

Specification Information	Link to lesson
<p><b>AQA Unit 3 Plate Tectonics</b></p> <p>Seismicity case studies of recent (ideally within the last 30 years) seismic events should be undertaken from contrasting areas of the world. In each case, the following should be examined:</p> <ul style="list-style-type: none"> <li>• the nature of the seismic hazard</li> <li>• the impact of the event</li> <li>• management of the hazard and responses to the event.</li> </ul>	<p><b>Lesson 1</b> The tectonic hazard that puts vulnerable people in Haiti at risk.</p> <p><b>Lesson 1</b> A range of human factors can increase the hazard impact, including poor building design. Gender is also an important factor.</p> <p><b>Lesson 2</b> The way that NGOs approach disaster management (case study: Architecture for Humanity); how NGOs work with other players e.g. local businesses; Coping after the event: studying how one NGO approaches building reconstruction using open-source technology; the importance of employing local firms and using local materials</p>
<p><b>Edexcel Unit 1 – Global hazards</b></p> <ul style="list-style-type: none"> <li>• Disasters result when hydro-meteorological hazards (cyclones, droughts and floods); and geophysical hazards (earthquakes, volcanoes and landslides/avalanches) threaten the life and property of increasing numbers of the world's people (exploring the concepts, processes and terminology relating to natural hazards &amp; disasters).</li> <li>• The Risk of disaster grows as global Hazards and people's Vulnerability increases, while their Capacity to cope decreases. The disaster risk equation: Risk=(H x V) / C</li> <li>• Natural disasters are increasing because of a combination of physical and human factors including world poverty, rapid population growth and urbanization (examples of how natural and human activities are combining to cause increasing disaster scenarios).</li> <li>• Trends show that the number of people killed is falling, whereas the number affected, and the economic losses are escalating.</li> </ul>	<p><b>Lesson 1</b> The different types of natural hazard that vulnerable people in Haiti are at risk from.</p> <p><b>Lesson 1</b> The disaster equation and how it can be used.</p> <p><b>Lesson 1</b> A range of human factors can increase people's vulnerability, including poor building design. Gender is also an important factor.</p> <p><b>Lesson 1</b> Global hazard trends show that financial losses are escalating while the number of lives lost is falling across the globe.</p>

**Unit 3 - The technological fix?**

- Access to technology varies in different parts of the world and there is a contrast between those who can access new technology versus those who are left to suffer from environmental determinism. (Developing an appreciation of the consequences of access to technology, resulting in differences in lifestyle, wealth and security.)

**Unit 4 - Responses to tectonic hazards**

- The varying approaches of individuals and governments to coping with tectonic hazards in countries at different stages of development. (Exploring the range of approaches that exist in attempting to cope with tectonic hazards.)
- Specific strategies involved in adjustment: modifying loss burden, modifying the event and modifying human vulnerability; and the range of approaches and strategies used in locations at different stages of development. (Researching the different ways in which people attempt to cope, before, during and after events.)

**Lesson 2** A range of new technologies are available to help people plan their response to disasters. Online ‘open-source’ architectural designs are helping break down access barriers to technology.

**Lesson 2** The way that NGOs approach disaster management (case study: Architecture for Humanity); how NGOs work with other players e.g. local businesses

**Lesson 2** Coping after the event: studying how one NGO approaches building reconstruction using open-source technology; the importance of employing local firms and using local materials

**OCR Unit 3 - Earth Hazards**

Study of an earthquake to illustrate:

- scale and types of impacts (environmental, social and economic), together with the concept of primary (initial impacts – destruction, casualties, landslides, fires) and secondary impacts (including disease, infrastructure problems, resettlement);
- the human reaction in both the short term (emergency rescue) and long term (planning & management).

How can hazards be managed to reduce their impacts?

- There are various ways to manage or reduce the impacts of hazards.

The study of different approaches to managing earth hazards to illustrate:

- the management strategies used to reduce the possible impact of a hazard;
- the effectiveness of managing earth hazards.

**Lesson 1** The tectonic hazard that puts vulnerable people in Haiti at risk.

**Lesson 2** Coping after the event: studying how one NGO approaches building reconstruction in Haiti using open-source technology; the importance of employing local firms and using local materials

**Lesson 2** A range of new technologies are available to help people plan their response to disasters. Online ‘open-source’ architectural designs are helping break down access barriers to technology.

**Lesson 2** The way that NGOs approach disaster management (case study: Architecture for Humanity); how NGOs work with other players e.g. local businesses

<p><b>WJEC Unit 1 – Unit 1 Tectonic change</b></p> <p>What are the hazards associated with tectonic events?</p> <ul style="list-style-type: none"> <li>• Hazards associated with tectonic activity.</li> <li>• Demographic, economic and social impacts of tectonic hazards.</li> <li>• Local and regional impacts of tectonic hazards.</li> </ul> <p>How are tectonic hazards perceived and managed?</p> <ul style="list-style-type: none"> <li>• Different perceptions and awareness of tectonic hazards by groups with conflicting interests.</li> <li>• Strategies to manage tectonic hazards.</li> <li>• The effectiveness of management strategies.</li> </ul>	<p><b>Lesson 1</b> The tectonic hazard that puts vulnerable people in Haiti at risk.</p> <p><b>Lesson 1</b> The gendered impact of natural hazards on people in Asia</p> <p><b>Lesson 1</b> Global hazard trends show that financial impacts are escalating while the number of lives lost is falling across the globe.</p> <p><b>Lesson 2</b> Coping after the event: studying how one NGO approaches building reconstruction using open-source technology; the importance of employing local firms and using local materials.</p> <p><b>Lesson 2</b> The way that NGOs approach disaster management (case study: Architecture for Humanity); how NGOs work with other players e.g. local businesses</p>
<p><b>IB Diploma – P2 Hazards &amp; disasters Vulnerability</b></p> <ul style="list-style-type: none"> <li>• Discuss vulnerability as a function of demographic and socio-economic factors, and of a community’s preparedness and ability to deal with a hazard event when it occurs.</li> <li>• Explain the reasons for some sectors of a population being more vulnerable than others.</li> </ul> <p>Longer-term responses after an Event:</p> <ul style="list-style-type: none"> <li>• Describe the range of responses, at the community, national and international levels, during and after a hazard event or disaster.</li> <li>• Distinguish between rescue, rehabilitation and reconstruction responses.</li> </ul> <p>Explain how these responses are affected by individual and community perceptions.</p>	<p><b>Lesson 1</b> The disaster equation and how it can be used.</p> <p><b>Lesson 1</b> A range of human factors can increase people’s vulnerability, including poor building design. Gender is also an important factor.</p> <p><b>Lesson 1</b> The different types of natural hazard that vulnerable people in Haiti are at risk from.</p> <p><b>Lesson 2</b> Coping after the Haiti event: studying how one NGO approaches building reconstruction using open-source technology; the importance of employing local firms and using local materials</p> <p><b>Lesson 2</b> The way that NGOs approach disaster management (case study: Architecture for Humanity); how NGOs work with other players e.g. local businesses</p>

[Links to Lesson One](#)

[Links to Lesson Two](#)