Year 7 Humanities

Assessment Notification

Teachers: Mrs Ballin, Mr Santella, Mr Brewer and Mr Wong

Date of Assessment: Mon 27th – Fri 31st October 2014

Due in: Mon. 3rd (7R&P), Tues. 4th (7T&J), Wed. 5th (7H&C) Nov. 2014

UNIT: Disasters

Assessment TOPIC: HK TYPHOON CASE STUDY
Question: "What category Saffir Simpson scale is typhoon _____"

This is a project based Assessment that will be done in class. You will have all 3 lessons to work on your poster in class.
You can do research and printing at home beforehand in preparation.

INSTRUCTIONS:

Now that you have been studying weather and typhoons, it is the time to put all that information together. Your assignment will be to create a poster about a previous typhoon that has hit Hong Kong.

You will need to research a Hong Kong typhoon based on the following research question:
"What category Saffir Simpson scale is typhoon _____"
You will need to research the typhoon and create a poster on A3 paper about that typhoon.
The poster must include the development of a typhoon, the path and associated weather.
The poster must include the effects of the typhoon effects and associated damage.
By observing the damage, you must determine the Saffir-Simpson scale category
Your poster must also include graphs of data you collect, annotated pictures and a bibliography.

PREPARATION:
Bring in any paper and stationary that you would like to use for your poster for the first lesson.

Here are some resources to help you start looking. You can also do a Google Search and come up with lots of information.

Government of Hong Kong detailed annual report on Typhoons
http://www.hko.gov.hk/publica/pubtc.htm

University of Science and Technology paper on Super Typhoons in HK ("This will help you to choose one")
http://www.wind.arch.t-kougei.ac.jp/info_center/APECwind/hongkong2.pdf
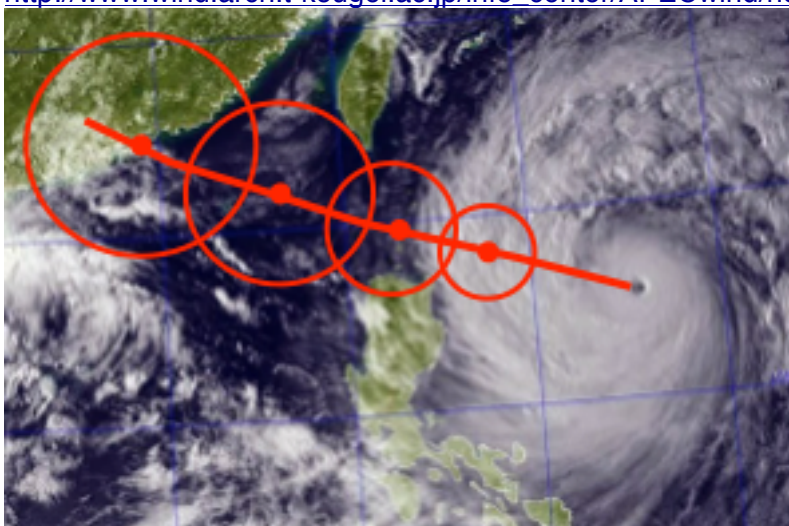
You will be marked on the following criteria:

Criterion A: Knowledge and Understanding, Criterion B: Investigating and Criterion C: Communicating

Expectations for Criteria A:

Diagrams or discussion that illustrate the development of a typhoon

Diagrams that show the track of the typhoon

Annotated pictures and discussion on the damage caused by the typhoon

Expectations for Criteria B:

Research Question is shown on the poster

What category Saffir Simpson scale is typhoon _____

Action plan, research sources and references are shown in a booklet, folder, hard copy portfolio or e-portfolio

Windspeeds and air pressure are shown on a separate graph (if available) x-axis = time y-axis = wind speed and air pressure.

1 Paragraph of information relating to the damage done and storm surges is presented in paragraph form.

2 Annotated pictures of the damage done are presented on the poster

1 paragraph to state the category of Saffir-Simpson Scale of the storm with evidence to justify their decision.

Expectations for Criteria C:

Paragraphs are all clearly written and focused with a structure that clearly demonstrates understanding.

References are appropriate and related to the topic. References are all located in one place with the correct MLA7 style of referencing.

The correct graphs have been chosen, have the correct label for the correct axis and a accurate title.

Pictures are appropriate and relevant with annotations that are relevant to the topic.

Layout is well organized and tidy

TASK SPECIFIC CRITERION:
Criterion A: Knowing and Understanding

Level	Descriptor
0	• Student does not reach a standard described by any of the descriptors below.
1-2	• limited use of terminology regarding weather and damage relevant to typhoons and typhoon terminology. • Is able to demonstrate basic knowledge of typhoon development, damage and weather associated.
3-4	• Work contains simple use of terminology regarding weather and damage relevant to typhoons and typhoon terminology. • Is able to demonstrate simple knowledge of typhoon development, damage and weather associated through the use of limited descriptions, explanations or examples.
5-6	• Work contains relevant and accurate use of terminology regarding weather and damage relevant to typhoons and typhoon terminology. • Is able to demonstrate good knowledge of typhoon development, damage and weather associated through the use of descriptions, explanations and examples.
7-8	• Work contains a wide range of terminology regarding weather and damage relevant to typhoons and typhoon terminology. • Is able to demonstrate detailed knowledge of typhoon development, damage and weather associated through thorough descriptions, explanations and examples.

Criterion B: Investigating

Level	Descriptor
0	• Student does not reach a standard described by any of the descriptors below.
1-2	• Proposes a very limited action plan to investigate the research question. • Collects and records limited information related to wind speed, damage done, storm surges and air pressure. Not always applicable or information is sometimes missing. • Student makes a limited attempt to determine the category of the typhoon through a very limited discussion of evidence.
3-4	• Proposes an adequate action plan to investigate the research question. • Collects and records some information related to wind speed, damage done, storm surges and air pressure. Usually applicable information or some information is missing. • Student makes a some attempt to determine the category of the typhoon through a very some discussion of evidence.
5-6	• Proposes a clear action plan to investigate the research question. • Collects and records a satisfactory amount of information related to wind speed, damage done, storm surges and air pressure. • Student makes an adequate attempt to determine the category of the typhoon through a clear discussion of evidence.
7-8	• Proposes a very clear and focused action plan to investigate the research question. • Effectively collects and records information related to wind speed, damage done, storm surges and air pressure. • Student makes a effective attempt to determine the category of the typhoon through an accurate discussion of evidence.

Criterion C: Communicating

Level	Descriptor
0	• Student does not reach a standard described by any of the descriptors below.
1-2	• Pictures are not always appropriate with limited annotations • Paragraphs are not always structured appropriately • Graphs are not always effective or correctly labelled • Tries in a limited way to create a list of sources of information
3-4	• Pictures are sometimes appropriate with some annotations • Paragraphs are sometimes structured appropriately • Graphs are sometimes effective and correctly labelled • creates a list of sources of information sometimes according to the task instructions
5-6	• Pictures are often appropriate with effective annotations • Paragraphs are often structured clearly • Graphs are often effective and correctly labelled • creates a list of sources of information often according to the task instructions
7-8	• Pictures are all appropriate with detailed annotations • Paragraphs are all structured clearly • Graphs are all effective and correctly labelled • creates a list of sources of information all according to the task instructions