

Select and present information

TASK NUMBER, TASK DETAIL AND GRADING CRITERIA COVERED

Task 1

To support market research carried out by The Randall Group, you will need to find out as many *relevant* facts and statistics as you can.

- (a) Carry out a web search using the search term 'obesity statistics'.
- (b) Collate information about obesity from two *non-electronic* sources.
- (c) Present the information found in (a) and (b) – adhering to any relevant legislation – using ICT software appropriate to the information researched so that it is clear and can be understood easily.
- (d) Justify the presentation methods you used to manipulate the information that you researched.

Tasks 1a, 1b and 1c provide evidence for P4 and Task 1d provides evidence for M3.

Task 2

Your manager is pleased with the information you have prepared and has asked you to present it to three different audiences.

- (a) Using the information gathered in Task 1, prepare presentations for each of these audiences:
 - a meeting of parents and governors at a secondary school
 - the directors of Fabrizio's Pizzas
 - Randall's own graphic designers, who will then create informative but catchy publicity materials.

Each presentation should use a different format. At least one of your presentations should be in an electronic format and one in a non-electronic format.

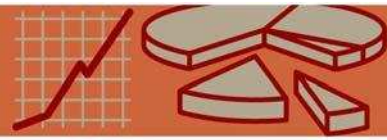
- (b) Present the information prepared in Task 2a for the three different audiences.
- (c) In a memorandum to your line manager, justify your reasons for selecting the three different methods of communicating and presenting information.
- (d) Assess the suitability of the three methods used for communicating and presenting information.

Task 2a provides evidence for P3, Task 2b provides evidence for P5, Task 2c provides evidence for M2 and Task 2d provides evidence for D2.

SAMPLE ANSWER

Task 1

This is a research-based task, guiding learners to source information and data from three different sources: the web using search criteria such as obesity, health, heart disease, healthy eating, Italian food, etc. and two paper-based searches using newspapers, magazines or company reports. All three sources should be acknowledged at the head of any information obtained from each source.



Original information should be presented, such as a page from a report or a table from some statistical document. Then learners should offer their manipulated information. This could be a chart derived from a table, or a series of averages or percentages calculated from the raw data which show trends. Alternatively, material from two sources could be synthesised into a composite piece to make a case.

To achieve the M3 grading criterion, learners will need to justify their reasons for manipulating the information in the formats used. This will depend on the outcome the learner wishes to achieve, such as a comparison table of two sets of data.

Task 2

Learners need to produce presentations in three different formats. Non-electronic means of communicating business information in this context include reports, poster displays, letters, charts, leaflets and booklets. Electronic formats include PowerPoint presentations, web pages and emails. In using three different formats, learners should ensure that at least one is an electronic format and one a non-electronic presentation. This provides evidence for P3 and learners should then be given the opportunity to make their presentations (to provide evidence for P5).

Task 2c (for M2) requires learners to draft a memorandum. The body of the memo should expand on the reasons for using different methods of presentation for each particular audience. These reasons would be acceptable:

- to acknowledge age and level of understanding
- to take account of technical knowledge
- to persuade
- to communicate detailed figures
- to inform
- to placate fears
- to stimulate interest.

For D2, learners should give a thoughtful assessment, based on what they have done in the assignment, of the suitability of their three chosen methods. For example, why might a detailed PowerPoint presentation *not* be suitable for an audience of parents and young children? Why might a written report be better for directors than a visual summary? An alternative approach could examine the issue from the point of view of accessibility. For example, why might a screen-based presentation not be suitable for some audiences? This, of course, has strong links with legal considerations.

GRADING COMMENTS

To achieve P3, P4 and P5, learners should show a basic competence in gathering, manipulating and communicating information for different purposes. Learners should also show presentation skills in giving information verbally and in writing.

To achieve M2 and M3, learners should show insight in analysing the reasons for using different communication methods, demonstrating and justifying presentation methods.

To achieve the D2 criterion, learners should be able to assess the suitability of the communication techniques used.