

## Geography: First Year

TASK	Report on an earthquake	
TOPIC	The earth's surface: shaping the crust	
LEARNING INTENTION	Students will understand the concept of mobile plates and the features that occur as a result of plate interaction. They will also identify the impact of earthquakes upon humans.	
TASK DESCRIPTION	<p>Imagine you are a journalist live at the scene immediately after an earthquake. Write a newspaper/television report.</p> <p><i>Having completed the topic, the students are given the task as homework. They are also asked to present it to the class.</i></p>	
CRITERIA FOR SUCCESS	<p>Students will be able to</p> <ul style="list-style-type: none"> <li>▪ give specific location and time of earthquake</li> <li>▪ identify the two plates involved</li> <li>▪ describe the overall scene</li> <li>▪ use these key words: <ul style="list-style-type: none"> <li>– plates</li> <li>– richter scale</li> <li>– seismograph</li> <li>– focus / epicentre</li> <li>– shock waves</li> </ul> </li> <li>▪ name three pieces of specific damage as a direct result of this earthquake.</li> </ul>	
WORK SAMPLES	HIGH SUCCESS	MEDIUM SUCCESS
	Dara	Michael Áine

# Earthquake in L.A.

An earthquake occurred last night in Los Angeles **A** U.S.A. Causing mayhem and chaos everywhere. Many are feared dead. Scientist's using a Seismograph reported it measured 6.5 on the Richter Scale.

The earthquake happened when the Pacific and American plates **A** collided at the focus. Shockwaves were felt over a 50 mile radius, from the epicenter.

One eye-witness said that late that night, around 11:00 pm, the first tremor **B** was felt. "Buildings began to sway and people everywhere were screaming and running for cover." **C**

Emergency officials say hundreds of people are feared dead and thousands more injured in the earthquake. People attending a football match in the city's stadium of Light were trapped for many hours. Rescue attempts are continuing throughout the day.

Authorities have ordered the evacuation of the southern part of the city due to severe damage and flooding.

in LOS ANGELES

### Feedback for Dara

<b>A</b>	You have identified the location and time of the earthquake, and you have named the plates involved
<b>B</b>	You have managed to include all the key terms and you have added an additional one. Well done!
<b>C</b>	In order to improve your work further, in paragraph three, you could refer to other specific pieces of damage in more detail. What other damage could an earthquake cause?
<b>D</b>	You have written a realistic account of how a place might look in the immediately after an earthquake. Well done.

### Commentary for teachers

- This is a very good piece of work which illustrates a high level of understanding of the task and use of the material. It would merit a high level of success as the pupil has fully met four of the five criteria.
- For a higher performance the student should have developed criteria 5 in more detail in paragraph 3.
- The use of the key terms as set out in the criteria for success indicates a high level of understanding. The student also uses the additional term 'tremor'.

## The Earthquake!

Yesterday <sup>C</sup> evening in Los Angeles an earthquake suddenly began after the American plate and the Pacific plates <sup>A</sup> collided. Shockwaves spreaded from the focus. The earthquake reached 7.7 on the Richter Scale! Hundreds of people died when a huge baseball Stadium collapsed. A bridge also collapsed and killed thousands of people in their cars! Hundreds of children suffered as well and most of them died. <sup>B</sup> The earthquake happened at 8:15 a.m. and everyone was on their way to school! This devastated everyone. Lots of houses collapsed also. I'll get back to you if anybody survived!

## Feedback for Áine

<b>A</b>	You have identified the two plates involved. Well done!
<b>B</b>	You have described three pieces of damage that have resulted from the earthquake.
<b>C</b>	You have identified a specific location and time, but be careful that your time is consistent. Look at the last paragraph.
<b>D</b>	To improve your work, you would need to include all the key terms as set out for you. Look back and check the list to see which ones you have left out.

## Commentary for teachers

- While the student has had a high level of understanding of the task, she has only demonstrated medium success in using the material.
- The student has identified the time as evening at the beginning but mentions it as morning later on in the piece.
- For a higher level of success the student needs to put more emphasis on the description of the scene and use all the key words.

# Reporter

3-10-2005

Here I am standing right in the middle of an amazing earthquake, here in California **C** we believe that this has happened over the Pacific and American plates **A** after colliding. It is now 3:35 pm and people are screaming and crying because they can't find their loved ones. The richter has measured an amazing 6.6. Buildings are crashing to the ground and trees and bridges are blocking the roads **B**. No one has died and hopefully no one will.

### Feedback for Michael

<b>A</b>	You have identified the two plates involved and the time the earthquake occurred.
<b>B</b>	You have described two pieces of damage that have resulted from the earthquake. Can you think of another one?
<b>C</b>	You need to be more specific in your choice of location as California is a large state.
<b>D</b>	To improve your work, you would need to include all the key terms as set out for you. Look back and check the list to see which ones you have left out

### Commentary for teachers

- The student has understood the task, but has only a medium level of success as he has not clearly identified the location of the earthquake and has mentioned only some of the key words.
- The student does not seem to understand the power of an earthquake of 6.6 on the Richter Scale. It is unlikely that no lives were lost in an earthquake of such magnitude occurring in mid-afternoon.