

Year 8 Mountains Term 2 Assessment - English - Global Studies - Science

Survivor!

Your group has been given one disaster scenario (Cyclone, Heatwave, Drought, Flood, Cold snaps/Cold winter snowstorms, Tornado). Using your learning from all subjects this term, and your own personal knowledge, construct a complete Mitigation and Survival Plan.

Due date: Monday, 19 June

- Your group (3-4 students) will present this plan to your teachers
- Your presentation must:
 - include slides with no more than 8 words on each slide (we're not reading, we're listening! You can have separate speaker notes, if needed)
 - include appropriate models/ diagrams/ demonstrations /interviews /Acting / Video Clips / different locations with your voice over
 - allow for each person to speak for at least 2 mins each not (This can be broken down in different parts but the Total Time will be 2 mins)
 - Students will use their phone to record and edit footage - Recommended the Villo App works on both Android and Apple *OR your group may choose to present in person*

GLOBAL STUDIES students are required to address the following 3 Focus Questions in the form of paragraphs:

Focus Question #1:

***You have shown an understanding of how your chosen meteorological disaster is predicted/detected.** This can include visuals, maps, graphs, etc., an explanation of technologies used to detect/ predict the disaster and other ways to reduce risk to people and communities, e.g., preparation, grab bags, etc. - provide information on a survival kit.*

Focus Question #2:

You have shown an understanding of your chosen meteorological disaster that has affected Aotearoa New Zealand. This can include a case study that looks at the impact of the disaster on people and communities. For example, you could examine how your particular flood impacted on South Auckland or Gisborne. Or you could examine the impact on a group such as Maori or Pacifica people in New Zealand (e.g., how it has affected daily life, emotionally, psychologically, financially, etc.).

Focus Question #3:

***You have described the impact of the response to your chosen meteorological disaster, using examples to support.** This can include both short and long-term consequences from actions taken by the Government or organisations or local citizens who have worked together.*

What content you must include

<p>A summary of the causes of your disaster scenario and potential consequences for people and communities</p> <ul style="list-style-type: none"> - weather impacts. Include maps to demonstrate high/low pressure systems (fronts), precipitation, predicted weather, predicted appearance of clouds - case studies which demonstrate impacts on people and communities 	<p>Science</p> <p>Global Studies</p>
<p>Mitigation:</p> <ul style="list-style-type: none"> - explanation of technologies used to detect/ predict the disaster - other ways to reduce risk to people and communities e.g. preparation, grab bags, etc. 	<p>Global Studies</p>

- provide information on a survival kit	
<p>Video Presentation</p> <ul style="list-style-type: none"> - range of techniques to best educate your audience, such as: <ul style="list-style-type: none"> - news clips - mock interviews (role play) with victims/experts, - maps, diagrams, etc, <p>Important: allow for each person to speak for at least 2 mins each</p>	<p>English</p> <p>Global Studies</p> <p>Science</p>

Collaboration Rubric

	Working Towards Curriculum Expectation	At Curriculum Expectation	Above Curriculum Expectation	Beyond Curriculum Expectation
Collaboration	You have attempted to co-operate and participate in your group	You have an understanding of the role you were responsible for in your group, but may not have completed all of the agreed tasks	You have participated by fulfilling the role you were responsible for in your group and collaborating with others to ensure work is divided fairly most of the time.	You have participated by fulfilling the role you were responsible for in your group and collaborating with others to ensure work is divided fairly

English Rubric: Speaking

	Working Towards Curriculum Expectation	At Curriculum Expectation	Above Curriculum Expectation	Beyond Curriculum Expectation
Voice	You are working towards projecting your voice to the audience. You may have	You have clearly projected your voice to the audience and used a natural, varied	You have effectively projected your voice. Your voice is clear and you are	You are using tone and pace for effect/ emphasis most of the time.

	started to use a natural, varied tone	tone	starting to use tone and pace for effect some of the time	
Presentation	You are working towards using one or more presentation techniques [such as body language, gesture, and eye contact]	You have used one or more presentation techniques [such as body language, gesture, and eye contact] with some success	You have successfully used a range of presentation techniques [such as body language, gesture, and eye contact] most of the time.	You have successfully selected a range of presentation techniques [such as body language, gesture, and eye contact]

Science rubric: Natural disaster (weather formation)

	Working Towards Curriculum Expectation	At Curriculum Expectation	Above Curriculum Expectation	Beyond Curriculum Expectation
Atmosphere	You have identified some of the composition, structure, and features of the atmosphere	You have identified the composition, structure, and/or features of the atmosphere	You have described the composition, structure, and/or features of the atmosphere	You have accurately described the composition, structure, and features of the atmosphere
Socio-scientific actions	You have started to make connections between science and one of: technology, society, and the environment, related to a socio scientific issue	You have started to make connections between science and several of: technology, society, and the environment, related to a socio scientific issue	You have made connections between science, technology, society, and the environment, related to a socio scientific issue with some effectiveness	You have made connections between science, technology, society, and the environment related to a socio scientific issue with considerable effectiveness.
	You have researched one course of practical action	You have researched several courses of practical action	You have proposed several courses of practical action of some effectiveness	You have proposed courses of practical action with considerable effectiveness

Global rubric: People respond to community challenges or government actions, sometimes acting individually and sometimes organising themselves collectively

People's connections to places, resources, and environments can generate cooperation or lead to disputes over rights and responsibilities, with differing consequences

	Working Towards Curriculum Expectation	At Curriculum Expectation	Above Curriculum Expectation	Beyond Curriculum Expectation
Understanding of the challenge	You have shown a limited understanding of a meteorological natural disaster that has affected Aotearoa New Zealand	You have shown some understanding of a meteorological natural disaster that has affected Aotearoa New Zealand	You have shown an understanding of a meteorological natural disaster that has affected Aotearoa New Zealand	You have shown a full understanding of a meteorological natural disaster that has affect Aotearoa New Zealand
Understanding of resource/environment	You have used images, maps and/or graphs to demonstrate a limited environmental understanding of how the natural disaster is predicted/detected	You have used images, maps and/or graphs to demonstrate some environmental understanding of how the natural disaster is predicted/detected for Aotearoa New Zealand	You have used images, maps and/or graphs to demonstrate an environmental understanding of how the natural disaster is predicted/detected for Aotearoa New Zealand	You have images, maps and/or graphs to demonstrate a full environmental understanding of how the natural disaster is predicted/detected for Aotearoa New Zealand
Impact of the response	You have recognised the impact of the response	You have described the impact of the response	You have described the impact of the response, using examples to support	You have described in detail the impact of the response, using examples to support