

Unit 37: Presentation Techniques for Broadcasting

Unit code:	H/600/6662
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to introduce learners to a range of presentation techniques in the broadcast media and to help them understand how these techniques affect meaning. Learners will develop their own presentation skills in order to achieve a specific style and will understand how the way they present information can affect the way that information is understood by an audience.

● Unit introduction

The purpose of many media products is to communicate information to an audience, but the way in which information is presented will affect the way the audience understands, or even wants to receive, that information. Depending on the context of the presentation, the same presentational technique might well have different effects. If a Radio 4 newsreader used slang during a news bulletin, it might well offend some of the audience. If the bulletin reader on Radio 1 did not use slang occasionally, the audience might be equally confused. Similarly, if a television news presenter wore a t-shirt and jeans, the audience would respond differently than if that presenter wore a formal suit, even though the information being delivered was the same.

The media is heavily reliant on presenters to communicate information whether on television, radio, video, online, through voice-overs or in person. Presenters are needed for a wide range of programmes, including news and current affairs, magazine and consumer programmes, documentaries, quiz shows, chat shows and, of course, for reading announcements in between programmes. They come from an equally wide range of backgrounds. Many are trained and experienced journalists, some previously actors or comedians, whilst others became experts in a particular field before becoming programme presenters. This is, therefore, not a job that new entrants to the industry are likely to find themselves doing and, though there are notable exceptions, for most it is a job to work towards and prepare for throughout the early years of a career. There are, however, numerous online agencies offering occasional work to would-be voice-over artists with little or no previous experience.

Presentation skills are also, of course, often an essential part of gaining employment in this very competitive industry. The skills developed through following this unit are, therefore, highly transferable, being important in, for example, pitching an idea to a client or giving a presentation as a candidate for a job in the media industry.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand presentation roles and techniques
- 2 Be able to research proposals for presentations
- 3 Be able to present in a specified role for a specified purpose
- 4 Be able to reflect upon own presentation.

Unit content

1 Understand presentation roles and techniques

Roles: eg news presenter, continuity announcer, broadcast journalist, magazine programme presenter, lifestyle programme presenter, documentary presenter, DJ, chat show host, game show host

Verbal techniques: use of language and phrase structure; breadth of vocabulary; phrasing; sentence structure; use of paragraphs; paraphrasing; illustrative language; use of quotations; consistency; catchphrases; accent; tone of voice; pace of delivery; timbre; appropriateness to audience

Visual techniques: dress and appearance; body language; physical gestures; movement; facial expressions; appropriateness to audience

Context: production institution; background (studio, location); target audience

2 Be able to research proposals for presentations

Research: identification of resources, eg books, internet, CD ROMs, other media; background information, eg biographies, agents, third party information, news coverage; time constraints

Proposals: suitability for medium; identification of style; audience; intended effect on the audience, eg educate, inform, entertain, impress; verbal and written proposals

3 Be able to present in a specified role for a specified purpose

Planning: preparation; pre-production documentation, eg scripts, storyboards, shooting scripts, cue sheets, schedules; selection of location; dress and appearance; props; appropriate equipment for recording (audio or audio-visual)

Presentation: rehearsal; recording

4 Be able to reflect upon own presentation

Sources of information: self-evaluation; comments from others, eg audience, peers, tutors

Process: research; preparation; rehearsal; recording; time management; teamwork

Own work: content; style; compared with original intentions; appropriateness to audience; technical qualities

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 demonstrate understanding of presentation roles and techniques	M1 demonstrate sound understanding of presentation roles and techniques with reference to detailed illustrative examples	D1 demonstrate thorough understanding of presentation roles and techniques with elucidated examples
P2 research proposals for presentations working within appropriate conventions and with some assistance [IE]	M2 research proposals for presentations competently showing some imagination and with only occasional assistance	D2 research proposals for presentations showing creativity and flair and working independently to professional expectations
P3 produce a presentation in a specified role for a specified purpose working within appropriate conventions [SM]	M3 produce a competent presentation in a specified role for a specified purpose showing some imagination	D3 produce a presentation in a specified role for a specified purpose to near-professional standards showing creativity and flair
P4 comment on own presentation work. [RL]	M4 explain own presentation work with reference to detailed illustrative examples.	D4 critically evaluate own presentation work in the context of professional practice with elucidated examples.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Learners will need to explore a range of presentations. The starting point could be group discussion in the classroom, but individual research should also be encouraged. This could lead to individual or group feedback on learners' findings. This might also form the starting point for the development of learners' own presentation skills. Learners should be encouraged to link their interpretations of presentations to the target audience and format used. The context of the presentation – whether it is from BBC 2 or Channel 5, Radio 1 or Classic FM – should also be explored.

Having explored a range of diverse presentations, learners could work in groups or individually to research, plan and produce their own presentations. Research will lead to proposals, and the proposals accepted for production will provide the specified role and purpose of learners' final recorded presentations. Whilst rehearsal and written drafts would form part of planning, practice presentations could be encouraged to enliven the process. Real-life scenarios would also aid motivation. A mock-up radio studio, television chat show or magazine programme would help to provide the vocational context for the work.

Learners' reflection on their own presentation work could begin with audience feedback, the audience being the employer, the client, the game show audience or readers. In order to reflect on their own performance, learners will benefit from recordings of their presentations. Another useful method of reflection could be peer discussions of the performance. However, these should be constructive with both strengths and weaknesses being identified.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the teaching and assessment of this unit.

Topics and suggested assignments and activities

Introduction to unit and unit assessment.

Classes on:

- the role of the presenter
- different presentation roles, purposes and techniques
 - ◇ television presentation (general)
 - ◇ television news reading
 - ◇ television reporter
 - ◇ radio presentation (general)
 - ◇ DJ and music programme presentation styles
 - ◇ radio news reading
 - ◇ scripting process for radio commercials
 - ◇ working to a client brief.

Topics and suggested assignments and activities

Visiting speakers:

- local radio producer or presenter
- local TV news reporter or producer.

Assignment 1 – Presentation Roles and Techniques

Learners have been commissioned to produce and present a 12-minute TV programme for children on the development of presentation styles from *Pathe News* to *Newsround*.

Working individually learners will:

- study the examples of presentation provided on a compilation CD
- script their programme (including voice-over commentary)
- record commentary
- edit programme to commentary.

Workshops on vocal techniques:

- use of language and phrase structure
- tone of voice
- descriptive language 'colour pieces'
- appropriateness to audiences.

Assignment 2 – Pilot

Stage 1 – Research

Working individually learners will:

- develop an idea for a presentation role in radio or TV
- produce a proposal for one idea
- discuss with tutor
- research material for programme
- source elements of production

Stage 2 – Production

- draft scripts and treatments
- discuss scripts with tutor
- redraft scripts
- plan production
- record presentation.

Assignment 3 – Production Team Debrief

Learners write a report evaluating the pilot in preparation for company management debrief.

Learners will:

- gather responses
- collate information
- write report
- meet with management.

Assessment

Evidence for assessment

Evidence for achievement of learning outcome 1 could be a verbal statement in written or oral form (such as a report, presentation, or a structured audio or audio-visual statement). Alternatively, it can be provided through the application of the relevant knowledge or techniques in a practical context (though this is more likely to be in relation to techniques than to roles). In the latter case, in order to achieve the merit grade learners will need to explain, with reference to specific aspects of their work or examples of what they have done, and why they have acted as they have. In order to achieve the distinction grade they will need to show precisely how this exemplification demonstrates the application of the concept or procedure, and will be able not only to explain but to justify their actions. Evidence for achievement of the two higher grades might be in the form of audio or audio-visual recordings of conversations between a tutor (or assessor) and the learner. If assessments are based on conversations recorded in writing (as witness or observation reports) care must be taken to ensure that at least 50 per cent of such assessments are subject to internal verification. Tutors should note that it is possible, of course, to combine verbal description of some elements of the content of learning outcome 1 with practical demonstration of others.

Evidence for achievement of learning outcome 2 would most likely be research notes feeding into formal proposals for presentations. Their research could be produced as a presentation to the class or tutor or in the form of an audio or video diary or as a PowerPoint presentation. Plans for the proposed presentations could take the form of formal scripts with timings and prompts. Cue cards and notes are also valid forms of supporting evidence.

Evidence for achievement of learning outcome 3 would be the learner's own individual presentation or individual presentations within a group project. For example, a news broadcast for television or radio produced for a production unit with learners taking on the roles of anchors and outside journalists.

Evidence for achievement of learning outcome 4 would most likely be in the form of a verbal statement in written or oral form (such as a report, presentation, or a structured audio or audio-visual statement).

Presentations must be recorded for the purposes of internal and external verification.

For some elements of this unit, and for some learners, a formal viva voce assessment might be appropriate. When more than one learner in a cohort is assessed in this way care must be taken to ensure that all learners are asked equivalent questions, and that all are given equal opportunities to expand or clarify their answers. Interviewers must also ensure that questions are not phrased in such a way as to provide or suggest an answer. Formal vivas should be recorded for the purposes of internal and external verification and at least 50 per cent of such assessments must be internally verified.

Application of grading criteria

When applying the grading criteria, tutors should follow the advice given below. Please note that any examples of evidence given here are indicative only. This advice is not exhaustive and the examples need not specifically be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

PI: learners will provide a correct accurate and relevant description of the roles that presenters can appear in, and of the techniques they employ. Whatever is being dealt with will be covered well though not absolutely completely. For example, the presentation techniques of a BBC news presenter will be described but will lack any discussion or comment. This may take the form of, 'He was dressed in a dark suit and tie, and he had a south-east accent. The language was formal and he was sitting behind a desk.' A broad target audience for this type of presentation will be identified. Similarly, a learner responding to a radio presentation might describe tone of voice, volume and accent. The presenter's vocabulary will be described in terms of types of words

used. Demonstration of techniques in a practical context will be limited to the simpler ones, and learners will be unable to explain why they are important, how they might affect a presentation or how they have applied them in their own work.

P2: learners will undertake basic research for a small number of possible presentations. Learners will have needed some assistance in their research. For example, a lot of their research will have been directed by their tutor or might have come from handouts. If they are in frequent need of help but fail to make positive use of it they should not be considered for a pass grade for this unit. Some of the research may not be relevant and there will be limited evidence of selection. Proposals will be produced but they will be basic and lack detail in terms of aims, delivery style and intended effects on their audience.

P3: planning will lack detail. For example, a proposed presentation will lack cue cards or timings. There will be limited time given to rehearsal and this will be reflected in the actual presentation. Learners will produce a presentation with reference to their target audiences, but it will be basic and lack diversity. For example, a radio presenter might use inappropriate language for either the format or intended audience. The tone of voice used may not match the content or will not vary. Mistakes will be apparent and may reflect under-rehearsal.

P2 and P3: in terms of the aesthetic or imaginative qualities of their work, learners will not move beyond the conventional, but the conventions applied will be appropriate to the form or genre within which they are working.

P4: learners will describe their practical work in terms that show a basic awareness of its suitability for the intended contexts and target audiences. They should be able to identify a small number of negative and positive aspects of the processes and outcomes, without necessarily making appropriate connections between decisions taken and outcomes produced. Comments on what they have done will be assertions that are not supported by evidence or exemplification.

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

M1: learners will talk about the techniques of presenters in such a way as to show how or why they are used, and will say what the purposes of different kinds of presenting roles are. Relevant examples will be given to support what is said, but learners will not elucidate these examples to show how they illustrate the points they support. With reference to a BBC television news presenter, a learner might explain in detail how the use of costume is just one part of an overall presentation technique that links with accent, tone of voice, body language and facial expression in order to give the impression of authority. Learners will explain how audiences respond to these techniques in terms of believing the message being delivered and might relate this, for example, to the social categorisation of the audience for this type of news bulletin. Similarly, in relation to the presentation techniques of a radio presenter, learners at this level will be able to comment in detail on the use of language, tone of voice, timbre, accent and the pace of the delivery. Demonstration of techniques in a practical context will be competent, and learners will be able to explain how a given technique creates a particular effect in a particular role, pointing to relevant instances of where they have used it in their work.

M2: learners will undertake careful research into a variety of possible presentations covering a range of formats. The research will be relevant and feed directly into the proposals. Learners will require limited assistance and will need only occasional support. The proposals will be detailed and will effectively address the intended style and format chosen.

M3: the production of the presentation will be approached methodically and with adequate preparation. There will be evidence of careful planning, ideas being worked out and presented neatly. Learners will produce a presentation which addresses the intended audience effectively, though there may be the

occasional inappropriate moment or errors in delivery. The presentation will be effective for its intended format and purpose.

M2 and M3: learners will still be working within recognisable generic conventions, but there will be some imaginative thought behind the work so that presentational skills and codes and conventions will be employed with some inventiveness.

M4: learners will explain the suitability of their practical work in terms that show a well-developed awareness of its intended contexts and target audiences. They should be able to identify a number of negative and positive aspects of the processes and outcomes, making some appropriate connections between decisions taken and outcomes produced. Learners will explain what they have tried to accomplish and how they have worked to try to achieve what they have set out to do. They will be able to explain decisions made and will be able to exemplify these explanations through relevant and detailed reference to their own work, though the examples they give will not be further elucidated.

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

D1: learners will demonstrate a thorough understanding of different presentation roles and techniques. Fuller and more extensive explanation, better application of examples, and provision of argument to support points made, plus the higher quality expression, will discriminate between this grade and the merit. For example, in discussing a BBC news presenter, learners will not only explain his presentation style but discuss wider implications, such as the class implications in the standard received pronunciation and the relationship of this to ideas of authority. Therefore, at distinction level, learners will be exploring ideological issues that surround presentation styles. Contextual issues, such as the institution producing the presentation will also be discussed. Audiences will be seen as more complex in the way they respond to presentational styles and there will be reference to different social groups. Learners will give thorough consideration to how specific techniques are used when engaged in practical work and will give detailed explanations of how and why they work, exemplifying these explanations with fully elucidated instances of where they have used them in their work.

D2: learners will undertake thorough research into a wide variety of possible presentations covering a range of formats. The research will be highly focused and feed directly into the proposals. The proposals will be approaching professional standards in terms of content and presentation. Learners will work independently demonstrating the kind of self-management skills that would be expected of them in a professional context. They will give their work full commitment, work positively and cooperatively with others, and meet deadlines where set.

D3: the style and the intended effect will be thoroughly planned and rehearsed and this will be reflected in the presentation, which will be of a technical quality that approaches near-professional standards, meeting the intended aims of the original proposals. This does not mean that learners have to achieve actual professional standards in their presentations, but that they are beginning to approach the professional standard and their work bears comparison with it. The presentation will be precisely targeted at the intended audience.

D2 and D3: learners will apply their technical skills not just with imagination but with ingenuity and even elegance, and codes and conventions will be used with occasionally surprising results.

D4: learners will make an accurate and critically objective assessment of their own achievement with detailed reference to elucidated examples taken from that work. They will be able to make critical comparisons of their own work with current or past practice in a relevant area (that is, the same style or format as they have worked in).

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3	Assignment 1 – Presentation Roles and Techniques	Learners have been commissioned to produce and present a 12-minute TV programme for children on the development of presentation styles from <i>Pathe News</i> to <i>Newsround</i> .	<ul style="list-style-type: none"> All study notes. Programme burned to CD.
P2, M2, D2	Assignment 2 – Pilot Stage 1 – Research	Working as a researcher for a production company developing a new show, learners must develop and produce a pilot version.	<ul style="list-style-type: none"> Research log. Proposal.
P3, M3, D3	Assignment 2 – Pilot Stage 2 – Production	As above.	<ul style="list-style-type: none"> Production log. Pre-production documentation. Recorded programme.
P4, M4, D4	Assignment 3 – Production Team Debrief	Production company management review the pilot.	<ul style="list-style-type: none"> All research notes (research log). Written report.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
Audio Production	Factual Programme Production Techniques for Radio
Factual Production for the Creative Media	Factual Programme Production Techniques for Television
Video Production	Interview Techniques for Creative Media Production
	News Production for Radio
	Social Action and Community Media Production
	Speech Package Production

There are opportunities to relate the work done for this unit to Skillset National Occupational Standards in Broadcast Journalism, Directors, Radio Content Creation and Sound as follows:

Broadcast Journalism

- B3 Originate and pitch ideas and gather information for news stories
- B10 Prepare for and conduct interviews
- B11 Write news scripts for audio and video

Directors

- D1 Investigate the viability of ideas for productions
- D4 Input into pre-production planning
- D9 Direct the contributors (documentary)

Radio Content Creation

- RC1 Work effectively in radio
- RC4 Contribute to the creative process in radio
- RC5 Originate and develop ideas for radio content
- RC10 Write for radio
- RC14 Record audio on location and in studio
- RC18 Select and brief radio contributors
- RC21 Produce speech content for radio
- RC27 Evaluate the success of radio programming and projects
- RC28 Use and develop the voice for radio
- RC29 Present a radio programme
- RC30 Prepare for and conduct radio interviews
- RC31 Comply with the law when working in radio
- RC32 Conduct yourself ethically when working in radio

Sound

- S2 Identify, devise and manage the sound requirements
- S11 Acquire sound using a microphone
- S14 Mix recorded sound
- S16 Make sound recordings
- S19 Document and store media
- S20 Edit sound.

Essential resources

Centres will need examples of presentations. This would include videos and DVDs of a range of television programmes such as documentaries, comedy and quiz programmes. Learners can listen to radio programming on the internet via 'Listen Now'. Podcasts also provide a useful range and variety of presentation styles and methods aimed at a range of audiences.

Presentations must be recorded. Centres will need video recording facilities with editing software such as Adobe Premier for PC or Final Cut Pro for Mac. Portable hard-disk audio recording equipment using SD cards and USB connection are ideal for recording radio presentations. The Zoom H4N is one example of such a recorder that is used in industry and easy for inexperienced learners to use whilst achieving professional sound quality.

Audio recording can be edited on Adobe Audition. Centres with budget considerations may download the free open-source Audacity.

Employer engagement and vocational contexts

Learners will benefit greatly from contact with industry practitioners such as radio presenters or local television news reporters.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – www.skillset.org/careers/.

Further general information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei/ – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

Baylis P, Freedman A, Procter N et al – *BTEC Level 3 National Creative Media Production, Student Book* (Pearson, 2010) ISBN 978-1846906725

Baylis P, Freedman A, Procter N et al – *BTEC Level 3 National Creative Media Production, Teaching Resource Pack* (Pearson, 2010) ISBN 978-1846907371

Beaman J – *Interviewing for Radio* (Routledge 2000) ISBN 978-0415229104

Beaman J – *Programme Making for Radio* (Routledge 2006) ISBN 978-0415365727

Boyd A – *Broadcast Journalism* (Focal Press, 2008) ISBN 978-0240810249

Chantler P and Stewart P – *Basic Radio Journalism* (Focal Press, 2003) ISBN 978-0240519265

Emm A – *Researching for Television and Radio* (Routledge 2001) ISBN 978-0415243889

Fleming C – *The Radio Handbook, 8th Edition* (Routledge, 2009) ISBN 978-0415445085

Gibson J – *Media 08: The Essential Guide to the Changing Media Landscape* (Guardian books, published annually) ISBN 978-0852650910

Kinnaird M – *Sounds Like a Good Idea* (Continuum, 2008) ISBN 978-1855394483

McInerney V – *Writing for Radio* (Manchester University Press, 2001) ISBN 978-0719058431

McLeish R – *Radio Production, 5th Edition* (Focal Press, 2005) ISBN 978-0240519728

Nisbett A – *Sound Studio, 7th Edition* (Focal Press, 2003) ISBN 978-0240519111

Rudin R and Ibbotson T – *Introduction to Journalism* (Focal Press, 2002) ISBN 978-0240516349

Spark D – *Investigative Reporting* (Focal Press, 1999) ISBN 978-0240515434

Starkey G – *Radio in Context* (Palgrave, 2004) ISBN 978-140390023X

Journals

Broadcast

Radio Magazine

Websites

www.bbc.co.uk/guidelines/editorialguidelines – BBC Producers' Guidelines

www.broadcastnow.co.uk – online magazine dedicated to news and features on broadcasting

www.mcps-prs-alliance.co.uk – music copyright licensing

www.ofcom.org.uk – the regulator of the radio industry

www.radioacademy.org – a site dedicated to senior industry figures and academics

www.theradiomagazine.co.uk/radiomag08/index.cfm – news from the radio industry – requires subscription

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	planning and carrying out research to identify sources for a programme involving presentation or to investigate presentation styles
Creative thinkers	generating ideas and exploring possibilities, and adapting ideas as circumstances change when producing a programme involving presentation
Reflective learners	reviewing progress, and acting on the outcomes, when engaged in the production of a programme involving presentation
Self-managers	organising time and resources, prioritising actions when responsible for preparing a presentation.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Team workers	collaborating with others to work towards common goals when taking a role within a programme involving presentation
Effective participators	acting as an advocate for views and beliefs that may differ from their own when presenting for a community radio station or TV programme.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching materials and resources for presentation pre-production
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	presenting reports on different presentation techniques
Manage information storage to enable efficient retrieval	using spreadsheets within production management
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	presenting presentation proposals, progress review of pre-production work
Bring together information to suit content and purpose	preparing research reports while compiling presentation pre-production
Present information in ways that are fit for purpose and audience	producing schedules, budgets for a presentation
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	planning schedules and budgets that fall within the resources available
Identify the situation or problem and the mathematical methods needed to tackle it	analysing costs for materials and resources
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	taking part in meetings and presenting research or presentation pre-production information to others
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching the techniques and conventions of presentation work
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing treatments, scripts, schedules, and reports on presentation techniques.