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|-------------|---------------|------------------|
| Surname     | Centre Number | Candidate Number |
| Other Names |               | 0                |



**GCSE**

C660U30-1



**TUESDAY, 4 JUNE 2019 – AFTERNOON**

**MUSIC – Component 3**  
**Appraising**

1 hour 15 minutes approximately

| For Examiner's use only |              |              |
|-------------------------|--------------|--------------|
| Question                | Maximum Mark | Mark Awarded |
| 1.                      | 12           |              |
| 2.                      | 12           |              |
| 3.                      | 12           |              |
| 4.                      | 12           |              |
| 5.                      | 12           |              |
| 6.                      | 12           |              |
| 7.                      | 12           |              |
| 8.                      | 12           |              |
| <b>Total</b>            | <b>96</b>    |              |

C660U301  
01

**INSTRUCTIONS TO CANDIDATES**

Use black ink or black ball-point pen. Do not use gel pen. Do not use correction fluid.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answers to **all** questions, including rough work, should be made in the spaces provided in the answer booklet.

Answers in music notation may be written in pencil or ink.

**INFORMATION FOR CANDIDATES**

The appraising examination consists of **8** questions on the areas of study.

Full instructions are included on the CDs which will be played to you.

The maximum mark for this paper is **96**.

The allocation of marks is given at the end of each question or part-question.

At the end of the examination this answer booklet must be handed to the invigilator.



JUN19C660U30101

Answer all questions.

### Area of Study 1: Musical Forms and Devices

1. **Prepared Extract.** The following extract is taken from *Eine Kleine Nachtmusik*, movement III. A score is provided and the extract will be played **three** times with a **30 second** pause between each playing. There will be a **3 minute** silence after the final playing for you to complete your answer.

You now have **1 minute** to read the questions and look at the score before the first playing of the extract.

You may wish to place a **tick (✓)** in the box each time you hear the extract.

[12]

☐
☐
☐

1 2 3 4

*p* *p* *cresc.* *cresc.* *cresc.*

5 6 7 8

*f* *f* *f* *f*

*tr* *tr* *tr*

[Fine]



- (a) Underline the **section of the movement** from which this extract is taken. [1]

**Minuet Section A      Minuet Section B      Trio Section A      Trio Section B**

- (b) State the **key** of this section (e.g. C major). [1]

- (c) Underline the **key to which the music briefly modulates** in the first two bars of the extract. [1]

**Subdominant      Dominant      Relative Minor**

- (d) Identify the **compositional device** used in the first four bars of the extract. [1]

- (e) Identify the **bar** and **beat number** where the violins stop playing in octaves. [1]

**Bar** ..... **Beat number** .....

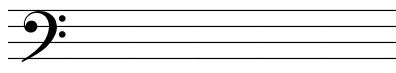
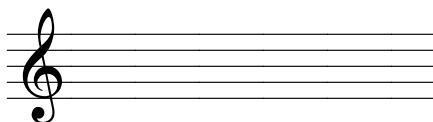
- (f) Name the **interval** (e.g. 3<sup>rd</sup>) between the notes played by the violins in the last two bars of the extract. [1]

- (g) Identify a bar where all the instruments play **staccato**. [1]

- (h) Identify the **pitch** of the note played by the viola in bar 3. **Rewrite this pitch** as it would appear in [2]

(i) the treble clef

(ii) the bass clef



**TURN OVER FOR QUESTION 1(i)**



- (i) Describe **three** musical **differences** between bars 1–4 and bars 5–8 of the extract. Do not repeat your answers from any of the other questions. [3]

| Bars 1–4 | Bars 5–8 |
|----------|----------|
| 1. ....  | .....    |
| 2. ....  | .....    |
| 3. ....  | .....    |



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**Area of Study 1: Musical Forms and Devices**

2. You will now hear another instrumental piece of music. It will be played **four** times with a **30 second** pause between each playing. There will be a **3 minute** silence after the final playing for you to complete your answer.

You now have **30 seconds** to read the questions before the first playing of the extract.

You may wish to place a **tick** (✓) in the box each time you hear the extract.

[12]

☐☐☐☐

There are **three sections** presented in this piece of music:

**Section A**  
(9 bars)

**Section B**  
(16 bars)

**Section A1**  
(13 bars)

- (a) Underline the **structure** of the piece.

[1]

**Binary Form****Ternary Form****Rondo Form****Variation Form**

- (b) Underline the **itches** heard in the opening bar of the piece.

[1]

**Tonic and Subdominant****Subdominant and Dominant****Tonic and Dominant**

- (c) Identify an instrument that plays the **melody** during the extract.

[1]

.....

- (d) Underline the section that contains the **loudest dynamic**.

[1]

**Section A****Section B****Section A1**

- (e) In the table below, **tick (✓) three musical features** heard during the piece. [3]

| Musical features | Tick (✓) three |
|------------------|----------------|
| Anacrusis        |                |
| Imitation        |                |
| Ostinato         |                |
| Sequence         |                |
| Syncopation      |                |
| Trill            |                |

- (f) Underline the **period** in which this music was composed. [1]

**Baroque**

**Classical**

**Romantic**

- (g) Describe how the following musical elements are used in this extract.

- (i) **Tonality and Harmony** [2]

.....

.....

.....

- (ii) **Texture and Instrumentation** (do not simply list instruments) [2]

.....

.....

.....



**Area of Study 2: Music for Ensemble**

3. You will hear an extract from the song ***Sue Me*** sung by the characters Adelaide and Nathan from the musical ***Guys and Dolls***. It will be played **four** times with a **30 second** pause between each playing. There will be a **3 minute** silence after the final playing for you to complete your answer.

You now have **30 seconds** to read the questions before the first playing of the extract.

You may wish to place a **tick (✓)** in the box each time you hear the extract.

[12]

☐☐☐☐

The words and structure of the song are as follows:

Adelaide:  
Section 1      You promise me this, you promise me that,  
You promise me everything under the sun,  
Then you give me a kiss and you're grabbing your hat,  
And you're off to the races again.  
When I think of the time gone by (Nathan: Adelaide, Adelaide),  
And I think of the way I tried (Nathan: Adelaide) I could honestly die.

Nathan:  
Section 2      Call a lawyer and sue me, sue me, what can you do me, I love you,  
Give a holler and hate me, hate me, go ahead hate me, I love you.  
(Adelaide: The best years of my life I was a fool to give to you.)  
Alright already I'm just a no-good nick,  
Alright already it's true, so new,  
So sue me, sue me, what can you do me, I love you.

Adelaide:  
Section 3      You gamble it here, you gamble it there,  
You gamble on everything all except me  
And I'm sick of you keeping me up in the air,  
'Till you're back in the money again.  
When I think of the time gone by (Nathan: Adelaide, Adelaide),  
And I think of the way I tried (Nathan: Adelaide!) I could honestly die.

Nathan:  
Section 4      Serve a paper and sue me, sue me, what can you do me, I love you,  
Give a holler and hate me, hate me, go ahead hate me, I love you.  
(Adelaide: When you wind up in jail don't come to me to bail you out.)  
Alright already so call a policeman,  
Alright already it's true, so new,  
So sue me, sue me, what can you do me, I love you.





- (a) Underline the **tonality** of the extract. [1]

Major

Minor

- (b) Identify **one** woodwind and **one** percussion instrument heard in the extract. [2]

**Woodwind instrument** .....

**Percussion instrument** .....

- (c) Underline the musical **texture** used throughout the extract. [1]

Monophonic

Homophonic

Polyphonic

- (d) Underline the **time signature** of Adelaide's music (Sections 1 and 3). [1]

2/4

6/8

3/4

9/8

- (e) Using only the letters **A** and **B**, identify the **structure** of the extract. [1]

Section 1

Section 2

Section 3

Section 4

A

.....

.....

.....

- (f) Describe **three** musical features of **Adelaide's** melody. [3]

(i) .....

(ii) .....

(iii) .....

- (g) (i) During Section 4, the **sonority** of Nathan's voice changes. Describe this change. [1]

(ii) **Give a reason** to explain why Nathan changes the sonority of his voice at this point. [1]

- (h) Underline the **cadence** heard at the **end of the extract** on the words 'love you'. [1]

Perfect

Imperfect

Plagal

Interrupted



### Area of Study 2: Music for Ensemble

4. You will hear an extract from a piece of chamber music by Schubert. It will be played **three** times with a **30 second** pause between each playing. There will be a **3 minute** silence after the final playing for you to complete your answer.

You now have **30 seconds** to read the questions before the first playing of the extract.

You may wish to place a **tick (✓)** in the box each time you hear the extract.

[12]

☐
☐
☐

There are **three sections** presented during the extract:

**Section A**  
(20 bars)

**Section A1**  
(20 bars)

**Section B**  
(20 bars)

During **Section A**

- (a) Tick the **melody** played at the beginning of the section.

[1]

☐

☐

☐


- (b) Underline the **time signature** of the music.

[1]

**2/4**

**6/8**

**3/4**

**9/8**



- (c) Underline the instrument that plays the **melody**. [1]

Violin

Viola

Cello

Double Bass

- (d) Describe **two** musical features of the accompaniment. [2]

(i) .....

(ii) .....

During **Section A1**

- (e) Identify the instrument playing the **melody**. [1]

.....

- (f) Identify an **ornament** heard in the melody. [1]

.....

- (g) Underline a **compositional device** heard during the section. [1]

Canon

Imitation

Sequence

During **Section B**

- (h) Describe the type of **accompaniment** used by the piano. [1]

.....

- (i) Other than the piano accompaniment, describe **three** ways in which this section **contrasts** with the A sections. [3]

(i) .....

(ii) .....

(iii) .....



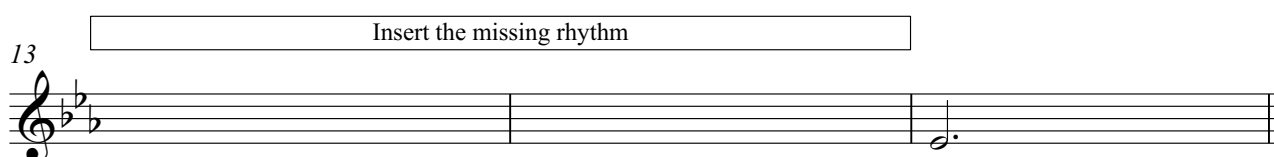
## Area of Study 3: Film Music

5. You will hear an extract from the theme tune to the film *The American President*. It will be played **four** times with a **30 second** pause between each playing. There will be a **3 minute** silence after the final playing for you to complete your answer. The melody is printed below.

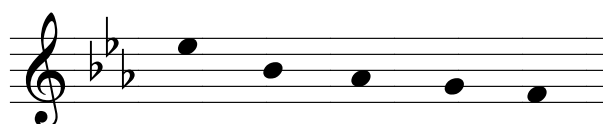
You now have **1 minute** to look at the melody and read the questions before the first playing of the extract.

You may wish to place a **tick (✓)** in the box each time you hear the extract.

[12]

☐☐☐☐

Here are the pitches, in the order in which they are heard:



(a) Complete the following questions **while listening carefully to the extract**.

- (i) Give a suitable Italian term (e.g. Allegro) for the **tempo** of the extract. [1]

**Tempo** .....

- (ii) Identify the location of an **Interrupted cadence** heard in the extract e.g. Bar 4<sup>3</sup> – 5<sup>1</sup> (4<sup>3</sup> means bar 4, beat 3). [1]

**Location** .....

- (iii) Give the technical name for the technique used by the **Harp** in bar 8. [1]

**Technique** .....

- (iv) Identify an instrument that plays the **melody** during the extract. [1]

**Melody instrument** .....

- (v) State the musical **texture** used throughout the extract. [1]

**Texture** .....

- (vi) Complete the missing **rhythm** of the melody in bars 13 and 14. (The pitches, in the order in which they are heard, are given for you). [5]

(b) You now have 3 minutes to complete the following questions, **referring to the given score**.

- (i) Give the full name of the **key** of the extract (e.g. C major). [1]

**Key** .....

- (ii) The president of any country is expected to behave in a way that demonstrates courage, strength and dignity.

Describe **one musical characteristic** of the extract which you think helps make it sound 'presidential'. [1]

**Musical characteristic**

.....  
.....



**Area of Study 3: Film Music**

6. Listen to the following extract of music which is taken from the film **Superman**. It will be played **three** times with a **30 second** pause between each playing. There will be a **6 minute** silence after the final playing for you to complete your answer.

You now have **30 seconds** to read the questions before the first playing of the extract.

You may wish to place a **tick (✓)** in the box each time you hear the extract. [12]

☐
☐
☐

- (a) Name the **family of orchestral instruments** that play the main theme. [1]

.....

- (b) Underline what happens to the **tempo** of the music during the extract. [1]

**It gets slower**

**It remains at a constant speed**

**It gets faster**

- (c) The film is about a superhero who vows to defend and protect the human race. **Explain how** the music introduces the **character as a hero**. You should use musical vocabulary in your answer. [10]

In your answer refer to:

- (i) musical elements
- (ii) the purpose and intention of the music as outlined above

Use this box for rough work



Examiner  
only

Begin your answer here:

[illegible]

**Area of Study 4: Popular Music**

7. **Prepared Extract.** Listen to the following extract from *Since You've Been Gone* performed by **Rainbow**. The extract will be played **three** times with a **30 second** pause between each playing. There will be a **2 minute** silence after the final playing for you to complete your answer.

You now have **30 seconds** to read the questions before the first playing of the extract.

You may wish to place a **tick (✓)** in the box each time you hear the extract.

[12]

☐☐☐

There are **two sections** presented in the extract:

**Bridge**  
**11 bars**

**Chorus**  
**15 bars**

Questions (a) to (f) refer to the **Bridge**. Question (g) refers to the **Chorus**.

During the **Bridge**

- (a) This section uses a five bar melody which is repeated once. **One** of the following statements about this **melody** is true. **Tick (✓)** the **one** statement that you believe to be **true**.

[1]

| Statement                                                                                                               | Tick (✓) one (for true) |
|-------------------------------------------------------------------------------------------------------------------------|-------------------------|
| The melody is performed by the electric guitarist and then the singer as two separate solos                             |                         |
| The melody is performed by the electric guitarist and then both the electric guitarist and the singer in harmony        |                         |
| The melody is performed by the electric guitarist and then both the electric guitarist and the singer in unison/octaves |                         |





- (b) Identify a **rhythmic device** contained in the melody which does not occur in any other section of the song. [1]

- (c) This section uses a five bar chord pattern which is repeated once. Fill in the **missing chords** in the empty boxes below. [3]

| Bar 1 |     | Bar 2 |   | Bar 3 |  | Bar 4 |      | Bar 5 |     |
|-------|-----|-------|---|-------|--|-------|------|-------|-----|
| G     | Am7 |       | C | G/D   |  | Em    | G7/D |       | Am7 |

- (d) Describe **two** ways in which the **keyboard** is used in this section. [2]

(i) .....

(ii) .....

- (e) **One** of the following statements about the **drum kit** is true. **Tick (✓)** the **one** statement that you believe to be **true**. [1]

| Statement                                                | Tick (✓) one (for true) |
|----------------------------------------------------------|-------------------------|
| The drum kit is quieter in this section                  |                         |
| The drum kit is the same volume as in the other sections |                         |
| The drum kit is louder in this section                   |                         |

- (f) During the last bar of this section the singer performs a syncopated 'Uh' sound. Underline the **beats** in the bar that this sound falls between. [1]

**Between Beats 1 and 2**

**Between Beats 2 and 3**

**Between Beats 3 and 4**

**TURN OVER FOR QUESTION 7(g)**



During the **Chorus**

- (g) Describe **three** ways in which the Chorus heard in the extract is different from the choruses which occur earlier in the song. [3]

(i) .....

(ii) .....

(iii) .....



**Area of Study 4: Popular Music**

8. Finally, you will hear two versions of the song ***Downside Up*** by **Peter Gabriel**. Both versions will be played **three** times, with a **30 second** pause after the second version each time. There will be a **2 minute** silence after the final playing for you to complete your answer.

You now have **30 seconds** to read the question before the first playing of the first extract.

You may wish to place a **tick (✓)** in the box each time you hear the extract.

[12]

|                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1                        | 2                        | 1                        | 2                        | 1                        | 2                        |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

There are **three sections** presented in both versions:

|                     |              |               |
|---------------------|--------------|---------------|
| <b>Introduction</b> | <b>Verse</b> | <b>Chorus</b> |
|---------------------|--------------|---------------|

The words of the song are as follows:

**Verse** I looked up at the tallest building, felt it falling down,  
I could feel my balance shifting, everything was moving around.  
These streets so fixed and solid, ah the shimmering haze,  
And everything that I relied on disappeared.

**Chorus** Downside up, upside down,  
Take my weight from the ground.  
Falling deep in the sky,  
Slipping into the unknown.

**Version 1:**

- (a) Underline the **type of ensemble** used to accompany the singers. [1]

**Orchestra****Jazz Band****Rock/Pop Band**

- (b) Underline the **cadence** heard at the end of the Verse. [1]

**Perfect****Imperfect****Plagal****Interrupted**

**TURN OVER FOR QUESTION 8(c)-(h)**



- (c) **One** of the following statements about the **harmony** is true. **Tick (✓)** the **one** statement that you believe to be **true**. [1]

| Statement                           | Tick (✓) one (for True) |
|-------------------------------------|-------------------------|
| The Chorus uses only major chords   |                         |
| The Chorus uses only minor chords   |                         |
| The Chorus uses mostly major chords |                         |
| The Chorus uses mostly minor chords |                         |

**Version 2:**

- (d) Underline the **instrumental soloist** which performs during the Introduction. [1]

**Trombone**

**Clarinet**

**Viola**

**Bassoon**

- (e) **One** of the following statements about the **singers** is true. **Tick (✓)** the **one** statement that you believe to be **true**. [1]

| Statement                              | Tick (✓) one (for True) |
|----------------------------------------|-------------------------|
| They sing the Chorus an octave apart   |                         |
| They sing the Chorus at the same pitch |                         |
| They sing the Chorus in harmony        |                         |



**Both Versions:**

- (f) **One** of the following statements about the **time signature** is true for both versions. **Tick (✓)** the **one** statement that you believe to be **true**. [1]

| Statement                                    | Tick (✓) one (for True) |
|----------------------------------------------|-------------------------|
| Both the Verse and the Chorus are in 6/8     |                         |
| Both the Verse and the Chorus are in 4/4     |                         |
| The Verse is in 6/8 and the Chorus is in 4/4 |                         |
| The Verse is in 4/4 and the Chorus is in 6/8 |                         |

- (g) Identify **two rhythmic features** which are common to both versions. [2]

(i) .....

(ii) .....

- (h) Describe **two musical features** found only in Version 1 and **two musical features** found only in Version 2. Do not refer to your answers from any of the previous questions. [4]

|           |            |
|-----------|------------|
| Version 1 | (i) .....  |
|           | (ii) ..... |
| Version 2 | (i) .....  |
|           | (ii) ..... |

**END OF PAPER**



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[illegible]

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