

## Task2: Disasters Research Task

**Due Date:** Week 2B, Term 2, Wednesday 4<sup>th</sup> May 2022

**Task Distributed:** Monday 22<sup>nd</sup> March

**Unit:** Disasters and Tectonics

**Task Type:** Research and Media Task

**Task Weighting:** 20%

**Outcomes:** SC5-12ES, SC5-13ES, SC5-7WS, SC5-8WS, SC5-9WS

### Task Description

Throughout history natural disasters 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 occurrences, and identify strategies that may minimize their effects; secondly, enabling us to develop strategies for coping with the event and its aftermath.

#### **Part A – Research (no more than 4 pages long)**

- Select **ONE** of the following locations below:
  - Japan
  - Indonesia
  - New Zealand
  - Nepal
  - Hawaii
- Identify **3** natural disasters that have occurred in your chosen area. Each location must be then placed on a labelled map
- For each natural disaster selected specify:
  - The date of the disaster
  - The magnitude/strength of the disaster
  - The cause of the disaster
  - Total number of people killed/missing in the disaster
  - The effect of the disaster on the immediate areas
  - The response from individuals, organisations and government groups with the approximate cost of repair

#### **Part B – Media (no more than 3 pages or 5 minutes long)**

- Imagine you are a journalist, and a natural disaster has occurred in SYDNEY, NSW, AUSTRALIA.
- Prepare a media report on the disaster. The media report can be a newspaper article, T.V news story, documentary, podcast or a radio report etc
- **Part A can be used as a scaffold for what information should be included in your media report.**
- In your media report you will also need to include information on what could be done to help detect and minimise damage from future disasters of this type.
- Your Literacy will be marked in this section

#### **Part C – Bibliography**

- Provides a HARVARD STYLE bibliography with all resources used for this assessment.

## 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.

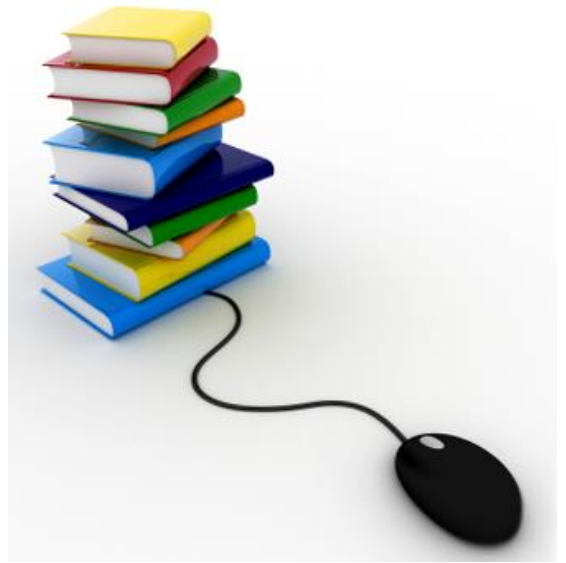
### What do I need to do?

#### Step 1

Find out as much as you can about **tsunamis 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
  - 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 on p6)

#### 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](http://www.howtopodcasttutorial.com/00-podcast-tutorial-four-ps.htm)

[www.abc.net.au/rollercoaster/click/features/podcasts](http://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://homeworktips.about.com/od/paperassignments/a/How-To-Write-A-News-Article.htm>

<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/resources_for_teachers/8472052.stm)

[http://news.bbc.co.uk/2/hi/school\\_report/5294886.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 readers. 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.



# 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.

- Explain: Relate cause and effect; make the relationships between things evident; provide why and/or how
- Identify: Recognise and name
- OUTLINE: Sketch in general terms; indicate the main features of
- Investigate: Plan, inquire into and draw conclusions about

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

Students are to submit their research task as a hard copy to their Science Teacher on the due date (**04/05/22**) AND upload the task onto the Google Classroom.

Students can use headings in their tasks to help organise their research

Students are to include a bibliography at the end of their research task that is NOT included in the page count

## 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 mechanisms such as marking criteria, and/or written comments.
- Students can clarify or seek further feedback by speaking with their teacher or the assessment marker.
- You will also receive feedback on your literacy performance based on the criteria in the school's literacy marking rubric. The marks achieved for literacy will account for between 10% – 20% of the maximum task value.

Upon return of the task, students will also be expected to complete a self-reflection.

At the time students receive their assessment mark and teacher feedback, students will be required to complete a self-reflection worksheet. 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 investigation will allow you the opportunity to demonstrate your understanding of global patterns in geological activity, selecting appropriate strategies to produce creative and plausible solutions to identified problems.

## 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.

Outcomes	How assessed	Experiencing difficulty	Developing	Satisfactory	Outstanding	Marks	
<p><b>SC5-12ES</b> 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.</p> <p><b>SC5-13ES</b> 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</p> <p><b>SC5-7WS</b> processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p><b>SC5-8WS</b> applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p> <p><b>SC5-9WS</b> Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>	<b>Research Task</b>						
	Location of the disasters on map	Does not identify the location of the disasters	Identifies the location of one disaster and correctly places on map	Identifies the location of 2 disasters and correctly places on map	Identifies the location of all 3 disasters and correctly places on map		
		0	1	2	3		
	When the disasters occurred	Does not identify when the disasters occurred	Identifies when some of the disasters occurred	Identifies when all 3 of the disasters occurred			
		0	1	2			
	The Magnitude of the disaster	Does not identify the magnitude of the disasters	Identifies the magnitude of some of the disasters	Identifies the magnitude of all 3 of the disasters			
		0	1	2			
	Cause of the disasters	Does not identify the cause of the disasters	Identifies the cause of some of the disasters	Explains the cause/origins all 3 the disasters briefly	Thoroughly explains the cause/origins of all 3 disasters in detail		
		0	1	2	3		
	Identifies number of people killed/missing	Does not identify the number of people	Identifies the numbers of people killed/missing in some of the disasters.	Identifies the numbers of people killed/missing in all 3 of the disasters			
		0	1	2			
	Effects of the disasters	Provides limited to no explanation of this disasters effect	Provides a basic explanation of the effect of some disasters	Satisfactorily explains all 3 disasters effects. Provides evidence to support their explanation	Thoroughly explains how all 3 disasters affected the land and people. Provides statistical data and evidence to support their explanation		
		0	1	2	3		
	Response of individuals, organisations and government groups	Provides limited to no explanation of how individuals or groups responded	Provides a basic explanation of how individuals or groups responded for some disasters	Satisfactorily explains how individuals or groups responded to all 3 disasters. Provides evidence to support their explanation	Thoroughly explains how individuals or groups responded to all 3 disasters. Provides statistical data and evidence to support their explanation		
		0	1	2	3		
	<b>Media</b>						
	Use of chosen media	No media type utilised	Does not utilize chosen media well	Uses some integral elements of chosen media	Uses all integral parts of chosen media		
		0	1	2	3		
	Development of disaster	Text has no logical progression	Text develops sequence of events	Text effectively develops sequence of events	Text effectively develops sequence of events from multiple viewpoints		
		0	1	2	3		

	Detection and minimizing future damage	Provides limited to no explanation of how future disasters can be mitigated or detected	Provides a basic explanation of how future disasters can be mitigated or detected	Provides a satisfactory explanation of how future disasters can be mitigated and detected. Provides evidence to support their explanation	Provides a thorough explanation of how future disasters can be mitigated and detected. Provides statistical data and evidence to support their explanation	
		0	1	2	3	
	Presentation of media report	Report fails to look like chosen media	Media report is of acceptable standard	Media report is of a high standard	Media report is of an exceptional standard	
		0	1	2	3	
<b>Bibliography</b>						
	Secondary sources	No sources used	One to two sources used	Three to five sources used	Six or more sources used	
		½	1	2	3	
		No usage of Harvard Style	Usage of Harvard style with mistakes	Correct usage of Harvard style		
		0	1	2		

2021 Literacy Rubric

LITERACY MARKING CRITERIA	Descriptors				
	0	0.25	0.5	0.75	1
<b>Vocabulary</b> 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.
<b>Punctuation</b> Use of correct and appropriate punctuation for effect and to aid in reading of the text	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and <i>at least two</i> examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.
<b>Sentences</b> 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 including sophisticated sentences.
<b>Paragraphs</b> Paragraphs are used to effectively structure information and partition events and ideas	- No correct use of paragraphing - may be a block of text or random breaks	- Ideas are separated, provides at least ONE correct break between ideas - Paragraphs may contain some unrelated ideas	- At least ONE paragraph is well structured and develops an idea	- All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively.	- Paragraphing creates flow, connectivity and supports argument.
<b>Text Structure</b> 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.

\*marks will be deducted for late assignments – 10% per day

Total: / 40