

## Evaluation: audience and purpose

<p><b>(1) Progression</b></p> <p>Pupils are able to demonstrate a clear sense of <b>audience</b>, both individuals and communities, <b>and purpose</b>. They are able to articulate how different decisions will impact on both aspects. The audience's needs are part of the system development. The needs of the users are explicitly referenced with feedback from the user forming part of the testing and evaluation.</p>	<p><b>(2) Example</b></p> <p>For example, the user may be known and have fixed needs, or be external and require assumptions to be made based upon research and other evidence.</p>	<p><b>(3) These STUs/case studies make explicit reference to the thinking skill</b></p> <p>9.1 Solution of water ride presented to the park manager with links to specific sections of the solution. The solution is part of the initial scoping of the system development.</p> <p>9.2 Exchanging information to provide answers, including scoping the problem taking account of the audience and purpose in the solution. Documented decisions at all stages are linked to the solution.</p> <p>9.3 Marketing information is part of whole solution.</p>	<p><b>(4) Opportunities where the STU could be used to develop the thinking skill</b></p>	<p><b>(5) Teaching required to move to the next step</b></p> <ul style="list-style-type: none"> <li>• The audience and purpose are an integral part of the system development.</li> <li>• There is a match to the needs of the audience.</li> <li>• Commercial considerations are integral to the solution.</li> </ul>	<p><b>(6) Possible teaching strategies</b></p> <ul style="list-style-type: none"> <li>• Strategies to involve the end users in the development of the system.</li> <li>• Questioning techniques to ensure an accurate understanding between the user and developer.</li> <li>• Strategies for demonstrating to the user the impact of changes to ensure the most accurate solution.</li> </ul>
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