



L-Università
ta' Malta

MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL
2026 MAIN SESSION**

SUBJECT:	Music
PAPER NUMBER:	I – Level 1-2-3
DATE:	28 th May 2026
DURATION:	1 hour 40 minutes

Theory

(Total: | 20 marks)

Task 1

(3 marks)

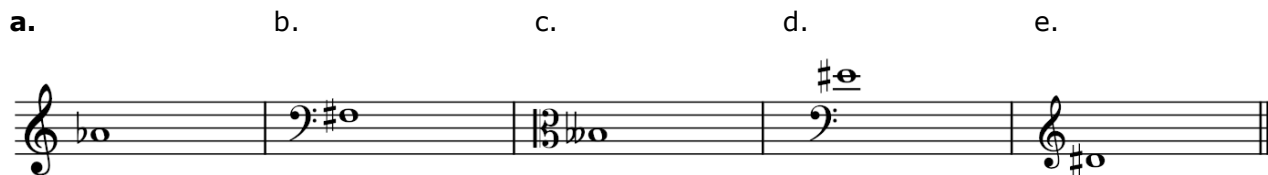
Write **ONE** note in the blank bar of each excerpt. The note should be equal in rhythmic value to the first bar of each excerpt. The answer to the first one, labelled 'a', is given as an example.



Task 2

(4 marks)

Name each of the following notes. The answer to the first one, labelled 'a', is given as an example



A flat

Please turn the page.

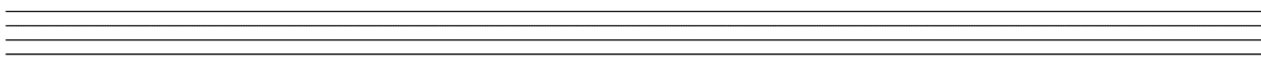
Task 3**(5 marks)**

Briefly explain the following terms or signs. The answer to the first one, labelled 'a', is given as an example

- a. **Andante** - **at a walking pace/moderately slow tempo**
- b. Crescendo (cresc.) - _____
- c. Accelerando (accel.) - _____
- d. Da capo (D.C.) - _____
- e. Allegro - _____
- f. Legato - _____

Task 4**(4 marks)**

Mark with a box **FOUR** different mistakes in the following music, then write it out correctly.

Moderato*mf*

Task 5**(4 marks)**

Write the correct time signature in the appropriate place on the staff for each extract. The answer to the first one, labelled '1', is given as an example.

1. 

2. 

3. 

4. 

5. 

Please turn the page.

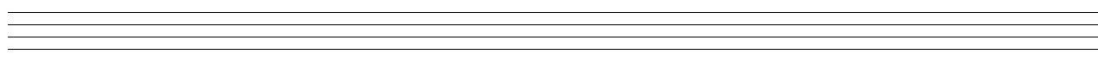
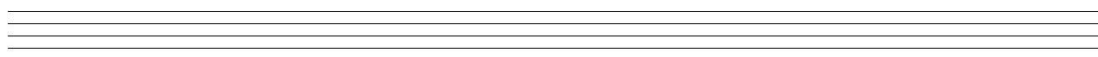
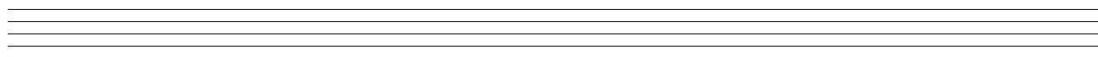
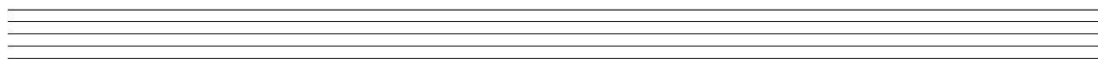
Composition and Harmony**(Total: | 30 marks)****Task 1****(8 marks)**

Write a melody of no more than 8 bars for an instrument of your own choice using the following musical guidelines:

1. Time-signature: $\frac{4}{4}$
2. Key of F Major
3. Modulation to the relative minor key
4. Use dynamics
5. Give a title to the piece

Title: _____

Instrument: _____



Task 2**(9 marks)**

Write a continuation of the following melodic opening. The complete melody should be no more than 12 bars in length. You are required to add appropriate articulation and other expressive features where necessary.

Moderato

Task 3**(3 marks)**

Identify each of the following cadences. The answer to the first one, labelled 'a', is given as an example.

a.

Plagal

b.

This question continues on next page.

c.

d.

Task 4**(10 marks)**

Study the melody below, it is in B-flat Major. Write the Alto and Tenor parts at each place marked with an asterisk (*) to complete the SATB harmony using any of the following chords in root position: Tonic, Subdominant, Dominant.

Blank Page

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SUBJECT:	Music
PAPER NUMBER:	I – Level 1-2-3 Aural Training Part II and History and Analysis
DATE:	28 th May 2026
DURATION:	Approx. 10 minutes

EXAMINER'S PAPER/MARKING SCHEME

Aural Training

(Total: 11 marks)

Task 1: Melodic Intervals

(5 marks)

The examiner tells the candidates:

Listen carefully to the following melodic intervals. Identify **each** interval, writing your answer in the spaces provided. Each interval will be played **TWICE**.

a. b. c. d. e.



- a. Major 2nd (also acceptable: tone, whole tone)
- b. Perfect 4th
- c. Minor 3rd
- d. Major 3rd
- e. Perfect 5th

Task 2: Listening and Responding

(6 marks)

The examiner tells the candidates:

Listen to this piece, which you will hear **TWICE**. You are then required to answer the questions about the musical style, character and features used.

- Describe the tempo of this piece using **ONE** musical term.
Tempo: Allegro/Allegretto (accept one) (1)
- Is the articulation mainly legato or staccato?
Articulation: Mainly staccato (1)
- Which register is mainly used for the melody? ☐ Low ☐ Middle ☒ High (1)
- Name **ONE** musical feature used to create contrast.
Dynamics/articulation/register/texture (accept one) (1)
- Which historical period does this piece most likely belong to? Tick the correct answer.
☐ Baroque ☐ Classical ☒ Romantic ☐ 20th Century (1)
- State **ONE** reason for your answer in Question 5.
Accept any one of the following reasons: expressive melody/use of dynamics for expression, emotional character, romantic-style harmony, expressive phrasing. (1)

History and Analysis

(Total: 20 marks)

Task 1 – Für Elise (Listening excerpt approx. 3 minutes)

(10 marks)

1. Tempo: Moderate (1)
2. Metre: triple (1)
3. Texture: Homophonic (2)
4. Melodic movement: Mostly conjunct with some leaps (2)
5. Dynamics & articulation (any TWO relevant points)
 - Soft dynamics (p)
 - Use of crescendo/decrescendo
 - Legato melodic line
 - Expressive phrasing (4)

Task 2 – Schubert Symphony in B minor ("Unfinished") - opening of the 1st movement

(10 marks)

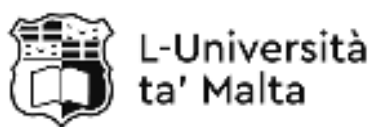
6. Period: Romantic (1)
7. Orchestral section: Strings / Woodwind (accept one) (1)
8. Mood/character: Dark / lyrical / mysterious / dramatic (2)
9. Tempo marking: Andante / Moderato (accept one) (1)
10. Musical feature typical of Schubert
 - a. Accept **any ONE** of the following (or similar):
 - Lyrical, song-like melody
 - Expressive minor tonality
 - Chromatic or expressive harmony
 - Gradual crescendos and diminuendos
 - Expressive orchestration (strings / winds)
 - Dark, emotional mood

Award 1 mark for any relevant feature clearly linked to what is heard. (1)

b. Two other works by Franz Schubert – 2 marks for each correct work

Acceptable examples include (not exhaustive):

- *Winterreise*
- *Die schöne Müllerin*
- *Ave Maria*
- *Symphony No. 5*
- *String Quartet No. 14 "Death and the Maiden"*
- *Piano Sonata in B♭ major, D.960*
- *Trout Quintet* (4)



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL
2026 MAIN SESSION**

SUBJECT:	Music
PAPER NUMBER:	I – Level 1-2-3 Aural Training Part II and History and Analysis
DATE:	28 th May 2026
DURATION:	Approx. 10 minutes

CANDIDATE'S PAPER

Aural Training

(Total: | **11 marks**)

Task 1: Melodic Intervals

(5 marks)

Listen to the following melodic intervals. Identify **each** interval, writing your answer in the spaces provided. Each interval will be played **TWICE**.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Task 2

Listening and Responding

(6 marks)

Listen to this piece, which you will hear **TWICE**. You are then required to answer the questions about the musical style, character and features used.

1. Describe the tempo of this piece using **ONE** musical term.

_____ (1)

2. Is the articulation mainly legato or staccato?

_____ (1)

3. Which register is mainly used for the melody?

_____ (1)

4. Name **ONE** musical feature used to create contrast.

_____ (1)

Please turn the page.

5. Which historical period does this piece most likely belong to? Tick the correct answer.

☐ Baroque ☐ Classical ☐ Romantic ☐ 20th Century (1)

6. State **ONE** reason for your answer in Question 5.

(1)

History and Analysis

(Total: (20 marks)

Task 1 (Listening excerpt approx. 3 minutes)

(10 marks)

Listen to the excerpt and answer the questions below. Tick the correct answer for questions 1-4.

1. Identify the tempo of this piece.

☐ Slow
☐ Moderate
☐ Fast (1)

2. Describe the metre as heard in this piece.

☐ Duple
☐ Triple
☐ Quadruple (1)

3. What type of texture is used at the beginning of the piece?

☐ Monophonic ☐ Homophonic ☐ Polyphonic ☐ Heterophonic (2)

4. Describe the melodic movement of the opening theme.

☐ Mostly stepwise
☐ Mostly conjunct with some leaps
☐ Mostly disjunct
☐ Built mainly on repeated notes (2)

5. Describe how dynamics and/or articulation are used to shape the opening section. **TWO** features must be identified in your answer.

(4)

Task 2**(10 marks)**

Listen to this excerpt taken from the opening section of Franz Schubert's Symphony in B minor ("Unfinished"), 1st movement, then answer the questions below. The excerpt will be played **TWICE**.

6. To which historical period does this work belong? Tick the correct answer.

☐ Baroque

☐ Classical

☐ Romantic

☐ Early 20th Century

(1)

7. Name **ONE** orchestral section that is prominently heard in this extract.

(1)

8. Describe the overall mood or character of this music.

(2)

9. Give an appropriate tempo marking for this excerpt.

(1)

10. a. Identify **ONE** musical feature in this extract that is typical of Franz Schubert's style:

(1)

b. Name **TWO** other works by this composer.

i. _____

ii. _____

(4)

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**SECONDARY EDUCATION CERTIFICATE LEVEL
2026 MAIN SESSION**

SUBJECT: **Music**
PAPER NUMBER: I – Level 1-2-3 Performance and Aural Training Part I
DATE: 2nd June 2026
DURATION: 15 minutes

SESSION 1

EXAMINER'S PAPER

Performance

(15 marks)

All performance pieces are to be chosen from the Repertoire Lists in Appendix 3.

Candidates are expected to demonstrate expressive skills, an understanding of stylistic features, and the ability to apply musical concepts through performance.

Candidates are to choose **TWO** pieces from the repertoire lists provided: **ONE** from List A or B at Level 1–2 repertoire (Appendix 3) and **ONE** from List A or B at Level 2–3 repertoire (Appendix 3). These pieces must differ from the other two pieces performed. Each piece will carry weighting according to its level. Instrumentalists are required to provide their own piano accompanist (if needed) on the date and time indicated in the timetable.

With the exception of the piano, all other candidates are required to bring their own instruments. All da capo and dal segno indications should be observed. Other repeats should be omitted unless these are of a few bars' length. Candidates are encouraged to perform from memory; however, no additional marks will be awarded for doing so.

Aural Training

Singing

(4 marks)

Before playing the melody, examiner to speak the following instructions to the candidate:

I am going to play a melody on the piano that I would like you to sing back. The melody will be played **TWICE**. Before each playing, I am going to give the key-chord and then your starting note. You may sing back the melody at any octave as appropriate to your voice type.



LEVEL 1	Mark
Task 1	
Can sing melody back with limited accuracy of pitches and rhythm.	
Total (max. 4 marks)	

Levels:	LEVEL 1-2		
Assessment Criteria	LEVEL 1 – 6 marks (40%)	LEVEL 2 – 9 marks (60%)	15 marks¹
General Flow and correct performance of text	An elementary sense of flow, observing a fair amount of textual detail.	A generally fluent performance with growing control and clear attention to most textual details.	
Marks	1	1.5	
Articulation and Phrasing	Elementary articulation and phrasing skills are evident.	Articulation and phrasing are mostly secure, with consistent attention to musical detail.	
Marks	0.5	1	
Dynamic markings	Basic awareness of tonal control and dynamic indication.	Dynamics are generally well observed, showing developing tonal awareness.	
Marks	1	1	
Tempo Choices	Elementary control over tempo choices.	Appropriate tempo choices are mostly maintained, with some	
Marks	1	1.5	
General Interpretation	Some appropriate interpretative details are evident.	Clear interpretative intention is evident, with an emerging sense of musical shape.	
Marks	0.5	1.5	
Intonation/Pedalling	Generally reliable intonation with some noticeable slips. Pedalling is adequately controlled	Intonation is mostly secure, with generally controlled and appropriate pedalling.	
Marks	1	1	
Performance Delivery	Somewhat limited sense of performance delivery.	Performance is sufficiently projected, showing confidence and musical engagement.	
Marks	1	1.5	
Total:			

¹ The mark out of 15 will be scaled down to a mark out of 6.

Level 2-3

Levels:	LEVEL 2-3		
Assessment Criteria	LEVEL 2 – 6 marks (40%)	LEVEL 3 – 9 marks (60%)	15 marks²
General Flow and correct performance of text	A fluent performance flow with consistent attention to textual detail.	An assured and controlled flow with detailed and accurate observance of the musical text.	
Marks	1	1.5	
Articulation and Phrasing	Generally accurate articulation with clear attention to phrasing details.	Secure, accurate, and stylistically convincing articulation and phrasing.	
Marks	0.5	1	
Dynamic markings	A sensitive and mostly consistent use of tonal awareness and dynamics.	Enhanced and refined control of dynamics, contributing to expressive depth.	
Marks	1	1	
Tempo Choices	Appropriate tempo choices are maintained with some flexibility.	Tempo is consistently well maintained, with confident control and flexibility.	
Marks	1	1.5	
General Interpretation	Clear musical shaping supported by evident musicianship.	Highly expressive performance with vivid communication of style and strong musicianship.	
Marks	0.5	1.5	
Intonation/Pedalling	Reliable intonation is evident, with appropriate pedalling technique.	Secure intonation with refined and stylistically effective pedalling control.	
Marks	1	1	
Performance Delivery	Sufficiently projected and committed performance delivery.	An assured, confident, and fully committed performance delivery.	
Marks	1	1.5	
Total:			

² The mark out of 15 will be scaled down to a mark out of 9.



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**SECONDARY EDUCATION CERTIFICATE LEVEL
2026 MAIN SESSION**

SUBJECT: **Music**
PAPER NUMBER: II – Level 1-2
DATE: 28th May 2026
DURATION: 1 hour 40 minutes

History and Analysis

(Total: | 10 marks)

Task 1

(4 marks)

With reference to the following excerpt from 'Allegro', 1st movement from *Eine Kleine Nachtmusik*, K.525 by W. A. Mozart, answer the questions below:

Eine Kleine Nachtmusik

Wolfgang Amadeus Mozart K. 525

1756 - 1791

I

Allegro

(Source from: Musescore Transcribed/Edited: CWWS)

1. What is the highest note (note name only) in the melodic line?

(1)

Please turn the page.

-
2. Name the lowest note (note name only) in the accompaniment from bar 5 to the end of the excerpt.

_____ (1)

3. Give the full meaning of the dynamic marking '*mf*' (Italian term and English meaning).

_____ (1)

4. Identify **ONE** feature that makes use of a pause or rest in this excerpt.

_____ (1)

Task 2

(6 marks)

Look at an excerpt from *Morgenstemning* – *Morning Mood Op. 46* by Edvard Grieg and answer the following questions:

1. Which instrument (or instruments) carries the main melody in this excerpt?

_____ (1)

2. To which instrumental family does/do this/these instrument/s belong?

_____ (1)

3. Identify the time signature.

_____ (1)

4. Describe **ONE** expressive feature clearly evident in the excerpt.

_____ (1)

5. Name the historical period to which this work belongs.

_____ (2)

Morgenstemning

Morgenstimmung – Morning Mood

Edvard Grieg
Opus 46 Nr. 1

Allegretto pastorale

2 Flutes

2 Oboes

2 Clarinets in A

2 Bassoons

4 Horns in E

2 Trumpets in E

Timpani in B & E

Violins I

Violins II

Violas

Violoncellos

Contrabasses

Allegretto pastorale

divisi

pp

divisi

pp

mf

pp

divisi

pp

(Source from: IMSLP Petrucci Music Library)

Please turn the page.

Theory(Total: | 30 marks)**Task 1****(4 marks)**

1. Re-write the following excerpt in double the time. Include the new time signature. The first note is worked out as an example. (2)

2. Re-write the following music at the same pitch using the bass clef. (2)

Task 2**(6 marks)**

The following excerpt is written for clarinet in B $\flat$. Transpose it down a major 2nd to the real sounding pitch (concert pitch). Include the new key signature as required.

Task 3**(2 marks)**

Circle the correct time signature for each of these bars. The first one is worked out as an example.

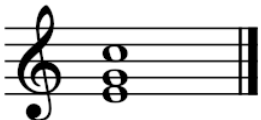
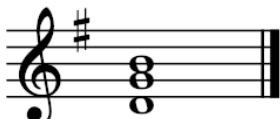
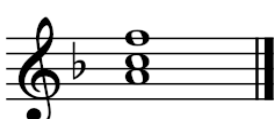
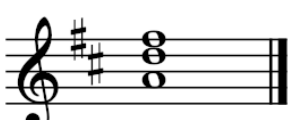
a.  $\frac{3}{2}$ $\frac{4}{4}$ $\frac{6}{8}$

b.  $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$

c.  $\frac{6}{8}$ $\frac{9}{8}$ $\frac{3}{8}$

Task 4**(6 marks)**

Match the correct key signature and triad with the correct chord label. The first one is worked out as an example.

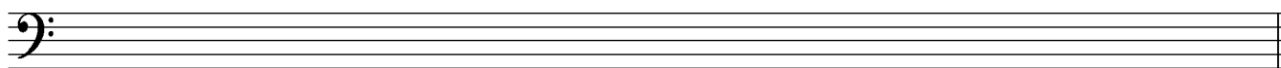
1			Ic in G Major
2			Ic in D Major
3			Ib in F Major
4		1	Ib in C Major

Task 5**(6 marks)**

Write the following scales in crotchets using key signatures. No time signature or additional bar lines are required.

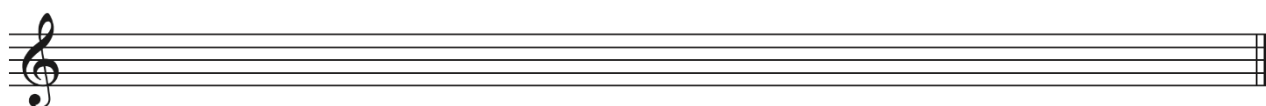
1. A harmonic minor ascending

(3)

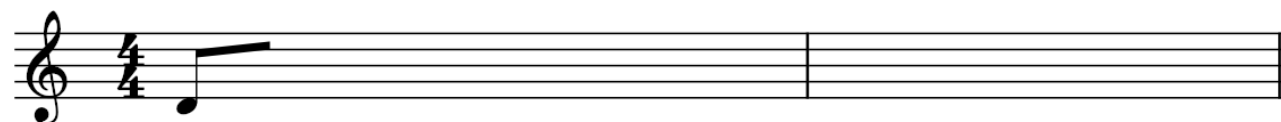


2. E melodic minor descending

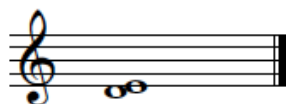
(3)

**Task 6****(2 marks)**

In groups of quavers, write the D-major broken chord ascending over **ONE** octave with key signature, starting on D (first note given).

**Task 7****(4 marks)**

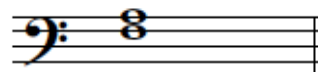
Write the name of the harmonic interval in the space below each given set of notes. The first one is worked out as an example.



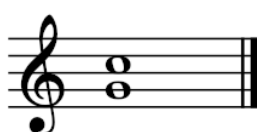
1. Major 2nd



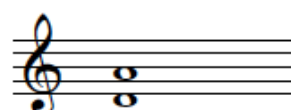
2. _____



3. _____



4. _____



5. _____

Composition and Harmony**(Total: | 20 marks)****Part 1 – Melody writing to a given set of words****(10 marks)**

Set **ONE** of the following poems to music. An introduction for each one is given. In your composition, indicate suitable musical markings including tempo, dynamics and expression.

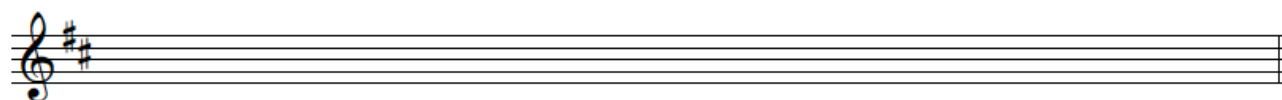
- a. Softly the evening shadows fall,
The quiet stars now start to call.

OR

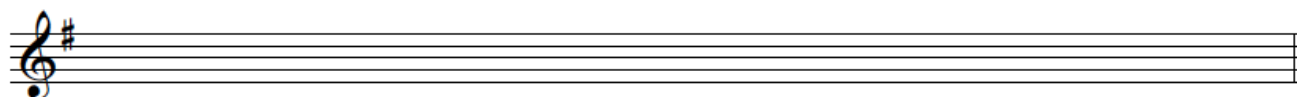
- b. He walks so fast,
He talks so loud,
He always stands out in the crowd.

(Source: Unpublished text prepared for examination purposes)

a.

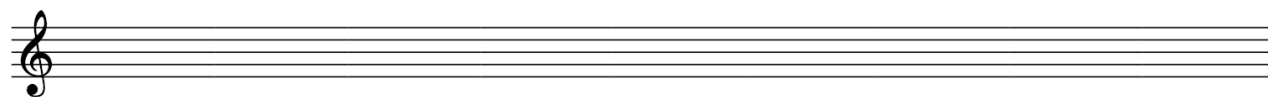
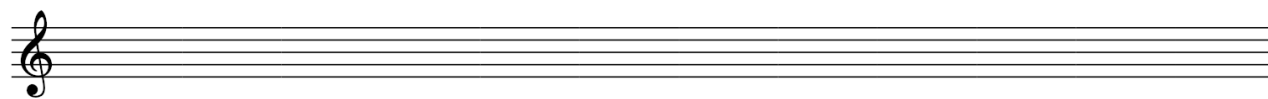
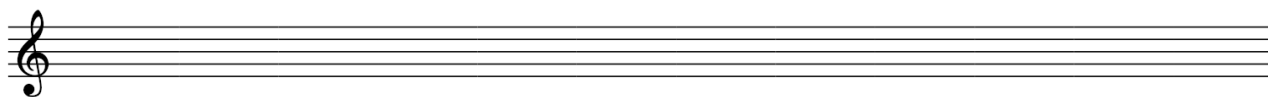
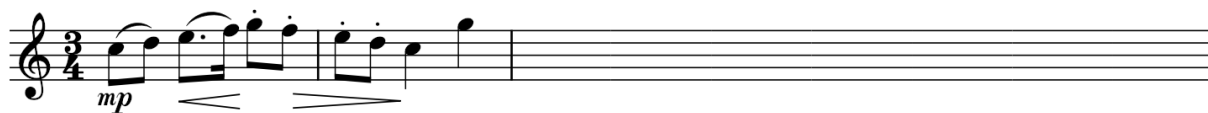
**OR**

b.

***Please turn the page.***

Melody composition for an instrument or voice**(10 marks)****Part 2**

Compose a melody of up to 6-8 bars long in simple triple time for one of these instruments: flute, oboe or violin. The first 2 bars are given. In your work add tempo, dynamic and phrase markings.





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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL
2026 MAIN SESSION**

SUBJECT:	Music
PAPER NUMBER:	II – Level 1-2 Aural Training
DATE:	28 th May 2026
DURATION:	Approx. 10 minutes

EXAMINER'S PAPER/MARKING SCHEME

Aural Training

(Total: 10 marks)

Brief:

The Aural Training Tasks involve two parts: (1) A four-bar melodic dictation where candidates listen and notate the excerpt down and (2) Listening and responding tasks pertaining to an unset listening excerpt.

Below are the instructions for the examiners.

Part 1 Melodic Dictation

(5 marks)

Note for the examiner: candidates are not expected to write the chord.

The examiner tells the candidates:

Listen carefully to a short melody which you will notate. It will be played once through and then broken down. You will be allowed time in between to write the melody down. The melodic excerpt will then be played one last time at the end. You are required to complete your answer below.



Here you can listen to the chord and starting note.

You will now listen to the full excerpt.

You can now listen to the first two bars.

Now you can listen to bars 3, 4 and 5 of the melodic excerpt.

Here you can listen to the full excerpt again.

Please turn the page.

Part 2 Listening and Responding**(5 marks)**

The examiner tells the candidates:

Listen to this excerpt from the first movement of Wolfgang Amadeus Mozart's *Symphony No. 40*. The excerpt will be played **TWICE** and you may underline, fill in or circle the correct answers for the following questions as you listen.

1. Underline the tempo marking which best describes the piece of music.

a. Andante

b. Allegro

c. Largo

(1)

2. Identify the opening of this piece as major or minor in tonality.

Minor

(1)

3. Circle the most likely time signature.

a. $\frac{2}{4}$

b. $\frac{3}{4}$

c. $\frac{4}{4}$

(1)

4. Underline **TWO** instruments clearly heard in this piece.

a. Flute

b. Clarinet

c. Trumpet

d. Violin

e. Cello

f. Timpani

(2)



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DATE:	28 th May 2026
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CANDIDATE'S PAPER

Aural Training

(Total: | 10 marks)

Part 1 Melodic Dictation

(5 marks)

Listen carefully to a short melody which you will notate. It will be played once through and then broken down. You will be allowed time in between to write the melody down. The melodic excerpt will then be played one last time at the end. You are required to complete your answer below.

This is how you will be listening to the sections of the melody:

- Listen to the chord (which you are not expected to write) and starting note.
- Listen to the full excerpt.
- Listen to the first two bars.
- Listen to bars 3, 4 and 5 of the melodic excerpt.
- Now you can listen to the full excerpt again.



Part 2 Listening and Responding

(5 marks)

Listen to this excerpt from the first movement of Wolfgang Amadeus Mozart's *Symphony No. 40*. The excerpt will be played **TWICE** and you may underline, fill in or circle the correct answers for the following questions as you listen.

1. Underline the tempo marking which best describes the piece of music.

- a. Andante
- b. Allegro
- c. Largo

(1)

Please turn the page.

2. Identify the opening of this piece as major or minor in tonality.

(1)

3. Circle the most likely time signature

a. $\frac{2}{4}$

b. $\frac{3}{4}$

c. $\frac{4}{4}$

(1)

4. Underline **TWO** instruments clearly heard in this piece.

a. Flute

b. Clarinet

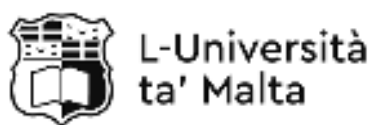
c. Trumpet

d. Violin

e. Cello

f. Timpani

(2)



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL
2026 MAIN SESSION**

SUBJECT:	Music	SESSIONS 1&2
PAPER NUMBER:	II – Level 1-2 Performance	
DURATION:	15 minutes	

EXAMINER'S PAPER

Performance

(Total: 30 marks)

All performance pieces are to be chosen from the Repertoire Lists in Appendix 3.

Candidates are expected to demonstrate basic technical control, expressive skills, an understanding of stylistic features, and the ability to apply musical concepts through performance.

Candidates are to choose **TWO** pieces from the repertoire list, one from List A and one from List B for their chosen instrument at the chosen level. Each piece will carry equal marks (12.5 marks each). Candidates will also be given a piece to play at sight (5 marks). Instrumentalists are required to provide their own piano accompanist (if needed) on the date and time indicated in the timetable.

With the exception of the piano, all other candidates are required to bring their own instruments. All da capo and dal segno indications should be observed. Other repeats should be omitted unless these are of a few bars' length. Candidates are encouraged to play from memory; however, no additional marks will be awarded for doing so.

Assessment Criteria	LEVEL 1 – 12 marks (40%)	LEVEL 2 – 18 marks (60%)	30 marks
General Flow and correct performance of text	An elementary sense of flow observing a fair amount of textual details.	An adequately fluent sense of musical flow and control, with consistent observation of textual detail.	
Marks	2	3	
Articulation and Phrasing	Elementary articulation and phrasing skills are demonstrated.	Consistent and appropriate attention to articulation and phrasing details.	
Marks	1	2	
Dynamic markings	Basic awareness of dynamic markings and tonal control.	Reliable attention to dynamic contrast and tonal control.	
Marks	1	2	
Tempo Choices	Elementary control over tempo, with some awareness of appropriate tempo choices.	General control of tempo is maintained, with appropriate and well-chosen tempos.	
Marks	2	2	
General Interpretation	Some appropriate interpretative details are evident.	A clear realization of musical shape and character is evident.	
Marks	1	2	
Intonation/Pedalling	Generally reliable intonation, with some noticeable slips. Pedalling is adequately controlled.	Intonation is generally secure. Pedalling is generally well controlled.	
Marks	1	1	
Performance Delivery	A somewhat limited sense of performance delivery and projection.	Confident and sufficiently projected performance delivery.	
Marks	2	3	
Sight-Reading	Limited fluency, with some rhythmic, pitch, or contextual inaccuracies.	Fluent and generally accurate delivery, with minor inaccuracies.	
	2	3	
Total:			



SUBJECT:	Music
PAPER NUMBER:	II – Level 1-2 Performance
DATE:	2 nd June 2026
DURATION:	15 minutes

SESSION 1**CANDIDATE'S PAPER**

Sight Reading Component:

Trumpet**(5 marks)***(Source: The sight-reading tests are adapted from a number of resources.)*



SUBJECT: **Music**
PAPER NUMBER: II – Level 1-2 Performance
DATE: 2nd June 2026
DURATION: 15 minutes

SESSION 1**CANDIDATE'S PAPER**

Sight Reading Component:

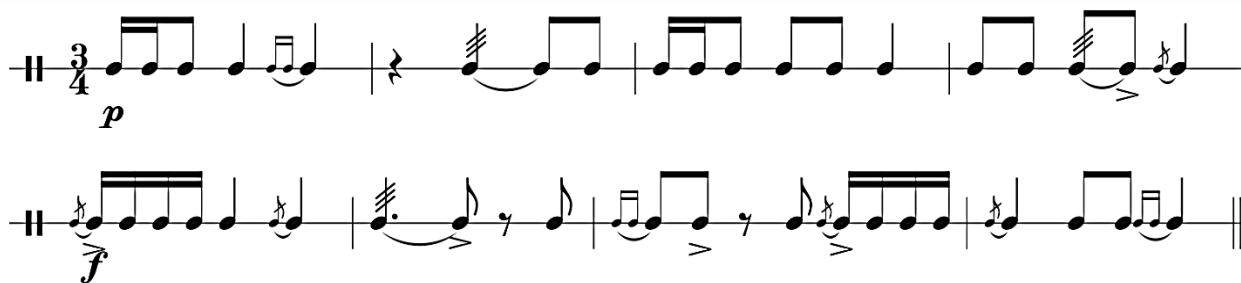
Flute**(5 marks)***(Source: The sight-reading tests are adapted from a number of resources.)*



SUBJECT: **Music**
PAPER NUMBER: II – Level 1-2 Performance
DATE: 3rd June 2026
DURATION: 15 minutes

SESSION 2**CANDIDATE'S PAPER**

Sight Reading Component:

Drums**(5 marks)***(Source: The sight-reading tests are adapted from a number of resources.)*



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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL
2026 MAIN SESSION**

SUBJECT: **Music**
PAPER NUMBER: II – Level 2-3
DATE: 28th May 2026
DURATION: 1 hour 40 minutes

History and Analysis

(Total: | 10 marks)

Task 1

(4 marks)

With reference to the following excerpt from the first movement (Allegro con brio) of *Symphony No. 5* in C minor by L. v. Beethoven, answer the questions below.

Symphony No. 5
1st Movement
Opus 67

Ludwig van Beethoven
(1770 – 1827)

Allegro con brio

(Source: <https://musescore.com/classicman/scores/1196626>)

1. Give the full Italian term for *ff* in the first bar and explain its meaning.

(1)

Please turn the page.

2. Describe **ONE** rhythmic feature present in the given excerpt.

(1)

3. Which of the following best describes the overall texture in bars 1–8?

☐ Monophonic

☐ Mainly homophonic with overlapping parts

☐ Contrapuntal

☐ Mainly Silent

(1)

4. Identify the instrument families that state the main motif in the opening 5 bars.

(1)

Task 2

(6 marks)

With reference to the following excerpt from *Hungarian Dance No. 5* by Johannes Brahms, answer the questions below:

1. Describe **ONE** rhythmic feature used in this excerpt.

(1)

2. Which instrument or instrument families first present the main melody at the opening of this excerpt?

(2)

3. State the meaning of the term *f* as used in this excerpt.

(1)

4. Which of the following best describes the texture at the opening of this excerpt? Tick **ONE**.

☐ Monophonic

☐ Homophonic

☐ Contrapuntal

☐ Silent

(1)

5. Describe **ONE** expressive feature used by the composer in this excerpt.

(1)

Theory(Total: | 30 marks)**Task 1****(4 marks)**

Re-write the following excerpt in half the time. Include the new time signature. The first note is given as an example.

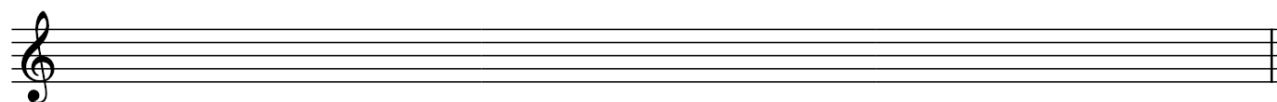
**Task 2****(5 marks)**

The following melody is written for Clarinet in B $\flat$. Transpose it down a Major 2nd to the real sounding pitch (concert pitch). Include the new key signature as required.

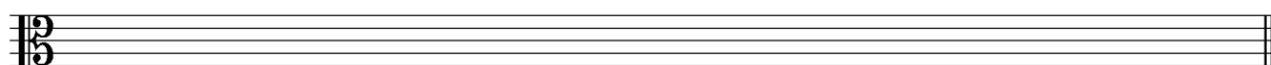
**Task 3****(4 marks)**

Write the following scales:

- a. A melodic minor (one octave), ascending and descending, with key signature, in minims. No time signature or bar-lines are required. (2)

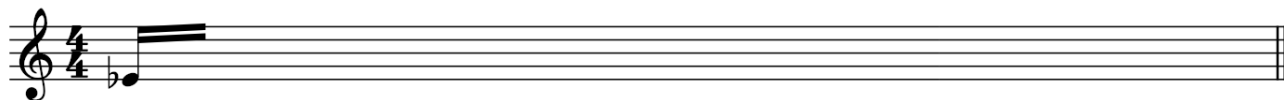


- b. E harmonic minor (one octave), descending then ascending, without key signature, but using any accidentals as required, in crotchets. No time signature or bar-lines are required. (2)



Task 4**(2 marks)**

In groups of semiquavers, write the E-flat major broken chord ascending over **ONE** octave, starting on E flat (first note given). Add any necessary accidentals.

**Task 5****(3 marks)**

Transpose the following excerpt down a perfect 5th. Include the new key signature as required.

Allegro
Task 6**(6 marks)**

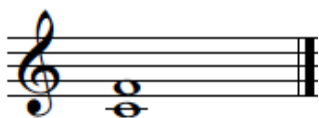
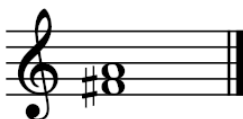
Match the key signature and triad with the correct chord label. The answer to the first one is given as an example.

1			ib in C minor
2			IV in D major
3		1	Ic in B $\flat$ major
4			Vb in G major

Please turn the page.

Task 7**(4 marks)**

Identify the following harmonic intervals by writing the answer in the space below each one. The answer to the first question is given as an example.

**1. Perfect 4th**

2. _____



3. _____



4. _____



5. _____

Task 8**(2 marks)**

Circle the correct time signature for each of the following excerpts. The answer to the first question is given as an example

a. 

4	3	3
2	2	4

b. 

2	6	4
4	8	4

c. 

6	9	7
8	8	8

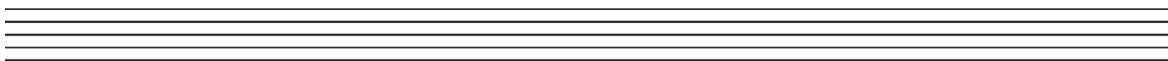
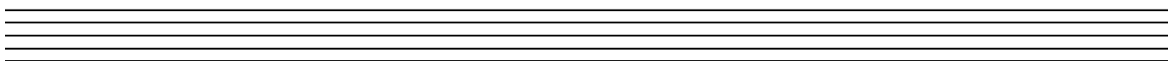
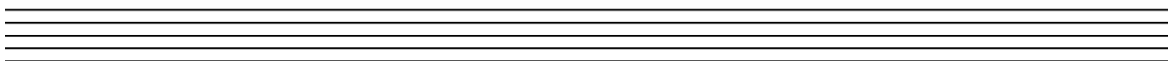
Composition and Harmony**(Total: | 20 marks)****Part 1 Composing a melody to a given set of words****(10 marks)**

Set the given poem for solo unaccompanied soprano voice, using **ONE** of the given openings. In your composition, you should indicate suitable musical markings, including tempo, dynamics and expression. Give a title to your musical composition.

Distant bells begin to call,
Footsteps fade along the street.
Time moves on in quiet flow,
Moments pass and leave no trace,
Echoes linger in the air.

(Source: Unpublished text prepared for examination purposes)

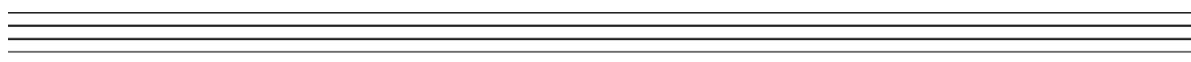
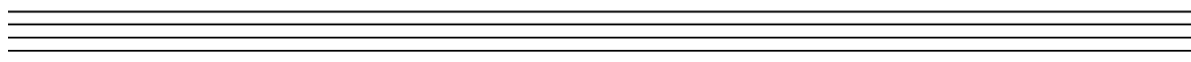
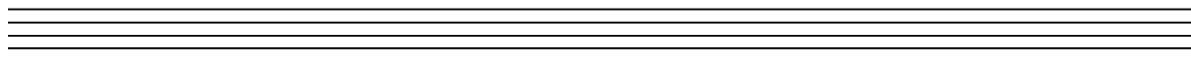
a. Title: _____



OR

Please turn the page.

b. Title: _____



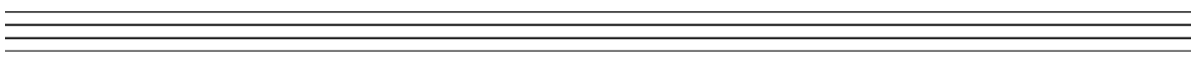
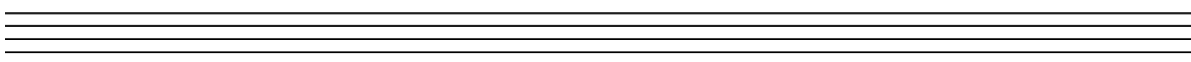
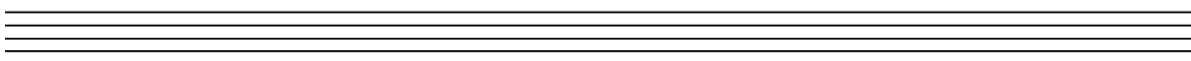
Part 2 Melody composition for an instrument or voice

(10 marks)

Compose a melody of 8-12 bars in compound duple-time, for one of following instruments or voice types: flute, oboe, viola, horn in F or voice (mezzo soprano). Keep in mind the range of the chosen instrument or voice type. Your composition must include suitable tempo, dynamics, expression and phrase markings.

Give a title to your musical composition.

Title: _____





SUBJECT:	Music
PAPER NUMBER:	II – Level 2-3 Aural Training
DATE:	28 th May 2026
DURATION:	Approx. 10 minutes

EXAMINER'S PAPER/MARKING SCHEME

Aural Training

(Total: 10 marks)

Brief:

The Aural Training Tasks involve two parts: (1) A five-bar melodic dictation where candidates listen and notate the excerpt down and (2) Listening and responding tasks pertaining to an unset listening excerpt.

Below are the instructions for the examiners.

Part 1 Melodic Dictation

(5 marks)

The examiner tells the candidates:

Listen carefully to a short melody which you will notate. It will be played once through and then broken down. You will be allowed time in between to write the melody down. The melodic excerpt will then be played one last time at the end. You are required to complete your answer below.

Here is the starting note and full excerpt.



Here you can listen to the chord and starting note.

You will now listen to the full excerpt.

You can now listen to the first two bars.

Now you can listen to bars 3, 4 and 5 of the melodic excerpt.

Here you can listen to the full excerpt again.

Please turn the page.

Part 2 Listening and Responding**(5 marks)**

The examiner tells the candidates:

Listen to this orchestral excerpt from Antonín Dvořák's *Slavonic Dance No. 8* in G minor, Op.46. The excerpt will be played **TWICE** and you may answer the questions as you listen.

1. a. Identify which sections of the orchestra play in the opening bars.

All orchestra – woodwind, brass, percussion and strings. (1)

b. Name **ONE** orchestral instrument which enters shortly after the opening with the same motif.

Piccolo/Flute/Oboe/Clarinet (1)

2. a. Tick **ONE** of the following answers that best describes the rhythmic character of the opening.

☐ Smooth and flowing

☒ Strong and accented

☐ Free and unmeasured

☐ Calm and sustained (1)

b. State the most likely time signature of this excerpt:

triple time $\frac{3}{4}$ (1)

3. Which word best describes the musical style of this piece? Place a tick in **ONE** box.

a. Pastoral ☐

b. Lament ☐

c. Minuet ☐

d. Folk ☒ (1)



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MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
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**SECONDARY EDUCATION CERTIFICATE LEVEL
2026 MAIN SESSION**

SUBJECT:	Music
PAPER NUMBER:	II – Level 2-3 Aural Training
DATE:	28 th May 2026
DURATION:	Approx. 10 minutes

CANDIDATE'S PAPER

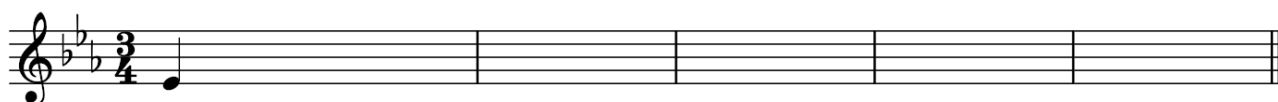
Aural Training

(Total: | 10 marks)

Part 1 Melodic Dictation

(5 marks)

Listen carefully to a short melody which you will notate. It will be played once through and then broken down into sections. You will be allowed time in between to write the melody down. The melodic excerpt will then be played one last time at the end. The starting note is given, and you are required to complete your answer below. You do not need to write the chord.



Part 2 Listening and Responding

(5 marks)

Listen to this orchestral excerpt from Antonín Dvořák's *Slavonic Dance No. 8* in G minor, Op. 46. The excerpt will be played **TWICE** and you may answer the questions as you listen.

1. a. Identify which sections of the orchestra play in the opening bars.

_____ (1)

b. Name **ONE** orchestral instrument which enters shortly after the opening with the same motif.

_____ (1)

2. a. Tick **ONE** of the following answers that best describes the rhythmic character of the opening.

- ☐ Smooth and flowing
- ☐ Strong and accented
- ☐ Free and unmeasured
- ☐ Calm and sustained

(1)

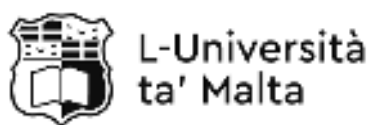
b. State the most likely time signature of this excerpt.

_____ (1)

3. Which word best describes the musical style of this piece? Place a tick in **ONE** box.

- a. Pastoral ☐
- b. Lament ☐
- c. Minuet ☐
- d. Folk ☐

(1)



MATRICULATION AND SECONDARY EDUCATION CERTIFICATE
EXAMINATIONS BOARD

**SECONDARY EDUCATION CERTIFICATE LEVEL
2026 MAIN SESSION**

SUBJECT:	Music	SESSIONS 1&2
PAPER NUMBER:	II – Level 2-3 Performance	
DURATION:	15 minutes	

EXAMINER'S PAPER

Performance

(Total: 30 marks)

All performance pieces are to be chosen from the Repertoire Lists in Appendix 3.

Candidates are expected to demonstrate technical proficiency, expressive skills, an understanding of stylistic features, and the ability to apply musical concepts through performance.

Candidates are to choose **TWO** pieces from the repertoire list, one from List A and one from List B, for their chosen instrument or voice type and at their chosen level. Each piece will carry equal marks (12.5 marks each). Candidates will also be given a piece to play at sight (5 marks). Instrumentalists and singers are required to provide their own piano accompanist (if needed) on the date and time indicated in the timetable.

With the exception of candidates performing on piano, all other candidates are required to bring their own instruments. All da capo and dal segno indications should be observed. Other repeats should be omitted unless these are of a few bars' length. Candidates are encouraged to play from memory; however, no additional marks will be awarded for doing so.

Assessment Criteria	LEVEL 2 – 12 marks (40%)	LEVEL 3 – 18 marks (60%)	30 marks
General Flow and correct performance of text	A fluent performance flow with considerable attention to textual detail.	An assured performance flow with consistently detailed and accurate observance of the musical text.	
Marks	2	3	
Articulation and Phrasing	Generally accurate articulation, with clear attention to phrasing details.	Secure, accurate, and stylistically appropriate articulation and phrasing.	
Marks	1	2	
Dynamic markings	A generally sensitive use of dynamic contrast and tonal awareness.	Enhanced and refined control of dynamic contrast and tonal colour.	
Marks	1	1	
Tempo Choices	Appropriate tempo choices are maintained with some flexibility.	Tempo choices are consistently well maintained, with appropriate flexibility and control.	
Marks	1	2	
General Interpretation	Clear musical shaping supported by evident musicianship.	Highly expressive performance with vivid communication of style and strong musicianship.	
Marks	2	3	
Intonation/Pedalling	Generally reliable intonation is evident. Appropriate pedalling technique is demonstrated.	Largely accurate intonation with fine control of effective and stylistically appropriate pedalling.	
Marks	1	1	
Performance Delivery	Sufficiently projected and committed performance delivery.	An assured, confident, and fully committed performance delivery.	
Marks	2	3	
Sight-Reading	Moderately accurate and fluent sight-reading, with some minor inaccuracies.	Accurate, fluent sight-reading with consistent attention to rhythmic, pitch, and stylistic detail.	
Marks	2	3	
Total:			



SUBJECT:	Music
PAPER NUMBER:	II – Level 2-3 Performance
DATE:	2 nd June 2026
DURATION:	15 minutes

SESSION 1**CANDIDATE'S PAPER**

Sight Reading Component:

Violin**(5 marks)**

The musical score is for a violin in 3/4 time, key of B-flat major. It consists of two staves. The first staff begins with a forte (*f*) dynamic. It contains a series of eighth and sixteenth notes, followed by a measure with a 'V' marking above a half note. The second staff begins with a mezzo-piano (*mp*) dynamic. It contains a series of eighth and sixteenth notes, followed by a measure with a 'V' marking above a half note. The score ends with a final measure containing a half note and a fermata.

(Source: The sight-reading tests are adapted from a number of resources.)



SUBJECT: **Music**
PAPER NUMBER: II – Level 2-3 Performance
DATE: 2nd June 2026
DURATION: 15 minutes

SESSION 1**CANDIDATE'S PAPER**

Sight Reading Component:

Clarinet**(5 marks)**

The musical score is for a Clarinet in B-flat, 4/4 time, and B-flat major. It consists of three staves. The first staff begins with a forte (*f*) dynamic and a crescendo line leading to a mezzo-forte (*mp*) dynamic. The second staff starts with a mezzo-forte (*mf*) dynamic. The third staff contains a triplet of eighth notes. The piece concludes with a double bar line.

(Source: The sight-reading tests are adapted from a number of resources.)

SESSION 1

Sight Reading Component:

(5 marks)

The musical score for 'The Rose Tree' is presented in two systems. The first system begins with a treble clef, a 2/4 time signature, and a forte (*f*) dynamic. It contains a triplet of eighth notes, followed by a quarter note, a half note, and a quarter note. The second system starts with a mezzo-piano (*mp*) dynamic and features a triplet of eighth notes, a quarter note, a half note, and a quarter note. The third system begins with a piano (*p*) dynamic and includes a triplet of eighth notes, a quarter note, a half note, and a quarter note. The fourth system continues with a piano (*p*) dynamic and features a triplet of eighth notes, a quarter note, a half note, and a quarter note. The score concludes with a double bar line.

(Source: The sight-reading tests are adapted from a number of resources.)



SUBJECT: **Music**
PAPER NUMBER: II – Level 2-3 Performance
DATE: 2nd June 2026
DURATION: 15 minutes

SESSION 1**CANDIDATE'S PAPER**

Sight Reading Component:

Flute**(5 marks)***(Source: The sight-reading tests are adapted from a number of resources.)*



SUBJECT: **Music**
PAPER NUMBER: II – Level 2-3 Performance
DATE: 2nd June 2026
DURATION: 15 minutes

SESSION 1**CANDIDATE'S PAPER**

Sight Reading Component:

Guitar**(5 marks)**

The musical notation is for a guitar sight reading exercise. It is written on two staves in 3/4 time and B-flat major. The first staff begins with a forte (*f*) dynamic. It contains a dotted quarter note, an eighth note, a quarter note, and a triplet of eighth notes. The second staff begins with a mezzo-forte (*mf*) dynamic. It contains a quarter note, an eighth note, a quarter note, and a triplet of eighth notes. The piece concludes with a double bar line.

(Source: The sight-reading tests are adapted from a number of resources.)



SUBJECT: **Music**
PAPER NUMBER: II – Level 2-3 Performance
DATE: 2nd June 2026
DURATION: 15 minutes

SESSION 1

CANDIDATE'S PAPER

Sight Reading Component:

Piano

(5 marks)

The music is written for piano in 4/4 time, key of B-flat major. It consists of three staves. The first staff begins with a forte (*f*) dynamic and features a crescendo. The second staff begins with a piano (*p*) dynamic. The third staff concludes the piece with a double bar line.

(Source: The sight-reading tests are adapted from a number of resources.)



SUBJECT:	Music
PAPER NUMBER:	II – Level 2-3 Performance
DATE:	2 nd June 2026
DURATION:	15 minutes

SESSION 1

CANDIDATE'S PAPER

Sight Reading Component:

Trumpet

(5 marks)

Example 10.10: Musical notation for the first system of the exercise. The notation is in G major (one sharp) and 3/4 time. The first staff begins with a piano (*p*) dynamic, followed by a mezzo-piano (*mp*) section with a crescendo hairpin, and ends with a crescendo (*cresc.*) marking. The second staff continues the melody with a crescendo (*cresc.*) marking and ends with a forte (*f*) dynamic.

(Source: The sight-reading tests are adapted from a number of resources.)



SUBJECT: **Music**
PAPER NUMBER: II – Level 2-3 Performance
DATE: 2nd June 2026
DURATION: 15 minutes

SESSION 1**CANDIDATE'S PAPER**

Sight Reading Component:

E flat Alto Saxophone**(5 marks)***(Source: The sight-reading tests are adapted from a number of resources.)*



SUBJECT: **Music**
PAPER NUMBER: II – Level 2-3 Performance
DATE: 3rd June 2026
DURATION: 15 minutes

SESSION 2

CANDIDATE'S PAPER

Sight Reading Component:

Voice – Soprano

(5 marks)

Soprano

Some day I will find home. Dark ness fades. Wait

5
S. Light is ri - sing. Shine on in my heart. Now

(Source: The sight-reading tests are adapted from a number of resources.)



SUBJECT: **Music**
PAPER NUMBER: II – Level 2-3 Performance
DATE: 3rd June 2026
DURATION: 15 minutes

SESSION 2

CANDIDATE'S PAPER

Sight Reading Component:

Voice – Mezzo Soprano

(5 marks)

Mezzo-soprano

Soft - ly rise, light Glo - ry

M-S.

in calm shin - ing through the sky high.

(Source: The sight-reading tests are adapted from a number of resources.)



SUBJECT: **Music**
PAPER NUMBER: II – Level 2-3 Performance
DATE: 3rd June 2026
DURATION: 15 minutes

SESSION 2

CANDIDATE'S PAPER

Sight Reading Component:

Voice – Musical Theatre

(5 marks)

I will find you through the dark night step by step I go.

f

Dreams a- rise now shine through me Soft- ly I know home.

mp

(Source: The sight-reading tests are adapted from a number of resources.)



SUBJECT:	Music
PAPER NUMBER:	II – Level 2-3 Performance
DATE:	3 rd June 2026
DURATION:	15 minutes

SESSION 2**CANDIDATE'S PAPER**

Sight Reading Component:

Clarinet**(5 marks)**

The musical notation consists of two staves. The first staff is in 2/4 time, starting with a forte (f) dynamic. It contains a melody with a slur over the first four notes, a triplet of eighth notes, and a quarter note. The second staff is in 2/4 time, starting with a mezzo-piano (mp) dynamic. It contains a melody with a slur over the first four notes, a quarter rest, and a quarter note.

(Source: The sight-reading tests are adapted from a number of resources.)



SUBJECT: **Music**
PAPER NUMBER: II – Level 2-3 Performance
DATE: 3rd June 2026
DURATION: 15 minutes

SESSION 2

CANDIDATE'S PAPER

Sight Reading Component:

E flat Alto Saxophone

(5 marks)

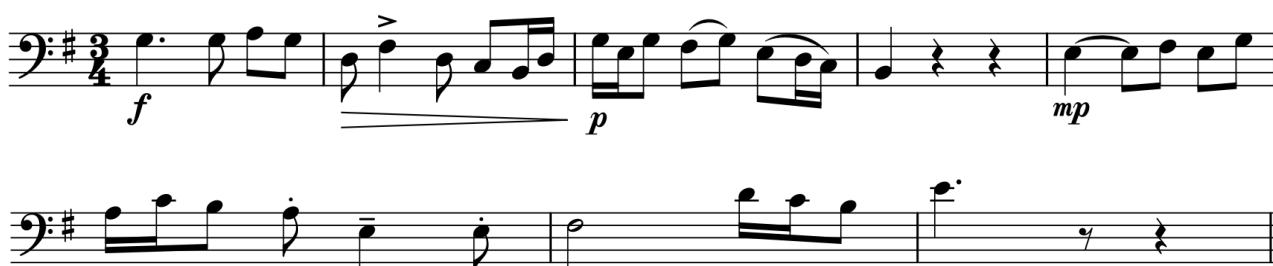
(Source: The sight-reading tests are adapted from a number of resources.)



SUBJECT: **Music**
PAPER NUMBER: II – Level 2-3 Performance
DATE: 3rd June 2026
DURATION: 15 minutes

SESSION 2**CANDIDATE'S PAPER**

Sight Reading Component:

Euphonium**(5 marks)***(Source: The sight-reading tests are adapted from a number of resources.)*



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Sight Reading Component:

Drums

(5 marks)

The musical score is written for a piano accompaniment in 4/4 time. It consists of five staves of music. The first staff begins with a *mf* (mezzo-forte) dynamic marking. The second staff features a *p* (piano) dynamic marking. The third staff includes a *p* (piano) dynamic marking. The fourth staff features a *mp* (mezzo-piano) dynamic marking. The score includes various musical notations such as eighth notes, quarter notes, and half notes, as well as triplets and slurs. The key signature is one sharp (F#), and the time signature is 4/4.

(Source: The sight-reading tests are adapted from a number of resources.)



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Sight Reading Component:

Piano**(5 marks)**

The musical score is for a piano piece in 4/4 time, key of B-flat major. It consists of three systems of two staves each. The first system begins with a mezzo-piano (*mp*) dynamic. The second system includes a mezzo-piano (*mp*) dynamic and a forte (*f*) dynamic. The third system ends with a double bar line.

(Source: The sight-reading tests are adapted from a number of resources.)



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Sight Reading Component:

French Horn

(5 marks)

The musical notation consists of two staves. The first staff is in 3/4 time, key of B-flat major. It begins with a forte (*f*) dynamic. The melody consists of eighth and quarter notes. A crescendo line is drawn under the staff, leading to a piano (*p*) dynamic. A triplet of eighth notes is marked with a '3' above it. The second staff continues the melody with a crescendo line leading to a forte (*f*) dynamic. The piece ends with a double bar line.

(Source: The sight-reading tests are adapted from a number of resources.)



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Sight Reading Component:

Trombone

(5 marks)

(Source: The sight-reading tests are adapted from a number of resources.)



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SESSION 2

CANDIDATE'S PAPER

Sight Reading Component:

Violin

(5 marks)

(Source: The sight-reading tests are adapted from a number of resources.)



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SESSION 2**CANDIDATE'S PAPER**

Sight Reading Component:

Violoncello**(5 marks)**

(Source: The sight-reading tests are adapted from a number of resources.)