



Year 7 Music

Task 1: In-class Quiz

Due Date: 7E Monday 25th August, 202

7A and 7M Tuesday 26th August, 2025

Task Distributed: Tuesday 12th August. 2025

Unit: Introduction to Music

Task Type: In class quiz

Task Weighting: 25%

Outcomes: 1

Task Description

Students are to familiarise themselves with the name and appearance of **EVERY** instrument from the list below.

Students are to research **ONE** instrument from this list:

PAN PIPES	SHOFAR	HARMONIUM	DIDGERIDOO (also spelled as DIDJERIDU)
SOUSAPHONE	SHO	XAPHOON	UILLEAN PIPES
SHAKUHACHI	HARMONICA	DVOJNICE	ARGHUL

Students will be required to complete a quiz in class about their chosen instrument on **Monday 25th August, 2025**.

They will need to conduct research in preparation for this quiz. Two lessons will be provided in class to give students time to do their research. Any method of research is permitted, including internet searches and AI. A scaffold is provided to guide students in collecting suitable information about their chosen instrument.

They will be permitted to bring their research notes into class and spend ten minutes revising prior to the quiz.

Section 1 - (10 Marks) - Identify the instrument

Section 2 - (10 marks) - How well do you know your instrument? Short answer questions provided as one sentence responses

Section 3 - (5 marks) - Opinion piece - 1 Paragraph response

Literacy Rubric - (5 marks)

Support Materials

A research scaffold will be provided to students to guide their investigation

Students will have two class lessons using technology to prepare for this assessment. Students may do extra preparation at home.

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

DESCRIBE: Provide characteristics and features

EXPLAIN: Relate cause and effect; make the relationships between things evident; provide why and/or how.

JUSTIFY: Support an argument or conclusion

Check the NESA Glossary of Key Words for further guidance

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

- A digital version of this notification will appear on your Google Classroom
- Any research pages will be handed in before the quiz is attempted and returned once everyone in the class to receive a notification has completed the quiz.
- The quiz will be completed in Moodle

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 days of the due date.
- At this time, feedback including information on how to improve will be provided through marking criteria and a general comment. Students can clarify or seek further feedback by speaking with their teacher.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric.

Students will be required to complete a self-reflection worksheet at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of our performance, as well as areas that have been identified to strengthen in future tasks.

How does this link to my learning?

This task gives students the opportunity to research wind instruments from around the world. It will enable them to;

- demonstrate an understanding of where and how specific instruments have been made and played
- explain why the instruments are important to the cultures to which they belong.
- develop research and analytical skills.
- extend their thinking through developing an understanding of, and an appreciation for, instruments from a variety of cultural backgrounds.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

Year 7 Music - Task 1- Marking Guidelines

Marking guidelines will be supplied when the assessment task is returned to students.

The GTHS Literacy Criteria will be applied to the whole assessment task and be worth 5 marks in total. This criteria can be found below.

2024 GTHS Literacy Rubric

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
	0	0.25	0.5	0.75	1
Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
	0	0.25	0.5	0.75	1
Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
	0	0.25	0.5	0.75	1
Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
	0	0.25	0.5	0.75	1
Text Structure <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of all the appropriate structural features of the text type.
	0	0.25	0.5	0.75	1
	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation

Quiz /25

Literacy / 5

Total /30

Support Material

You will be given time in class to work on research for this assessment. During this time, please collect information relating to the research areas below. You may do this digitally or on paper. Sketches, maps, and illustrations may be inserted into your notes.

You are permitted to use any method for researching this information.

Name your chosen instrument: _____

Areas to research regarding your chosen instrument:

What is it made from?

What does it look like?

How do you play it?

Where did this instrument originate?

How does this instrument play a part in the culture of the people who use it?

You will be creating a one-paragraph response during the in-class component of this assessment task. You might like to consider why you chose this instrument while preparing for this task as the question will be related to this.