

## Evaluation: audience and purpose

(1) Progression	(2) Example	(3) These STUs/case studies make explicit reference to the thinking skill	(4) Opportunities where the STU could be used to develop the thinking skill	(5) Teaching required to move to the next step	(6) Possible teaching strategies
<p>Pupils create suitable material for a specific audience and purpose. They are able to explain why and how decisions made impact on both.</p> <p>The audience's needs should be tested by questionnaire and research to establish a clear sense of the audience that is being served.</p>	<p>The audience is similar, e.g. parent, headteacher, but the purpose for each audience might be different, thereby requiring structure to be developed for the audience to navigate the document, or different versions of the same information to be produced for different audiences.</p> <p>The presentation or website has hyperlinks and menus to take users to different parts of the presentation or site depending on their needs. The leaflet is structured in different ways depending on the intended use, for example a folded leaflet rather than a poster leaflet because of a need to mail or carry it.</p> <p>For example, to establish a clear sense of audience the product should be tested. Pupils will have evaluated previous products to check the style, navigation and content. They will use this information to create criteria to check the suitability of their own product.</p>	<p>7.1 The presentation to Year 7 pupils and to teachers would have menus and links to direct the different audiences (Lesson 1, activity 4).</p> <p>7.3 The leaflet is structured to meet the needs of pupils and parents and different uses.</p>	<p>7.1 Lesson 2, activities 2, 3.</p>		