

Mathematics SL / HL : Exploration

Name:

Date set:

Stimulus/Title: Example 4: Modelling musical chords

Date submitted:

The following points could be useful to consider.

- Syllabus topics covered
- Background information
- Purpose of the task
- Previous exposure to relevant concepts/skills
- Previous exposure to relevant terminology
- Available technology
- Teacher expectations regarding technology

General comments

A Communication (4)

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.

B Mathematical presentation (3)

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.

C Personal engagement (4)

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

D Reflection (3)

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

E Use of mathematics (6)

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