

Music assessed student work

Music assessed student work

Diploma Programme

Music assessed student work

Published September 2021
Updated March 2023, June 2025

Published by the International Baccalaureate Organization, a not-for-profit educational foundation of Rue du Pré-de-la-Bichette 1, 1202 Genève, Switzerland.
Website: ibo.org

© International Baccalaureate Organization 2025

The International Baccalaureate Organization (known as the IB) offers four high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world. This publication is one of a range of materials produced to support these programmes.

The IB may use a variety of sources in its work and check information to verify accuracy and authenticity, particularly when using community-based knowledge sources such as Wikipedia. The IB respects the principles of intellectual property and makes strenuous efforts to identify and obtain permission before publication from rights holders of all copyright material used. The IB is grateful for permissions received for material used in this publication and will be pleased to correct any errors or omissions at the earliest opportunity.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the IB's prior written permission, or as expressly permitted by the [Rules for use of IB Intellectual Property](#).

IB merchandise and publications can be purchased through the [IB Store](#) (email: sales@ibo.org). Any commercial use of IB publications (whether fee-covered or commercial) by third parties acting in the IB's ecosystem without a formal relationship with the IB (including but not limited to tutoring organizations, professional development providers, educational publishers and operators of curriculum mapping or teacher resource digital platforms, etc.) is prohibited and requires a subsequent written licence from the IB. Licence requests should be sent to copyright@ibo.org. More information can be obtained on the [IB public website](#).

IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Overview

All of the assessed student work presented here is in response to the 2024 examination sessions.

The examples included are authentic student work and are presented in their original format, which may include spelling, grammatical and other inconsistencies or errors. Examples are anonymized where necessary (names may have been changed or deleted).

Assessed student work marks awarded

Table 1 sets out the examples of assessed student work contained in this publication alongside the total mark that each was awarded. Teachers can use this table to identify the examples which will best support their further understanding of assessment in the Music course, or which will otherwise best suit their purposes at a given time.

Table 1: Marks awarded for each example of assessed student work

Course component	Marks available	Example number	Marks awarded
Exploring music in context	24	1	21
		2	23
		3	8
		4	14
		5	4
Experimenting with music	28	1	19
		2	9
		3	24
		4	14
		5	12
		6	26
Presenting music	38	1	32
		2	35
		3	26
		4	10
		5	10
		6	20
The contemporary music maker (HL only)	32	1	24
		2	31
		3	13
		4	25
		5	32

Course component	Marks available	Example number	Marks awarded
		6	10

Exploring music in context

Example 1

[Work submitted for assessment \(PDF\)](#)

[Practical exercises \(MP3\)](#)

[Reference materials \(MP3\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2

[Work submitted for assessment \(PDF\)](#)

[Practical exercises \(MP3\)](#)

[Reference materials \(MP3\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3

[Work submitted for assessment \(PDF\)](#)

[Practical exercises \(MP3\)](#)

[Reference materials \(MP3\)](#)

[Comments on assessed work \(PDF\)](#)

Example 4

[Work submitted for assessment \(PDF\)](#)

[Practical exercises \(MP3\)](#)

[Reference materials \(MP3\)](#)

[Comments on assessed work \(PDF\)](#)

Example 5

[Work submitted for assessment \(PDF\)](#)

[Practical exercises \(MP3\)](#)

[Reference materials \(MP3\)](#)

[Comments on assessed work \(PDF\)](#)

Experimenting with music

Example 1

[Work submitted for assessment \(PDF\)](#)

[Related excerpts \(MP3\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2

[Work submitted for assessment \(PDF\)](#)

[Related excerpts \(MP3\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3

[Work submitted for assessment \(PDF\)](#)

[Related excerpts \(MP3\)](#)

[Comments on assessed work \(PDF\)](#)

Example 4

[Work submitted for assessment \(PDF\)](#)

[Related excerpts \(MP3\)](#)

[Comments on assessed work \(PDF\)](#)

Example 5

[Work submitted for assessment \(PDF\)](#)

[Related excerpts \(MP3\)](#)

[Comments on assessed work \(PDF\)](#)

Example 6

[Work submitted for assessment \(PDF\)](#)

[Related excerpts \(MP3\)](#)

[Comments on assessed work \(PDF\)](#)

Presenting music

Example 1

[Work submitted for assessment \(PDF\)](#)

[Audio evidence \(MP3\)](#)

[Video evidence \(MP4\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2

[Work submitted for assessment \(PDF\)](#)

[Audio evidence \(MP3\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3

[Work submitted for assessment \(PDF\)](#)

[Audio evidence \(MP3\)](#)

[Comments on assessed work \(PDF\)](#)

Example 4

[Work submitted for assessment \(PDF\)](#)

[Audio evidence \(MP3\)](#)

[Video evidence \(MP4\)](#)

[Comments on assessed work \(PDF\)](#)

Example 5

[Work submitted for assessment \(PDF\)](#)

[Audio evidence \(MP3\)](#)

[Video evidence \(none submitted\)](#)

[Comments on assessed work \(PDF\)](#)

Example 6

[Work submitted for assessment \(PDF\)](#)

[Audio evidence \(MP3\)](#)

[Comments on assessed work \(PDF\)](#)

The contemporary music maker (HL only)

Example 1

[Work submitted for assessment \(PDF\)](#)

[Multimedia presentation \(MP4\)](#)

[Comments on assessed work \(PDF\)](#)

Example 2

[Work submitted for assessment \(PDF\)](#)

[Multimedia presentation \(MP4\)](#)

[Comments on assessed work \(PDF\)](#)

Example 3

[Work submitted for assessment \(PDF\)](#)

[Multimedia presentation \(MP4\)](#)

[Comments on assessed work \(PDF\)](#)

Example 4

[Work submitted for assessment \(PDF\)](#)

[Multimedia presentation \(MP4\)](#)

[Comments on assessed work \(PDF\)](#)

Example 5

[Work submitted for assessment \(PDF\)](#)

[Multimedia presentation \(MP4\)](#)

[Comments on assessed work \(PDF\)](#)

Example 6

[Work submitted for assessment \(PDF\)](#)

[Multimedia presentation \(MP4\)](#)

[Comments on assessed work \(PDF\)](#)

Updates to the publication

This section outlines the updates made to this publication over the past two years. The changes are ordered from the most recent to the oldest updates. Minor spelling and typographical corrections are not listed.

Changes for June 2025

Throughout the publication

Removal of out-of-date or incorrect content; introduction of revised or improved content.

All previous examples of assessed student work have been replaced with authentic examples from the 2024 examination sessions.

Corrections for March 2023

Music assessed student work

“Experimenting with music” and “Presenting music”

Introduction of revised or improved content. The examples of assessed student work in the sections “Experimenting with music” and “Presenting music” have been removed and replaced with new examples.