

# How to read the Geography K–10 Syllabus — Audio description

## Slide 1

Slide title: ‘How to read the Geography K-10 Syllabus’ followed by the words ‘Implementing new curriculum’.

Narrator: This video helps you to understand how to read the Geography K–10 Syllabus.

At the top of the slide is the New South Wales Government logo with the words Education Public Schools. The footer states this is slide 1 of 5 slides and copyright is owned by the NSW Department of Education, 2016.

## Slide 2

Slide title: ‘Introduction’.

On the right-hand side of the screen is a picture of the syllabus page for the Stage 2 focus area The Earth's environment. The page includes the outcomes, key inquiry questions, content focus and content for this focus area.

Narrator: Each focus area of the syllabus specifies the outcomes, key inquiry questions, content focus and content to be addressed.

As the narrator names each heading on the syllabus page, the headings are highlighted.

Narrator: The content is divided into sections under content headings in bold.

## Slide 3

Slide title: ‘Overview’.

On the right side of the screen is an image of the syllabus page for the Stage 2 focus area The Earth's environment. The ‘Content’ heading is highlighted. On the left side of the slide are the words ‘Students investigate:’ followed by a large blue rectangle with the words ‘content dot points’.

Narrator: Each content heading is followed by at least one content dot point outlining what students are required to investigate.

As the narrator speaks, the dot point on the syllabus page is highlighted.

On the left of the slide, under the previous text, appears the word ‘…through:’ and a large blue rectangle stating ‘content dash points’. The dash points under the dot point for ‘Significance of environments’ are also highlighted

Narrator: The content dash points under the content dot points are intended learning. Students investigate the content dot points through the content dash points as they undertake one or more geographical inquiry.

On the left of the slide, the words ‘…so they can:’ and ‘outcomes’ in a large blue rectangle appear under the previous text. The outcomes on the syllabus page are also highlighted.

Narrator: Together, the dot points and dash points describe the scope of the content. Students investigate this content material so they can meet one or more of the stage outcomes.

## Slides 4–7

Four slides with the title: ‘Stage 2: The Earth’s environment – Significance of environments’ followed by ‘(1 of 4)’, ‘(2 of 4)’, ‘(3 of 4)’ and ‘(4 of 4)’ on each respective slide.

On the right-hand side of the screen is a picture of the syllabus page for the Stage 2 focus area The Earth's environment.

Narrator: Let’s look at a Stage 2 example. Our focus area here is the Earth’s environment and the content heading is Significance of environments.

At the same time the focus area and content heading on the syllabus page are highlighted.

Narrator: The one and only dot point here mandates that students investigate the importance of natural vegetation and natural resources to the environment, animals and people.

Simultaneously the words ‘Students investigate: content dot points’ appears on the left of the screen. ‘Content dot points’ is then replaced by the dot point for Significance of environments: the importance of natural vegetation and natural resources to the environment, animals and people, for example (ACHGK021, ACHGK022, ACHGK024).

Narrator: The intended learning dash points indicate that students investigate this content dot point through identification of types of natural vegetation, explanation of the importance of natural vegetation to animals and the functioning of the environment, and discussion of the importance of natural vegetation and natural resources to people.

As the narrator speaks, the words ‘…through: content dash points’ appear under the previous text on the screen, then ‘Content dash points’ is replaced by the dash points for Significance of environments as the narrator reads them: – identification of types of natural vegetation eg forests, grasslands, deserts; – explanation of the importance of natural vegetation to animals and the functioning of the environment eg provision of habitats, production of oxygen; – discussion of the importance of natural vegetation and natural resources to people eg provision of food, medicine, fuel, timbers, fibres, metals.

Narrator: All this is done so the students can meet the outcome GE2-2 and describe the ways people, places and environments interact.

At the same time the words ‘…so they can: outcomes’ appear under the previous text on the screen. ‘Outcomes’ is replaced by the outcome for The Earth’s environment that is read by the narrator: describe the ways people, places and environments interact GE2-2.

## Slides 8–11

Four slides with the title: ‘Stage 4: Landscapes and landforms – Landscapes and landforms’ followed by ‘(1 of 4)’, ‘(2 of 4)’, ‘(3 of 4)’ and ‘(4 of 4)’ on each respective slide.

On the right-hand side of the screen is a picture of the syllabus page for the Stage 4 focus area Landscapes and landforms.

Narrator: Narrator: Let’s turn to have a look at a Stage 4 example. Here the focus area is landscapes and landforms and the first content heading has the same name.

At the same time the focus area and content heading on the syllabus page are highlighted.

The syllabus page disappears from the screen.

Narrator: Again, there is only one dot point, which states that students are to investigate different landscapes and the geomorphic processes that create distinctive landforms.

Simultaneously the words ‘Students investigate: content dot points’ appears on the left of the screen. ‘Content dot points’ is then replaced by the dot point for Landscapes and landforms: different landscapes and the geomorphic processes that create distinctive landforms (ACHGK048, ACHGK050).

Narrator: The dash points indicate that students investigate this through identification of a variety of landscapes and landforms, explanation of geomorphic processes that create landforms, and examination of one landscape and its distinctive landforms.

As the narrator speaks, the words ‘…through: content dash points’ appear under the previous text on the screen, then ‘Content dash points’ is replaced by the dash points for Landscapes and landforms as the narrator reads them: – identification of a variety of landscapes and landforms;   
– explanation of geomorphic processes that create landforms eg weathering, erosion, deposition, tectonic activity; – examination of ONE landscape and its distinctive landforms.

Narrator: All this is done so that students can meet the outcome GE4-2 and describe processes and influences that form and transform places and environments.

At the same time the words ‘…so they can: outcomes’ appear under the previous text on the screen. ‘Outcomes’ is replaced by the outcome for Landscapes and landforms that is read by the narrator: describe processes and influences that form and transform places and environments GE4-2.

## Slide 12

Slide show end.