



L-Università
ta' Malta

MATSEC
Examinations Board



Marking Scheme

SEC Music

Main Session 2025

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In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with the MATSEC Examinations Board when in doubt.

A. PAPER I

Levels 1–2–3

Written Paper

Aural Training (Part II)

(Total: 11 marks)

Task 1: Melodic Intervals

Listen to and identify the following melodic intervals:

(5 marks)



a. Minor 6th

b. Perfect 4th

c. Minor 7th

d. Perfect 5th

e. Minor 3rd

	LEVEL 2 (40%)	LEVEL 3 (60%)	Mark
	0 - 2	3 - 5	
a.		1 mark	
b.	1 mark		
c.		1 mark	
d.		1 mark	
e.	1 mark		
		Total:	(max. 5 marks)

Task 2: Listening and Responding

1. Explain the use of articulation in this piece. (1)

Answer: The excerpt uses mainly staccato and accented notes.

2. How would you describe the musical character of this piece? (1)

Answer: The piece is mostly humorous in character.

3. Was the main melody played in the bass or treble part? (1)

Answer: The main melody is played in the treble part.

4. Which musical period do you think this piece of music belongs to? (1)

Answer: Late Romantic / Early 20th Century music.

5. Which rhythmic device is commonly used in this excerpt? (1)

Answer: Syncopation

6. What instrument is this piece written for? (1)

Answer: Piano

	LEVEL 2	LEVEL 3	Mark
Task 3	0-3	4-6	
Question 1	1		
Question 2		1	
Question 3	1		
Question 4		1	
Question 5		1	
Question 6	1		
		Total:	(max. 6 marks)

History and Analysis

(Total: 20 marks)

Task 1

Listen to this piece of music taken from *Nutcracker Suite* and tick the correct answer.

1. What is the name of this piece?

- a. *Russian Dance*
- b. *The March*
- c. *Arabian Dance*
- d. ***Dance of the Sugar Plum Fairy*** **X** (1)

2. What is the instrument that plays the main tune at the very beginning of the piece?

- a. Violin
- b. **Celesta** **X**
- c. Flute
- d. Trombone (1)

3. What is the name of the composer who wrote this piece?

- a. C. Saint-Saëns
- b. **P.I. Tchaikovsky** **X**
- c. C. Saint-Saëns
- d. W.A. Mozart (1)

4. What is the correct time signature of this piece?

- a. $\frac{3}{8}$
- b. $\frac{2}{2}$
- c. $\frac{6}{8}$
- d. $\frac{2}{4}$ **X** (1)

5. Describe the use of dynamics at the beginning of this piece using the correct terminology.

Sample answer: It starts pp (pianissimo) – very soft with crescendos and diminuendos.

There are some accented notes in the beginning. (2)

6. Which is the correct tempo marking for this piece of music?

- a. **Andante non troppo** **X**
- b. Allegro
- c. Moderato
- d. Largo Assai (1)

7. Mention **TWO** important facts about *The Nutcracker Suite*.

a. The Nutcracker suite is music intended for ballet performances.

b. It is made up of a number of dances.

(2)

	LEVEL 1 (30%)	LEVEL 2 (30%)	LEVEL 3 (40%)	Mark
Task 1	0-3	4-6	7-9	
Question 1	1			
Question 2	0.5	0.5		
Question 3	1			
Question 4		1		
Question 5			2	
Question 6		1		
Question 7a.			1	
Question 7b.			1	
				Total (max. 9 marks)

Task 2

Listen to this piece of music titled 'Grand March', from Aida and then answer the questions below.

1. What period of music was the music written in?

a. Baroque Period

b. Classical Period

c. **Romantic Period**

d. Early 20th Century

(1)

2. a. Who is the composer that wrote this piece of music?

Answer: Giuseppe Verdi

(1)

b. Mention **THREE** other works by this composer.

i. La Traviata

ii. Requiem

iii. Nabucco

(3)

3. Which instrumental family belonging to the orchestra is mainly featured in this extract?

Answer: The Brass Family

(1)

4. Describe the principal articulation device used in this excerpt and how it should be played.

Answer: staccato – short and detached

(2)

5. Give an appropriate tempo marking for this piece using the correct terminology.

Answer: Allegro maestoso

(1)

6. *Aida* features other art forms apart from music including sections that were mainly associated with French court music. Give the name of the art form that is included in this opera.

Answer: Ballet

(2)

	LEVEL 1 (30%)	LEVEL 2 (30%)	LEVEL 3 (40%)	Mark
Task 2	0-3	4-6	7-11	
Question 1	1			
Question 2a.	1			
Question 2b i		1		
Question 2b ii		1		
Question 2c iii		1		
Question 3	1			
Question 4			2	
Question 5			1	
Question 6			2	
			Total:	(max. 11 marks)

Theory

(Total: 20 marks)

Task 1

(3 marks)

Write **ONE** note in the blank bar, which is equivalent to all the notes in the previous bar. (The first one is worked out as an example).

a.

Task 4

(4 marks)

The correctly written version, eliminating the **FOUR** different mistakes:



Task 5

(4 marks)

Extracts shown with the correct time signature at the beginning. (The first one is given as an example.)



	LEVEL 1 (30%)	LEVEL 2 (30%)	LEVEL 3 (40%)	20 marks
Task 1	3			3 marks
Task 2	2 (b,e)	1 (d)	1 (c)	4 marks
Task 3	1 (b)	3 (c,d,e)	1 (f)	5 marks
Task 4		1 mistake	3 mistakes	4 marks
Task 5		1 (3)	3 (2,4,5)	4 marks
			Total:	(max. 20 marks)

Composition And Harmony

(Total: 30 marks)

Task 1

(8 marks)

Writing a melody of up to 8 bars for an instrument of your own choice using given musical guidelines.

Task 2

(9 marks)

Continue melody by adding up to 8 bars to the given introduction.

Task 3

(3 marks)

Name the cadences. (The first one is given as an example).

a.

Imperfect

b.

Plagal

c.

Imperfect

d.

Interrupted

Task 4

(10 marks)

Study the melody below, it is in C Minor. Write the Alto and Tenor parts at each place marked with an asterisk (*) to complete the SATB harmony using Tonic, Subdominant, and Dominant chords in root position.

	LEVEL 1 (30%) 9 marks	LEVEL 2 (30%) 9 marks	LEVEL 3 (40%) 12 marks	30 marks
Task 1	Can compose a melody for the instrument at a basic level with limited use of rhythms, melodic understanding and dynamics	Can compose a melody for the instrument at a simple level with good use of rhythms, melodic understanding and dynamics.	Can compose a melody for the instrument at a complex level with varied use of rhythm, melodic understanding, correct use of modulation and dynamics.	
8 marks	2 marks	3 marks	3 marks	
Task 2	Can continue creating a melody at a basic level with limited use of rhythms, melodic understanding and dynamics.	Can continue creating a melody at a simple level with good use of rhythms, melodic understanding and dynamics.	Can continue creating a melody at a complex level with varied use of rhythms, melodic understanding, correct use of modulation and dynamics.	
9 marks	2 marks	3 marks	4 marks	
Task 3	Name the cadence: letter b and c.		Name the cadence: letter d.	
3 marks	2 marks	0 marks	1 mark	
Task 4	Correct use of chords in upbeat to bar 1 (Chord carries 3 marks)	Correct use of chords in bars 1 and 2 (Each chord carries 1.5 marks)	Correct use of chords in upbeat to bar 3 and 5 (Chord carries 2 marks)	
10 marks	3 marks	3 marks	4 marks	
		Total:	(max. 30 marks)	

B. PAPER II

Level 2 - 3

Written Paper

Aural Training

(Total: 10 marks)

Part 1 Melodic Dictation

(5 marks)

The correctly notated melody:



LEVEL 2 (40%)	LEVEL 3 (60%)	Mark
0 - 2	3 - 5	
Can notate the pitch and rhythm of the excerpt with some accuracy.	Can notate the pitch and rhythm of the excerpt with substantial to complete accuracy.	
Total:		(max. 5 marks)

Part 2 Listening and Responding

1. a. Identify which section of the orchestra plays in the opening bars.
 Answer: The string section plays in the opening bars. (1)
- b. Name **ONE** of the woodwind instruments which enter in Bar 13 following the introduction.
 Answer: Flute or Oboe or Clarinet (1)
2. a. Is this piece in simple or compound time?
 Answer: Simple Time (1)
- b. State the time signature of the piece.
 Answer: 2_4 (1)
3. Which word best describes the musical style of this piece?
 Answer: Gypsy Dance (1)

	LEVEL 2 (40%)	LEVEL 3 (60%)	Mark
	0-2	3-5	
Question 1		2 marks	
Question 2a	1 mark		
Question 2b	1 mark		
Question 3		1 mark	
Total:			(max. 5 marks)

History and Analysis

(Total: 10 marks)

Task 1

(4 marks)

1. Give the full word of the term ‘cresc.’ (bar 12) and explain its meaning.
 Answer: Crescendo (0.5) – gradually getting louder (0.5) (1)
2. What can you say about the rhythm and melody in all the parts (except violin) in bars 1 to 6?
 Answer: All parts (except violin) are playing the same rhythm. (1)
3. How would you describe the texture in the whole septet part in bars 1 to 6?
 Answer: Chordal (1)
4. What is the lowest note in the viola part?
 Answer: ‘D’ (bar 8). (1)

Task 2

(6 marks)

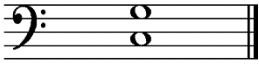
1. Name the instrument playing the third line of this quartet score.
 Answer: Viola (2)
2. What is the meaning of the sign about the note in bar 1?
 Answer: Trill – rapidly alternate the note with the note above it (1)
3. Give the meaning of ‘Allegro’.
 Answer: Fast/Lively (1)
4. Which instrument is carrying the main melodic line throughout this excerpt?
 Answer: Flute 1. (1)
5. What is the highest note in the flute part?
 Answer: The highest note is an ‘E’. (1)

	LEVEL 2 (40%)	LEVEL 3 (60%)	Mark
	0-4	5-10	
Task 1:			
Question 1	1 mark		
Question 2	1 mark		
Question 3	1 mark		
Question 4	1 mark		
Task 2:			
Question 1		2 marks	
Question 2		1 mark	
Question 3		1 mark	
Question 4		1 mark	
Question 5		1 mark	
		Total :	(max. 10 marks)

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.



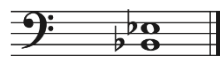
1. Perfect 5th



2. Minor 3rd



3. Minor 2nd



4. Perfect 4th



5. Major 2nd

Task 8

(2 marks)

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

a. 4 3 3
2 2 4

2 6 3
4 8 4

c. 5 6 7
4 8 8

Theory	LEVEL 2 (40%)	LEVEL 3 (60%)	Total
Task 1	4		4 marks
Task 2		5	5 marks
Task 3		4	4 marks
Task 4	1	1	2 marks
Task 5	1	2	3 marks
Task 6	2	4	6 marks
Task 7	2	2	4 marks
Task 8	2		2 marks
Total	12	18	30 marks

Composition and Harmony

(Total: 20 marks)

Part 1 – Melody writing to a given set of words

(10 marks)

Part 2 – Melody composition for an instrument or voice

(10 marks)

Part	LEVEL 2 (40%)	LEVEL 3 (60%)	Mark
1.	Melody writing with basic expression and tempo markings	Melody writing with detailed expression and tempo markings, giving also a title to the work.	
10 marks	4 marks	6 marks	
2.	Melody writing up to 8 bars adding basic expression, tempo and phrase markings.	Melody writing up to 12 bars adding detailed expression, tempo and phrase markings.	
10 marks	4 marks	6 marks	
	Total:		(max. 20 marks)

C. PAPER II

Levels 2 - 3

Performance

(Total: 30 marks)

Performance exam; including sight-reading task.

Two practical pieces to be played on the candidate's instrument, chosen from the L2-3 set repertoire list.

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 details.	An assured flow with great attention to textual detail.	
Marks	2	3	
Articulation and Phrasing	Generally accurate articulation with attention to phrasing details.	Secure and accurate articulation and phrasing details.	
Marks	1	2	
Dynamic markings	A generally sensitive use of tonal awareness.	Enhanced use of tonal awareness.	
Marks	1	1	
Tempo Choices	Right tempo choice is maintained with certain flexibility.	Tempo choice is constantly well-maintained throughout.	
Marks	1	2	
General Interpretation	A clear musical shaping is backed by evident musicianship.	Highly expressive with vivid communication of style and commendable musicianship.	
Marks	2	3	
Intonation/ Pedalling	Satisfactory and reliable intonation is evident. Appropriate pedalling technique is evident.	Largely accurate intonation is evident. Fine control of effective pedalling technique.	
Marks	1	1	
Performance Delivery	Sufficiently projected commitment to performance delivery.	An assured and committed performance delivery.	
Marks	2	3	
Sight-Reading	Moderately accurate and fluent.	Accurate and paying attention to all details.	
Marks	2	3	
		TOTAL:	30 Marks