

Approach: Station

Year: 8

Focus: Identifying and responding to community crises

Resources: Video recording on laptop computer, answer sheet



VIDEO SCRIPT:

TV Newsreader:

Good evening. It's now 9 o'clock at night in Los Angeles and America's second biggest city is under a dawn to dusk curfew. More than 16 hours after the earthquake struck, the city is still in shock, dazed and disrupted by its biggest quake in 20 years. Simon Mercep reports on Los Angeles' rude awakening.

Field reporter:

The quake hit at 4:31 in the morning, local time. It shook a city out of its dreams and into a nightmare. With the dawn the destruction was clear – homes destroyed, others still smouldering. Some had lucky escapes. Others weren't so fortunate. Many are still trapped. The death toll is still mounting.

Questions / instructions:

This activity uses the computer.

Click on the button that says **Earthquake Disaster**. The video will play.

The video showed a terrible earthquake. When an emergency like this happens, there are lots of problems.

1. Make a list of the biggest problems there would be. Then write down who would be the best people to help with the problems.

Main areas used in marking:

- harm to people
- damage to essential services
- ongoing risks (e.g. fire, disease, pollution)
- reconstruction needs

First problem – appropriateness of people to help:

fully	49 (44)
partially	19 (26)
any other response	32 (30)

Second problem – appropriateness of people to help:

fully	33 (33)
partially	27 (34)
any other response	40 (33)

Third problem – appropriateness of people to help:

fully	27 (27)
partially	22 (26)
any other response	51 (47)

Fourth problem – appropriateness of people to help:

fully	20 (16)
partially	17 (14)
any other response	63 (70)

Fifth problem – appropriateness of people to help:

fully	13 (9)
partially	9 (11)
any other response	78 (80)

% response
2005 ('01)
year 8

Sixth problem – appropriateness of people to help:

fully	7 (2)
partially	8 (5)
any other response	85 (93)

Seventh problem – appropriateness of people to help:

fully	6 (4)
partially	5 (2)
any other response	89 (94)

Identification of problems - overall

4 main areas	13 (16)
3 main areas	38 (40)
2 main areas	35 (32)
1 main area	12 (11)
0 main areas	2 (1)

Total score:	19–22	3 (2)
	16–18	7 (4)
	13–15	13 (16)
	10–12	20 (21)
	7–9	27 (29)
	4–6	21 (25)
	0–3	9 (3)

Commentary:

Whereas year 4 students worked on this task in teams, year 8 students worked individually. Just over 50 percent of year 8 students identified problems spanning at least three of the four main areas of problems but, in general, the students did not score very well in suggesting appropriate people to help address the problems. There was no meaningful change in performance between 2001 and 2005.