

Geographical Inquiry into a Geomorphic Hazard

Due Date: 19 March 2018

Date Distributed: 5 March 2018

Task Weighting: 30%

Outcomes

GE4-3 explains how interactions and connections between people, places and environments result in change;

GE4-4 examines perspectives of people and organisations on a range of geographical issues; and
GE4-8 communicates geographical information using a variety of strategies.

ASSESSMENT OUTLINE

1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

This assessment will require students to investigate one current geomorphic hazard that has occurred in the last 20 years and examine the causes, impacts and responses. Students will draw on their skills in acquiring, processing and communicating geographical information.

2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

This assessment is important as it will build on students' prior learning of landscapes and landforms. It will give students the opportunity to demonstrate their understanding of a recent geomorphic hazard and conduct further research to display their findings. Students will also have the opportunity to apply their knowledge when researching a real and current geomorphic hazard.

3. WHAT STEPS DO I TAKE TO COMPLETE THIS TASK?

Task Outline

Students are to present a Pecha Kucha for approx. 4-5 minutes investigating ONE of the following recent geomorphic hazards:

- | | |
|--------------------------|---------------------|
| - Avalanche | - Earthquake |
| - Mudslide | - Volcano |
| - Coastal Erosion | - Landslide |
| - Tsunami | |

**Possible geomorphic hazards could include: Thredbo avalanche, Nepal earthquake, Christchurch earthquake or Japan tsunami.*

Students must address the causes, impacts and responses of their chosen geomorphic hazard.

Your pictures and the information you are going to talk about **MUST** address the following questions:

- i. **Spatial Dimension - Describe where your geomorphic hazard took place** (include a map to show the location(s));
- ii. **Explain the geomorphic processes causing the hazard;**
- iii. **Explain its impacts** (How much damage was caused? Who was affected? What were the costs);
- iv. **Examine the responses of individuals, groups and government to the impact of the disaster; and**
- v. **Propose one strategy to reduce the future impact of similar hazard events** (such as the role of technology in monitoring and predicting geomorphic hazards).

What is a Pecha Kucha?

A Pecha Kucha is a style of presentation in which 20 slides are shown for 20 seconds each. Each slide contains a visual image which captures the main idea you want to talk about. There is minimal to no text on the slide and you are required to explain the picture in each slide for 20 seconds.

** Your teacher will show you an example of a Pecha Kucha presentation during class.*

How to complete the task:

1. **Choose ONE** geomorphic hazard event from the last 20 years from the list above.
2. **Acquire** the information by conducting research to find further information on your chosen hazard (use textbooks, internet, library, etc.). You should use at least three (3) sources of information and you must reference these in a bibliography on your final slide.
3. **Process** the information you have gathered and find 12-15 appropriate pictures that concisely capture the information you want to convey about your geomorphic hazard.
4. **Design** a PowerPoint presentation that displays the 12-15 pictures. Your PowerPoint must be automatically timed to transition every 20 seconds.
5. **Communicate** your information by using the picture to prompt you. For each picture, you must have enough information to explain and talk the class through what is conveyed in that picture.

Details for Submission

You are to **submit a USB** containing your Pecha Kucha presentation to your teacher at the beginning of the lesson on 19 March 2018. You must be ready to present your Pecha Kucha on that day in front of your peers and teacher.

Late submissions will be dealt with in accordance with school policies.

4. HOW WILL MARKS BE AWARDED TO MEASURE MY LEARNING?

Refer to the marking criteria for each part below.

Year 7 Geography Geographical Inquiry into a Geomorphic Hazard

	Marking Rubric for Pecha Kucha Presentation 20 marks				
	1	2	3	4	5
Visual Appeal	Less than 8 slides with some appropriate visuals.	8-11 slides with mostly appropriate visuals.	12-15 slides; easy to follow with appropriate visuals.	12-15 slides; easy to follow with all visuals clear and concise; visuals relevant and capturing the main idea.	12-15 slides; very easy to follow with all visuals clear and concise; visuals relevant and capturing the main idea effectively.
Content knowledge	Displays basic understand of the geomorphic hazard and some of the information was incorrect.	Displays limited knowledge of the geomorphic hazard including location, processes, impacts, responses and strategies.	Displays detailed knowledge of the geomorphic hazard including some of the following: location, processes, impacts, responses and strategies.	Displays detailed knowledge of the geomorphic hazard including: location, processes, impacts, responses and strategies.	Displays extensive knowledge of the geomorphic hazard including: location, processes, impacts, responses and strategies.
Presentation Skills	Reads Pecha Kucha reflecting minimal ability to use pace, voice, eye-contact and body-language.	Attempts to present a Pecha Kucha reflecting limited ability to use pace, voice, eye-contact and body-language.	Presents a sound Pecha Kucha making some use of pace, voice, eye-contact and body-language.	Effectively presents a Pecha Kucha making use of pace, voice, eye-contact and body-language.	Skillfully presents a Pecha Kucha making strong use of pace, voice, eye-contact and body-language.
Pecha Kucha Presentation Total					TOTAL: /15
Literacy Criteria	1	2	3	4	5
Vocabulary Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect	Symbols or drawings	Only simple and nontechnical 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.
Sentences Intentionally constructs a variety of sentences to match purpose and audience	No evidence of sentences Drawings, symbols, a list of words OR text fragments	At least one sentence is used correctly.	Some correct formation of sentences. (at least 50%)	Most sentences (80%) are correct but are largely unsophisticated.	All sentences are correct and there including sophisticated sentences.
Text Structure Uses features of the appropriate text type	No evidence of structural components of the appropriate text type	Minimal evidence of the structural components of the appropriate text type.	Some evidence of the structural components of the appropriate text type	Substantial evidence of the structural components of the appropriate text type.	Coherent and controlled use of the appropriate structural components of the text type.
Literacy Total					TOTAL /5 marks (15/3)

Total Marks: /20

Teacher Comment: