Outcomes

SCS-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.

SCS-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues

SCS-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

ASSESSMENT OUTLINE

1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

The student needs to be able to effectively research and communicate scientific findings to an audience.

2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

Throughout history natural hazards have been referred to as “acts of god” and have ultimately changed the course of history. When a disaster occurs and it is publicised across our television screens, we are witnesses to only part of the disastrous event and after a while we forget about those that are affected and return to our lives.

Studying natural hazards and increasing our awareness of them helps us in two ways. Firstly, by allowing us to better predict their occurrence, and identify strategies that may minimize their effects; secondly, enabling us to develop strategies for coping with the event and its aftermath.

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

Task Outline

Your task is to first research one type (Earthquake or Tsunami) of natural hazard (3 separate events) and then prepare a media report on a fictional (imaginary) local natural hazard event in the shire.

What do I need to do?

Step 1

Find out as much as you can about tsunamis and/or earthquakes. Find out: for 3 separate events -

- Where and when the hazard occurs
- The cause of the hazard, How and why it happens
- Warnings or signs that the event is about to happen
- The effects of this type of hazard on;
  - Society (the community)
  - The environment
  - The economy
- Responses to the hazard by individuals, community groups, and the government
Step 2

Record your research in a word document to be handed in with the media report. You must research at least three different occurrences of your hazard.

- Get this information from as many different types of sources as possible.
- Re-write this information in your own words (Avoid copy and pasting).
- You will need to reference your sources and complete a bibliography.

(This is the part of your assignment that will be assessed for literacy skills as per the literacy marking rubric)

Step 3

Imagine that the natural hazard you have researched has hit the Sutherland Shire. Prepare a media report on the hazard that affects the Shire using the media type you have chosen. The media report can be a news report or story for T.V (a news story, current affairs piece or short documentary) or a Newspaper article, Podcast, Radio report or Magazine article.

Use your research to help you write your fictional report. Below are some hints on how to structure a feature article and includes some features that could be used for other media types as well.

Try these links to help you produce your media report.

www.howtopodcasttutorial.com/00-podcast-tutorial-four-ps.htm
www.abc.net.au/rollercoaster/click/features/podcasts
http://www.wikihow.com/Start-Your-Own-Podcast
http://www.wikihow.com/Write-a-News-Article
http://www.squidoo.com/newspaper-article
http://news.bbc.co.uk/2/hi/school_report/resources_for_teachers/8472052.stm
http://news.bbc.co.uk/2/hi/school_report/5294886.stm
http://www.slideshare.net/adrodgers/5-how-to-write-a-tv-news-story-130089

Feature Article Help

Purpose

News reports provide information on newsworthy topics, that is, issues or events of importance to the majority of leaders. They provide the reader with the facts about an event or issue, filling in the answers to who, what, where, when, why and how. Statements and opinions from people involved may be included, as well as comments from experts.

Types of text

Newsworthy topics differ according to the paper's audience. A national newspaper may have in-depth reports on a war zone, whereas a community paper might report the experiences of a local citizen. Newsworthy topics include: actions of prominent people, conflicts, politics, recent events or anniversaries, progress, the unusual, human interest, suspense about/consequences of an event or action, stories on natural and human disasters and tragedies (for example, people killed or homes damaged), and stories that provoke an emotional reaction from the readers like pity, anger, or vengeance. News is more often bad than good, and for most people a local minor event is more interesting than a distant disaster.

A major news story is put on the front page, and/or given a lot of space, a big headline and accompanying photo. A major news story may have two or three background or opinion pieces related to it, on the front page or in following pages. Lesser stories are placed in the paper according to their importance, or may be grouped according to topic (for
example, world news). If the story is not considered very newsworthy, it may be summarised as part of a 'news in brief' column. Ideally, news reports should be objective, factual, accurate and balanced.

**Structure**

The structure of a news report is often compared to an inverted triangle, with the most important news at the top, tapering down to the least important news and usually includes:

- Headline and by-line (reporter's name).
- Opening paragraph (the intra) of about 25 words, giving the readers the most interesting, sensational news first. Answers what, who, when and where, sometimes why and how.
- Further short paragraphs of about 30 words each, with one main idea and significant fact each.
- Details given in order of importance, with the least important details last so that readers can skim the news, grasping the essential facts in the first few paragraphs.
- At the end, sometimes, the name of the paper where the story originally appeared, or the name of the news agency which gathered the news, such as AAP (Australian Associated Press) or Reuters.

**Other structural features**

- Each paragraph is as independent as possible, as paragraphs may be cut depending on where other news and advertisements are placed.
- News reports are not written as a narrative (with a beginning, middle and end). They do not follow chronological order.
- Stories should give a balanced view, with equal attention to both sides.

**Language features**

Headlines, to convey information and attract attention, use:

- Short phrases, incomplete sentences figurative language
- Stereotypes
- Exaggeration.

**News reports:**

Use clear and concise writing

- Are written in the third person
- Can use active or passive voice, depending on focus and which is more engaging for the reader
- Should be factual and accurate, however inaccuracies often occur due to the fast time frame in which the daily paper is produced
- Often include quotes (in the form of comments, statements, opinions, observations) from people involved or experts on the topic
- Give people labels so that the reader can relate to them straight away. Famous people don’t need a label. A title or office goes first. for example: the Minister, Mrs Blogs
- Should avoid racist, sexist or religious slurs
- Should be accurate and balanced, but are often criticised as being sensationalist and biased.

**Bias** (showing things from one point of view) can be outright or implied, and appears in word choice, selection and sequencing of facts, and space given to like/opposing opinion.

**Sensationalism**, or 'media beat-ups', occurs when facts are distorted or exaggerated to emphasise the conflict in an issue or event and when news is presented in an emotional rather than objective way. Eye-catching sensationalism on the front page is used to sell more papers.
**Visuals**

Headlines use size, bold type, capitals, different font styles (serif or sans serif), underlining, and colour to attract the readers’ attention to the news report that follows. The importance of the report can be judged from the size of its headline, its length, and whether it’s on the front page or further in. In broadsheet newspapers, the top half of the front page is the most prominent position. Photographs, illustrations, graphs, graphics, and maps are used alongside the news reports to help present complex information in a clear way, as an eye-catcher and to add interest.

**Different forms of Media**

*Media* includes every broadcasting and narrowcasting medium such as newspapers, magazines, TV, radio, billboards, direct mail, telephone, fax, and internet. *Media* is the plural of medium and can take a plural or singular verb, depending on the sense intended.

**Details for Submission**

You are to submit a word document with research on at least 3 different occurrences of your chosen hazard as well as a media report on the effects of the hazard on the Shire. The media report could be a news report for T.V or radio, newspaper article, podcast or magazine article. This needs to be handed in as a hard copy or as an electronic copy on a thumb drive on or before the due date.
### 4. HOW WILL MARKS BE AWARDED TO MEASURE MY LEARNING?

#### Marking Criteria

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>How assessed</th>
<th>Experiencing difficulty</th>
<th>Developing</th>
<th>Satisfactory</th>
<th>Outstanding</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.</strong></td>
<td>No disasters researched</td>
<td>One event researched</td>
<td>Two events researched</td>
<td>Three events researched</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Location of the disasters</strong></td>
<td>Does not identify the location of the disasters</td>
<td>Identifies the location of one disaster</td>
<td>Identifies the location of 2 disasters</td>
<td>Identifies the location of all 3 disasters</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SCS-12ES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues</strong></td>
<td>Does not identify when the disasters occurred</td>
<td>Identify when one of the disasters occurred</td>
<td>Identify when two of the disasters occurred</td>
<td>Identifies when all the disasters occurred</td>
<td></td>
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</tr>
<tr>
<td><strong>Cause of the disasters</strong></td>
<td>Does not identify the cause of the disasters</td>
<td>Identifies the cause of the disasters</td>
<td>Explains the cause/origins of the disasters briefly</td>
<td>Explains the cause/origins of the disasters in detail</td>
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<td><strong>SCS-13ES</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Impacts of the disasters (On community, environment and economy)</strong></td>
<td>Does not identify the impacts of the disasters</td>
<td>Outlines the impacts of the disasters on the community.</td>
<td>Outlines the impacts of the disasters on the community and environment.</td>
<td>Outlines the impacts of the disasters on the community, environment and economy.</td>
<td></td>
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</tr>
<tr>
<td><strong>Long term effects of the disasters</strong></td>
<td>Does not identify the long term effects of the disasters</td>
<td>Identifies the long term effects of the disasters</td>
<td>Describes the long term effects of the disasters briefly</td>
<td>Discusses the long term effects of the disasters in detail</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Warning signs of the disaster</strong></td>
<td>Does not identify warning signs of the disaster</td>
<td>Identifies warning signs of the disaster briefly</td>
<td>Identifies and briefly explains warning signs of the disaster</td>
<td>Identifies and thoroughly explains warning signs of the disaster</td>
<td></td>
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</tr>
<tr>
<td><strong>Clean up and rescue operations</strong></td>
<td>Does not identify clean up and rescue operations</td>
<td>Identifies clean up and rescue operations</td>
<td>Explains clean up and rescue operations</td>
<td></td>
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</tr>
<tr>
<td><strong>Secondary sources</strong></td>
<td>No sources used</td>
<td>One to two sources used</td>
<td>Three to five sources used</td>
<td>Six or more sources used</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bibliography</strong></td>
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</tbody>
</table>

- **Research**
  - Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.
  - Includes evaluating one or more of the following:
    - The structure of the Earth and the universe
    - The refinement of scientific models, theories and laws over time
    - The scientific community's role in refining these theories

- **SCS-12ES**
  - Explains the concept of scientific knowledge and how it relates to global patterns of geological activity and interactions involving global systems.
  - Includes assessing one or more of the following:
    - Global patterns of geological activity
    - Interactions involving global systems
    - Decision-making related to contemporary issues

- **SCS-13ES**
  - Extends the description to include long-term effects of disasters on various aspects such as community, environment, and economy.
  - Includes assessing one or more of the following:
    - Long-term effects of disasters
    - Decision-making related to contemporary issues
    - Long-term implications for future actions and policies
**Literacy Assessment Task Criteria**

<table>
<thead>
<tr>
<th>MARKING CRITERIA</th>
<th>Descriptors</th>
<th>0</th>
<th>0.25</th>
<th>0.5</th>
<th>0.75</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</td>
<td>- Symbols or drawings</td>
<td>- Only simple and nontechnical words are used.</td>
<td>- Some precise and technical words are used.</td>
<td>- Sustained use of precise and technical words.</td>
<td>-Sustained, consistent and fluent use of precise and technical words.</td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
<td>Use of correct and appropriate punctuation for effect and to aid in reading of the text</td>
<td>- No or minimal evidence of correct sentence punctuation (less than 25%)</td>
<td>- Limited evidence of correct sentence punctuation (at least 25%)</td>
<td>- Some correct sentence level punctuation (at least 50%).</td>
<td>- Mostly correct sentence level punctuation (80%) and at least two examples of other punctuation.</td>
<td>-Writing contains accurate use of all applicable punctuation.</td>
</tr>
<tr>
<td><strong>Sentences</strong></td>
<td>Intentionally constructs a variety of sentences to match purpose and audience</td>
<td>- No evidence of sentences</td>
<td>- At least one sentence is used correctly.</td>
<td>-Some correct formation of sentences. (At least 50%)</td>
<td>-Most sentences (80%) are correct but are largely unsophisticated.</td>
<td>- All sentences are correct and there including sophisticated sentences.</td>
</tr>
<tr>
<td><strong>Paragraphs</strong></td>
<td>Paragraphs are used to effectively structure information and partition events and ideas</td>
<td>- No correct use of paragraphing</td>
<td>- Ideas are separated, provides at least ONE correct break between ideas</td>
<td>- At least ONE paragraph is well structured and develops an idea</td>
<td>- All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively.</td>
<td>- Paragraphing creates flow, connectivity and supports argument.</td>
</tr>
<tr>
<td><strong>Text Structure</strong></td>
<td>Uses features of the appropriate text type</td>
<td>- No evidence of structural components of the appropriate text type</td>
<td>- Minimal evidence of the structural components of the appropriate text type.</td>
<td>- Some evidence of the structural components of the appropriate text type.</td>
<td>- Substantial evidence of the structural components of the appropriate text type.</td>
<td>- Coherent and controlled use of the appropriate structural components of the text type.</td>
</tr>
</tbody>
</table>

**Media Report Presentation**

<table>
<thead>
<tr>
<th>Use of chosen media</th>
<th>Does not utilize the chosen media</th>
<th>Uses some of the integral elements of the chosen media</th>
<th>Uses all of the integral elements of the chosen media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of logical storyline</td>
<td>The text has no logical progression</td>
<td>The text develops the sequence of events</td>
<td>The text effectively develops the sequence of events from more than one viewpoint</td>
</tr>
<tr>
<td>Use of pictures, diagrams, and descriptive language</td>
<td>Uses basic text without diagrams or images</td>
<td>Uses appropriate text with diagrams or photos</td>
<td>Uses appropriate text with diagrams and photos</td>
</tr>
<tr>
<td>Overall presentation of media report</td>
<td>Report fails to look like the chosen media</td>
<td>Media report is of an acceptable standard</td>
<td>Media report is of a high standard</td>
</tr>
</tbody>
</table>

**Submitted by Due Date**

<table>
<thead>
<tr>
<th>Punctuality</th>
<th>Assignment was not handed in.</th>
<th>Assignment was not handed in on time.</th>
<th>Assignment was handed in on time.</th>
<th>Zero marks</th>
<th>Less 10% each day up to 5 days</th>
<th>Full marks</th>
<th>Total</th>
</tr>
</thead>
</table>

**TOTAL: /5**

**TOTAL: /13**

**TOTAL: /50**