



Canberra High School HASS Assessment Task Semester 1 2025

Teachers	Mr Foster
Unit	Year 10 HASS Elective - Pop Culture
Task Name	Tracks of your Lives, The Influence of Music on Pop Culture
Date Due	Week 3
Length	4 Lessons in class
Rubric	Found in Google Classroom
Task Outline	Music often permeates our life experiences and can put words to feelings, emotions and experiences. We might align with particular musical artists, specific tracks, lyrics, and music videos. Music can 'time stamp' an event, experience, emotion, relationship. This can be a time of pleasure or challenge. Part A) Your Favourite Tracks - Using the template, create a personal "mixtape" of 10 songs representing different phases of your life. Make a Youtube playlist using your school accounts. - Using the Slides template and example, make a slideshow to show me the name of the artist, the cover artwork, the year it was released and find a press release or media report about the album's release. Task B) Choose and Investigate a Protest Song - Music and songs in Pop Culture often try to shine a spotlight on perceived injustices and associated campaigns. These campaigns can be based on issues such as environmentalism, racial inequality, LGBTQi+ rights, and social and political unrest. In task B, choose one of the options below, and with the side template and example, tell me about your song. Environmental - "Big Yellow Taxi" – Joni Mitchell (1970) LGBTQ+ anthem "Born This Way" – Lady Gaga (2011) Racial and Civil Rights "Where Is the Love?" – Black Eyed Peas (2003) - Political and Civil Unrest "Sunday Bloody Sunday" – U2 (1983) OR <u>With teacher approval</u>, choose one of your own.

	Achievement Standards covered:	
	V9.HH.9.03	Describes social, cultural, economic and/or political aspects, including international developments, related to the changes and continuities in Australian society over the historical period.
	V9.HH.9.06	Locates, selects and compares primary and secondary sources, and uses information in sources as evidence in historical inquiry.
	V9.HH.10.10	Evaluates perspectives of significant events and developments, and explains the important factors that influence these perspectives.
	V9.HH.10.12	Uses historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that synthesise evidence from sources.
Assessment Policy	If students experience difficulties completing tasks, they should negotiate an extension with the teacher prior to the due date. See the Canberra High Assessment & Reporting Policy for more details on extensions, late submission and plagiarism.	

Achievement Standard	Outstanding	High	At Standard	Partial	Limited
V9.HH.9.03 Describes social, cultural, economic and/or political aspects, including international developments, related to the changes and continuities in Australian society over the historical period.	Shows a deep and insightful understanding of how social, cultural, economic, and political elements connect to the chosen protest song and its context.	Shows a clear understanding of how social, cultural, economic, and political elements relate to the chosen protest song and its context.	Shows a basic understanding of how social, cultural, economic, or political elements relate to the chosen protest song and its context.	Shows some limited awareness of social, cultural, economic, or political elements in relation to the chosen protest song.	Shows very little understanding of social, cultural, economic, or political elements in the context of the chosen protest song.
V9.HH.9.06 Locates, selects and compares primary and secondary sources, and uses information in sources as evidence in historical inquiry.	Skillfully selects and uses a variety of relevant sources to strongly support explanations and arguments about the protest song.	Selects and uses relevant sources to support explanations and arguments about the protest song.	Uses some sources to support explanations related to the protest song.	Uses limited sources, and the connection to explanations may not always be clear.	Provides little to no evidence from sources to support understanding of the protest son
V9.HH.10.10 Evaluates perspectives of significant events and developments, and explains the important factors that influence these perspectives.	Critically evaluates different viewpoints related to the issues raised by the protest song and clearly explains the factors influencing these perspectives.	Evaluates different viewpoints related to the issues raised by the protest song and explains some factors influencing these perspectives.	Identifies different viewpoints related to the issues raised by the protest song.	Shows some awareness of different viewpoints related to the protest song.	Shows limited or no awareness of different viewpoints related to the protest song.
V9.HH.10.12 Uses historical knowledge, concepts and terms to develop descriptions, explanations and historical arguments that synthesise evidence from sources.	Uses historical knowledge and terms accurately and effectively to develop well-reasoned descriptions and explanations about the protest song and its impact.	Uses historical knowledge and terms appropriately to develop clear descriptions and explanations about the protest song.	Uses some historical knowledge and terms in descriptions and explanations about the protest song.	Uses limited historical knowledge and terms, and these may not always be accurate or clearly applied.	Shows limited or no application of historical knowledge and terms in discussing the protest song.