



Coimisiún na Scrúduithe Stáit  
State Examinations Commission

# Junior Cycle Final Examination Sample Paper

## Music

Common Level

1 hour 30 minutes

280 marks

**Examination Number**

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**Day and Month of Birth**

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For example, 3rd February  
is entered as 0302

**Centre Stamp**

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## **Instructions**

Write your examination number and date of birth in the boxes on the front cover.

There are **six** questions in this examination paper. Answer all questions.

- Write your answers in blue or black pen. You may use pencil for staff and graphic notation.
- Write your answers in the spaces provided in this booklet.
- This examination booklet will be scanned and your work will be presented to an examiner on screen. Anything that you write outside of the answer areas may not be seen by the examiner.
- Before the examination begins, listen carefully to the test excerpt. If you cannot hear the recording clearly, inform the Superintendent immediately.
- There will be suitable pauses throughout for you to read and answer questions.

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**Question 1**

(a) Four excerpts, played twice.

(i) Match each excerpt to one of the descriptions below. You may use each description once only.

- Descriptions:
- A. An enchanted forest
  - B. Soldiers marching
  - C. Alien invasion
  - D. The chase

(ii) Give a reason for your choice.

**Excerpt 1.**

Description:    A.     B.     C.     D.

Reason:

**Excerpt 2.**

Description:    A.     B.     C.     D.

Reason:

**Excerpt 3.**

Description:    A.     B.     C.     D.

Reason:

**Excerpt 4.**

Description:    A.     B.     C.     D.

Reason:

Roughwork:

(b) **Excerpt 5** – An excerpt from *I Did* by the Irish artist Bonzai played once. This is an example of music that uses found sounds.

- Read the following article and answer the questions that follow.

### HOW ELECTRONIC MUSICIANS ARE USING FOUND SOUND IN THE RECORDING STUDIO



Me and John, the Producer, started hitting different parts of his metal desk with spoons and metal keys, which made that rhythm at the start.

**Bonzai** – September 2016  
(Adapted)

Found sounds are everyday sounds recorded by a composer to use in a piece of music. These can be environmental sounds, for example, the sound of wind whistling through the trees or rain pelting off a tin roof. They can also be human-made sounds, such as hand clapping or hitting a metal desk with spoons. Lots of interesting sounds can be blended into a piece of music.

After collecting their found sounds, composers then work in the studio with a recording engineer. They mix the found sounds and add processing effects such as distortion, reverb and compression to create their music.

(i) What are ‘found sounds’?

Answer:

(ii) Name **one** example of each type of found sound below.

Environmental:

Human-made:

(iii) Name a recording you have studied and describe **one** processing effect used in that recording.

Recording:

Processing effect:

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## Question 2


Three excerpts from a version of the song *Isle of Hope, Isle of Tears*.

### Excerpt 1, played three times.

- (a) Listen to the music in this excerpt and complete the following sentences. The first letter of each word has been given to you.
- (i) The opening melody is played on the c\_\_\_\_\_.
  - (ii) Two bars later, the f\_\_\_\_\_ takes over the melody.
  - (iii) Both instruments belong to the w\_\_\_\_\_ family.
  - (iv) The main accompanying instruments are members of the s\_\_\_\_\_ family.

### Excerpt 2, played three times. The lyrics are printed below.

- (b) Listen to the excerpt and answer the questions below.

Line 1  On the first day of January, eighteen ninety-two,  
Line 2 They opened Ellis Island and they let the people through.  
Line 3 And the first to cross the threshold of that Isle of Hope and Tears,  
Line 4 Was Annie Moore from Ireland who was all of fifteen years.

- (i) Line 1 has a star beside it. Draw a star beside any other line that has the same melody as line 1.
- (ii) Draw a different shape beside the remaining line(s) to illustrate the structure of the verse.
- (iii) These shapes give the verse the form:

AABA

AABB

ABAB

- (iv) This form is known as:

Unitary

Binary

Ternary

*This question continues on the next page.*

**Excerpt 3, played three times.**

(c) Listen to the excerpt and answer the following questions.

(i) Add stems and beams to the notes where appropriate to complete the rhythm at **A**.

The musical score is written in 4/4 time and consists of eight measures. The lyrics are: "Isle of hope, Isle of tears, Isle of free - dom, Isle of fears, but it's not the Isle you've left be - hind. That Isle of hun - ger, Isle of pain, Isle you'll nev - er see a - - gain, but the Isle of home is al - ways on your mind." The exercise section A is indicated by a bracket above measures 2 through 7. Measure 1 contains a dotted quarter note on G4 and an eighth note on F4. Measure 2 contains a quarter note on G4, a quarter note on A4, a quarter note on B4, and a quarter note on C5. Measure 3 contains a quarter note on D5, a quarter note on E5, a quarter note on F5, and a quarter note on G5. Measure 4 contains a quarter note on A5, a quarter note on B5, a quarter note on C6, and a quarter note on B5. Measure 5 contains a quarter note on A5, a quarter note on G5, a quarter note on F5, and a quarter note on E5. Measure 6 contains a quarter note on D5, a quarter note on C5, a quarter note on B4, and a quarter note on A4. Measure 7 contains a quarter note on G4, a quarter note on F4, a quarter note on E4, and a quarter note on D4. Measure 8 contains a dotted half note on D4. The exercise section A is marked with a '1' above the first measure of the exercise (measure 2) and a '5' above the fifth measure of the exercise (measure 6). Section B is marked with a '5' above the fifth measure of the exercise (measure 6). Section C is marked with an '8' above the eighth measure of the exercise (measure 8).

Isle of hope, Isle of tears, Isle of  
free - dom, Isle of fears, but it's  
not the Isle you've left be -  
hind. That Isle of hun - ger, Isle of pain, Isle you'll  
nev - er see a - - gain, but the  
Isle of home is al - ways on your mind.



**Excerpt 3, played twice more.**

**(ii)** Name a rhythmic feature that you hear in the music.

Answer:

**(iii)** What are the letter-names of the three notes at **B**.

Note 1: \_\_\_\_\_ Note 2: \_\_\_\_\_ Note 3: \_\_\_\_\_

**(iv)** These notes form the triad of:

C major

F major

A minor

**(v)** Why are there only three beats in the final bar at **C**?

Answer:

**(d) Excerpt 4** – An excerpt from a different version of *Isle of Hope, Isle of Tears*, played twice.

**(i)** Identify **one** difference between this excerpt and **Excerpt 3**.

Answer:



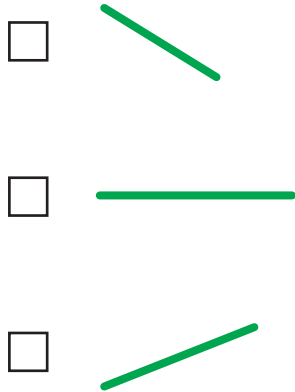
**Question 4**

(a) Two excerpts from *Copenhagen Steam Railway Galop* by Hans Christian Lumbye.

- Answer the questions below.

**Excerpt 1, played three times.**

(i) Which of the graphics below represents the shape of the first five melody notes?



**Excerpt 2, played three times.**

(ii) Describe **one** way in which the composer represents the movement of the train in this excerpt.

Answer:

*This question continues on the next page.*

(b) **Excerpt 3** – An excerpt from *Motorbike Concerto* by Jan Sandström, played three times.

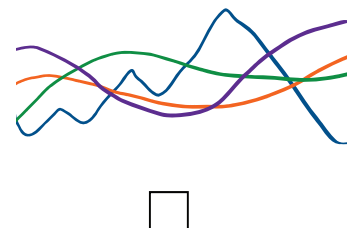
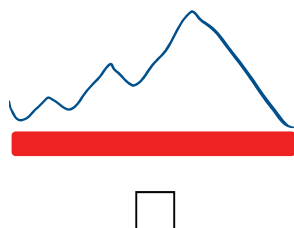
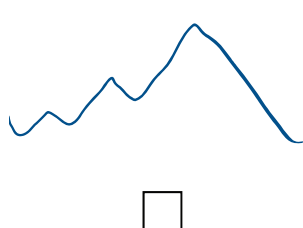
In this piece of music the trombone imitates the sound of the motorbike.

(i) Describe **one** feature of the music that helps to create the sound of the motorbike.

Answer:

(c) **Excerpt 4** – An excerpt from *Short Ride in a Fast Machine* by John Adams, played three times.

(i) Select the graphic that in your opinion best represents the texture of this excerpt.



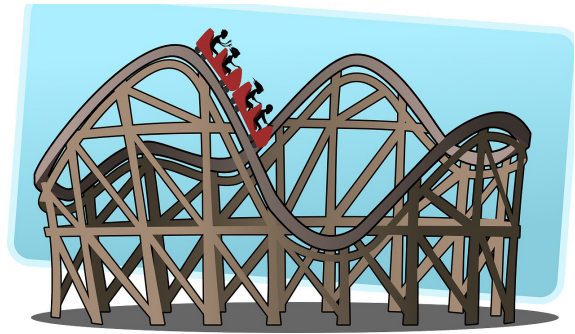
(ii) Give a reason for your choice of graphic, with reference to the music heard in the excerpt.

Answer:

**(d) Composing Task**

There is no music on the recording for this question.

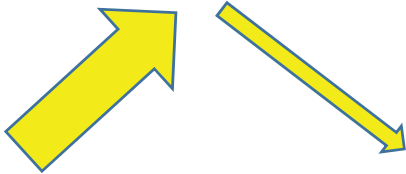
Following a school trip to a funfair, you have decided to compose a piece called **Rollercoaster Ride**.



Using the table below:

- (i)** Name **two** different instruments or sound sources you want to use in your composition to reflect the rollercoaster ride.
- (ii)** Design a graphic notation symbol for each instrument to reflect the sound you want it to make.
- (iii)** In the case of each symbol, give clear instructions to the performer as to how to make the sound.

• A sample is given below to guide you.

<b>(i) Instrument</b>	<b>(ii) Graphic Notation Symbol</b>	<b>(iii) Performance Instruction</b>
Xylophone		Hit the beater against any note and <i>glissando</i> (slide) in the direction of the arrow. Thick arrows are played slowly and thin arrows are played quickly.

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### Question 5

(a) Two excerpts, each played three times.

- Each of the numbered boxes represents one bar of the music, which is in  $\frac{4}{4}$  time.
- Using the grid below, mark a ✓ in any bar where you hear a chord change.
- To help you, two bars of the pulse are given on the metronome before the start of each excerpt.

#### Excerpt 1, bars 1–8.

- The first two chords (bar 1 and bar 5) are given for you.

(i) There is **one** remaining chord change in this progression. Tick the bar where this occurs.

Bar No.	(Pulse)	(Pulse)	1	2	3	4	5	6	7	8
Chord Change	////	////	✓				✓			

#### Excerpt 2, bars 9–16.

- The first three chords (bar 9, bar 10 and bar 11) are given for you.

(ii) There are **three** remaining chord changes in this progression. Tick the bars where these occur.

Bar No.	(Pulse)	(Pulse)	9	10	11	12	13	14	15	16
Chord Change	////	////	✓	✓	✓					

*This question continues on the next page.*

**(b) Composing task**

A friend in Transition Year has asked you to add backing chords to a jingle melody to advertise their 'School Shop' mini-company. You will hear the jingle played once with the repeat.

**Excerpt 3, once only.**

- (i) Insert suitable chords in the boxes provided. The final chord has been inserted for you. As the jingle is designed to be repeated over and over, it does not end with a perfect cadence.

The image shows two musical staves in G major (one sharp) and 4/4 time. The first staff contains a melody starting with a dotted quarter note G, followed by eighth notes A and B, then a quarter note C, and a dotted quarter note D. The second staff continues with a quarter note E, followed by eighth notes F# and G, then a quarter note A, and a dotted quarter note B. The final note is a quarter note C. There are three empty boxes above the first staff and three empty boxes above the second staff, with the last box containing the letter 'A'.

**Chord bank grid – key of D major**

Notes of chord	A F# D	B G E	C# A F#	D B G	E C# A	F# D B	G E C#
Chord symbol	D	Em	F#m	G	A	Bm	C#°
Roman numeral	I	ii	iii	IV	V	vi	vii°

The image shows a musical staff in G major with seven chords indicated by Roman numerals below the notes: I, ii, iii, IV, V, vi, and vii°.



- (ii) Describe **one** other layer of sound that you would add to the jingle to vary the texture as it repeats.

Answer:

- (iii) Explain how you would share the jingle with your school community to advertise the business.

Answer:

## Question 6

Excerpts from two songs by Irish songwriters, each played twice.

- Answer the following questions.

### (a) Excerpt 1.

- (i) The instrument accompanying the vocals is the p\_\_\_\_\_.
- (ii) Describe **one** other feature of the music.

Answer:

### (b) Excerpt 2.

- (i) What is the tonality of the music?

Major

Minor

- (ii) What is the pulse of the music?

3

4

### (c) You will now hear both excerpts once more.

- (i) Describe **two** differences between **Excerpt 1** and **Excerpt 2**.

1st difference:

2nd difference:

- You have seven minutes to answer (d) and (e).
- There is no music on the recording for these questions.

**(d)** Composers and songwriters make their livelihood from their music. One way they do this is by earning royalties.

**(i)** Explain what royalties are in the music industry.

Answer:

**(ii)** How are royalties collected?

Answer:

**(e)** **(i)** Name a piece of music you have studied by an Irish composer or songwriter.

Name of composition/song:
Composer/songwriter:

**(ii)** Describe **one** musical feature of this composition or song.

Musical feature:



## Roughwork

The image shows a large rectangular area containing ten sets of blank musical staves. Each set consists of five horizontal lines, typical of a musical staff. The staves are arranged vertically and are completely empty, intended for students to write their roughwork for the examination.

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Junior Cycle Final Examination Sample Paper – Common Level

**Music**

1 hour 30 minutes