with a half note E2. The fourteenth measure has a treble staff with a half note F4 and a bass staff with a half note F2. The fifteenth measure has a treble staff with a half note G4 and a bass staff with a half note G2. The sixteenth measure has a treble staff with a half note A4 and a bass staff with a half note A2. Dynamics: *pp* in the thirteenth measure, *pp* in the fifteenth measure. Tempo change: *rit.* above the thirteenth measure, *Meno mosso* above the fifteenth measure. Pedal markings: *una corda* and *Ped.* below the fourteenth measure, *8va* and *8va* below the sixteenth measure.

Please turn the page.

Sight Reading: Classical Guitar

Play the following:

Andante, waltz-like **rit.**

mf

a tempo

p subito *f*

rit. **a tempo**

sf *p* *f*

p



SUBJECT:	Music
PAPER NUMBER:	III – Performance/Composition
DATE:	28 th May 2026

CANDIDATES'S PAPER

Choose **ONE** Section only:

SECTION A – PERFORMANCE

You are required to:

1. Perform a short recital of **approximately 25 minutes duration**. Choose pieces as indicated in the list of compulsory works in the syllabus and complete the recital with any work of your own choice.
2. Take a sight-reading test.
3. Sit for an interview related to the pieces performed and/or your musical interests.

SECTION B – COMPOSITION

You are required to:

1. Submit a composition with a **minimum duration of 7 minutes**.
2. Sit for an interview related to the content of the submitted works and/or your musical interests.

(Total: 60 marks)