



ZIMBABWE

**HIGHER EDUCATION EXAMINATIONS COUNCIL
(HEXCO)**

NATIONAL CERTIFICATE

IN

MUSIC

SUBJECT: Ethnomusicology

PAPER NO: 382/S07

DATE: 27 November 2009

TIME: 1400 – 1700 hrs

REQUIREMENTS

INSTRUCTIONS TO CANDIDATES

1. Answer TWO questions from Section A. Question ONE is COMPULSORY in Section A.
2. Answer ONE question from Section B.
Answer ONE question from Section C.
3. Make sure your candidate number appears on all answer scripts.
4. A total of FOUR questions should be answered in this paper.

Music of Africa

SECTION A

QUESTION 1 COMPULSORY

Death among the Shona People of Zimbabwe is two – fold. It marks the end of existence of the human cycle and a beginning of a new life in a spiritual realm. Discuss the role of music in Traditional and Christian funeral contexts.

QUESTION 2

Briefly define the following terms and give examples:

- | | | |
|-------------|---------------|---------------|
| i) Genre | ii) Rhythm | iii) Melody |
| iv) Harmony | v) Binary | vi) Era |
| vii) Timbre | viii) Texture | ix) Polyphony |
| x) Vocables | | |

(25 marks)

QUESTION 3

Discuss the importance of including music of Africa in the curriculum.
(25 marks)

Zimbabwe Traditional Styles

SECTION B

QUESTION 1

Traditional music is a legitimate way of looking at the Zimbabwean people's way of life. (25 marks)

QUESTION 2

Traditional dance evolves as an expression of the life of the community. With the use of examples elaborate the above statement. (25 marks)

QUESTION 3

Choose any traditional music style of your choice, write and explain clearly factors that determine it. (25 marks)

Zimbabwe Culture and Ethnic History.

SECTION C

QUESTION 1

Analyse the function of proverbs in the Shona or Ndebele society.
(25 marks)

QUESTION 2

To what extent are songs a reliable record of cultural knowledge.
Support your views with songs of one Zimbabwean culture of your
choice.
(25 marks)

QUESTION 3

Discuss how agriculture and warfare boosted musical performances of
the Shona people.
(25 marks)