

Evaluation: audience and purpose

<p>(1) Progression</p> <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>(2) Example</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. 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>(3) These STUs/case studies make explicit reference to the thinking skill.</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). 7.3 The leaflet is structured to meet the needs of pupils and parents and different uses. 8.1 Public information system: the final output is presented in different styles to appeal to different audiences. 8.5 Marketing solution. Structured leaflet supports ease of use for adults. Website enables access to parents and the community.</p>	<p>(4) Opportunities where the STU could be used to develop the thinking skill</p> <p>7.1 Lesson 2, activities 2, 3. 7.4 The headteacher report structure could use embedded files extracted from the working documents. The data input is essential to the presentation. 8.4 Produce criteria to evaluate the model. Produce links within criteria structure depending on the audience and purpose of the user of the criteria.</p>	<p>(5) Teaching required to move to the next step</p> <ul style="list-style-type: none"> Justification of the solution for the audience and purpose. Important to use a range of means – questionnaire, research, to test whether the target audience is happy with outcome – that their needs are met. Importance of efficiency in solution. Linking information from users to support solution. Annotation to show explicitly how account has been taken of the audience's expectations and needs. Developing criteria linked to users' needs. 	<p>(6) Possible teaching strategies</p> <ul style="list-style-type: none"> Modelling the process of changing the structure of a document to change the focus of its audience. Modelled writing to support justification of solution to match audience and purpose. Use range of forms and questionnaires to model ways of collecting audience responses. Use video sequence to get audience response from pupils. Draw out how to collect response to validate views. Teach different methods of integrating data – paste special, web queries, web collection forms, mail merge. Teach different annotation methods suitable for different software packages, e.g. comment boxes, callouts, notes in presentations.
--	---	---	--	---	--