

Physical Geography: Patterns, Processes, and Interactions

**University/College
Preparation (CGF3M)**

A Report on a Natural Hazard

The Task

Students were presented with the following scenario:

You are an expert on a particular natural hazard (e.g., earthquakes, hurricanes, landslides, shoreline erosion, flooding). Government officials in an area or country prone to this particular natural hazard have hired you to spend some time in the area investigating the hazard from a local perspective. The government officials require you to write a report providing background information about the hazard, advice on steps to be taken (both long-term and short-term) to prepare for a recurrence of the hazard, and advice on how to deal with the aftermath of a disaster.

Final Product

Each student was to submit a written report of approximately 750 words that included the following:

- a clear identification of the particular hazard and the location investigated;
- an identification and description of the mechanisms causing the hazard at this location;
- advice on preparation, both long-term and short-term, for a possible disaster;
- advice on the necessary steps to deal with the aftermath of a disaster;
- an evaluation of the impact of this hazard on the local people and their activities;

- a hand-drawn visual (e.g., graph, diagram, picture, cross-section, map) that supports and enhances the written report;
- a bibliography.

Note: The bibliography was not assessed as part of the exemplar task.

Expectations Addressed in the Exemplar Task

This task gave students the opportunity to demonstrate achievement of all or part of each of the following selected expectations from the Human-Environment Interactions, Global Connections, Understanding and Managing Change, and Methods of Geographic Inquiry strands.

Students will:

1. evaluate the impacts of natural systems on people and their activities;
2. identify and describe the mechanisms of change within the lithosphere, atmosphere, hydrosphere, and biosphere;
3. analyse local, regional, and global issues related to physical geography;
4. use written, oral, and visual communication skills to present the results of geographic inquiry and analysis effectively.

For information on the process used to prepare students for the task and on the materials and resources required, see the Teacher Package reproduced on pages 63–70 of this document.