

## Example 4: Modelling musical chords

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## Assessment

Criterion	A	B	C	D	E (SL)	E (HL)	Total (SL)	Total (HL)
Achievement level awarded	2	1	2	1	3	1	9	7
Maximum possible achievement level	4	3	4	3	6	6	20	20



[Student work \(PDF\)](#)



[Annotated student work \(PDF\)](#)



[Comments](#)

## Comments

### Criterion A: Communication

A2—The work is repetitive, and lacks explanations. There is some structure and organization, but the lack of definition of key musical terms makes this difficult for readers who do not have a musical background.

### Criterion B: Mathematical presentation

B1—The graphs are unrelated to the tables. There is poor notation in functions. If using references to colour, the work should be printed in colour.

### Criterion C: Personal engagement

C2—There is some independent creative thinking and personal interest, for example, created own way of looking for patterns in the chord.

### Criterion D: Reflection

D1—There is very limited reflection, for example, an attempt to reflect on the ratios.

### SL Criterion E: Use of mathematics

E3—There is little evidence of understanding.

### HL Criterion E: Use of mathematics

E1—Although the mathematics used is commensurate, the limited understanding means that it achieves only level 1 for mathematics HL.



