**Stage 1 Geography**

**Theme 2: Hazards – Natural Hazards**

**Purpose:**

Students demonstrate knowledge and understanding of natural hazards and their impact on human and natural environments. They develop an awareness of the level of predictability of these hazards and what local populations do to prepare for and mitigate any impacts of the hazard.

**Description of assessment:**

1. Choose a **geological event** that was **classified as a disaster** to use as a case study.

2. For your event:

Provide an outline of the event in terms of the hazard variables

From the variables, comment of the level of predictability and preparedness for this event at this location.

What was the impact of the event?

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| * **Magnitude -** the size of the event, e.g. Force 10 on the Beaufort Scale for wind speed, the maximum height or discharge of a flood, or the size of an earthquake on the Richter Scale
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| * **Frequency -** how often an event of a certain size occurs. For example, a flood of one metre in height may occur, on average, every year on a particular river, while a flood of two meters in height might occur only every ten years. The frequency is sometimes called the recurrence interval.
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| * **Duration -** the length of time that the environmental hazard exists. This varies from a matter of hours (urban smog), to decades (drought).
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| * **Areal extent -** the size of the area covered by the hazard. It can range from very small-scale (an avalanche chute), to continental (drought).
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| * **Spatial concentration -** is the distribution of hazards over space. For example, where they are concentrated in certain areas, such as tectonic plate boundaries, coastal locations, valleys.
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| * **Speed of onset -** this is rather like the 'time-lag' in a flood hydrograph. It is the time difference between the start of the event and the peak of the event. It varies from rapid events, such as the Kobe earthquake, to slow events, such as drought in the Sahel of Africa
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| * **Temporal Spacing (Regularity) -** some hazards are regular (cyclones) whereas others are much more random (earthquakes and volcanoes).
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| * **Frequency** – some hazards happen a lot (bushfires in Aust.) some do not (earthquakes)
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3. What were the mitigation efforts employed before and after the event? Provide an assessment of their effectiveness.

4. Who was responsible for these efforts?

**Assessment Conditions:** Report, no more than 800 words in length

Performance standards for Geography
Stage 1

Downloaded from the online subject outline

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| - | Knowledge and Understanding | Analysis and Evaluation | Application |
| A | Comprehensive knowledge and understanding of geographical concepts.Comprehensive knowledge and understanding of natural, built, economic, and/or social characteristics of places. | Insightful analysis of the interactions between, and interdependence of, people and environments at local, national, or global levels.Comprehensive analysis and evaluation of information to determine possible outcomes, make justifiable recommendations, and form conclusions. | Purposeful and well-considered application of a variety of geographical and fieldwork skills, including the use of spatial technologies, to identify and examine geographical issues.Clear and coherent communication of relevant geographical information, using appropriate subject-specific terminology and visual representations. |
| B | Well-considered knowledge and informed understanding of geographical concepts.Well-considered knowledge and informed understanding of natural, built, economic, and/or social characteristics of places. | Well-informed analysis of the interactions between, and interdependence of, people and environments at local, national, or global levels.Detailed and well-considered analysis and evaluation of information to determine possible outcomes, make justifiable recommendations, and form conclusions. | Well-considered application of different geographical and fieldwork skills, including the use of spatial technologies, to identify and examine geographical issues.Clear communication of relevant geographical information, using appropriate subject-specific terminology and visual representations. |
| C | Considered knowledge and understanding of geographical concepts.Considered knowledge and informed understanding of natural, built, economic, and/or social characteristics of places. | Informed analysis of the interactions between, and interdependence of, people and environments at local, national, or global levels.Considered analysis and some evaluation of information to determine possible outcomes, make recommendations, and form conclusions. | Competent application of geographical and fieldwork skills, including the use of spatial technologies, to identify and examine geographical issues.Competent communication of generally relevant geographical information, using mostly appropriate subject-specific terminology and visual representations. |
| D | Recognition and basic understanding of some geographical concepts.Basic awareness and some understanding of aspects of natural, built, economic, or social characteristics of places. | Basic consideration and description of the interactions between, and interdependence of, people and environments at local, national, or global levels.Superficial consideration of information to describe possible outcomes and recommendations. | Some application of different geographical and fieldwork skills, which may include the use of spatial technologies.Basic communication of some geographical information, using occasional subject-specific terminology and visual representations. |
| E | Identification of one or more geographical concepts.Emerging awareness of aspects of natural, built, economic, or social characteristics of places. | Brief or attempted description of the interactions between, or interdependence of, people and environments at local, national, or global levels.Description of information linked to a possible outcome or recommendation. | Limited application of geographical and fieldwork skills.Attempted communication of geographical information, with limited use of subject-specific terminology or visual representations. |