



Presentation

Level 1

Typically, pupils should show evidence of being able to:

- Access existing presentations the teacher has provided and take part in a teacher-led discussion about choosing information to include in their presentation, before selecting information, images and/or sounds from a folder the teacher has prepared. Explore basic features in the presentation software. (Explore)
- Create a basic presentation with the teacher's help. *This might include text, pictures and/or a voiceover the teacher has provided.* (Express)
- Know that digital methods can be used to communicate. (Exchange)
- Talk about their presentation, led by the teacher. (Evaluate)
- Show their presentation with the teacher's help. (Exhibit)

Level 2

Typically, pupils should show evidence of being able to:

- Choose information, images and/or sounds to include in their work. Carry out a series of instructions using the presentation software. (Explore)
- Create a basic presentation with the teacher's help. *This might include adding text, images, sounds and/or simple transitions to a presentation template.* (Express)
- Identify and talk about how to use different digital methods to communicate. (Exchange)
- Talk about how to improve their presentation, prompted by the teacher. (Evaluate)
- Save their presentation and/or show it to the class or group with the teacher's help. (Exhibit)

Level 3

Typically, pupils should show evidence of being able to:

- Research existing presentations and search for and choose information, images and/or sounds from given digital sources to edit and include in their presentation. Carry out and edit a series of instructions using the presentation software to make a sequence of slides or information. *This might include using the presentation software to try out what its tools and features can do. Based on this, they pick which tools and features to use when making their own presentation.* (Explore)
- Create a presentation. *This might include edited or self-created text and images combined with backgrounds, sounds and/or transitions, and using slide layouts and other basic tools and features of the presentation software.* (Express)



- Use a contemporary digital method to communicate or contribute to a supervised online activity. *This might include sending an email or making a post to a wiki, blog or discussion thread. The email or post might be to a teacher.* (Exchange)
- Make some modifications to improve their presentation. *This might include removing some text, changing font colour and size and/or adding or removing images.* (Evaluate)
- Save their presentation with a filename and/or show it to the class or group. (Exhibit)

Level 4

Typically, pupils should show evidence of being able to:

- Research and select information, images, sounds and/or moving images from a range of digital sources to edit and include in their work. Investigate and solve the problem set in the task brief. *This might include setting out plans or ideas in a storyboard.* (Explore)
- Create a multimedia presentation that demonstrates an awareness of the audience and purpose defined in the task brief. *This might include creating and formatting text and editing images to make them more suitable for the audience and purpose.* (Express)
- Use one or more contemporary digital methods to communicate, exchange and collaborate in supervised online activities. *This might include sending an email with an attachment or making several relevant posts to a wiki, blog or discussion forum.* (Exchange)
- Use appropriate ICT tools and features to improve their work. *This might include using the spellchecker and/or the slide master and documenting the improvements they made to their presentation.* (Evaluate)
- Save the presentation in a named folder or class e-portfolio. (Exhibit)

Level 5

Typically, pupils should show evidence of being able to:

- Research and select more relevant information, images, sounds and/or moving images from a range of digital sources to edit and include in their work. Investigate and solve the problem set in the task brief by selecting an appropriate presentation package and using a range of tools and features. (Explore)
- Create a multimedia presentation that combines a range of features to demonstrate a clear understanding of the audience and purpose defined in the task brief. *This might include enhancing the presentation for the audience and purpose by using more appropriate assets, editing images, embedding objects, using hyperlinks etc.* (Express)
- Use a range of contemporary digital methods to communicate, exchange and share their information and multimedia products, collaborating online with their peers. *This might include working online to create a collaborative presentation, or discussing, debating and/or negotiating online about which content to include in their individual presentations.* (Exchange)



- Use the 'plan, do, review' cycle to improve their work for the audience and purpose defined in the task brief. *This might include designing, drafting and refining their work to make it relevant for the audience and purpose defined in the task brief. They might also ask peers to test and give feedback on their presentation to generate suggestions for improvements.* (Evaluate)
- Organise, store and maintain the presentation and any associated files and/or materials in a personalised area to showcase learning digitally across the curriculum. (Exhibit)

Level 6

Typically, pupils should show evidence of being able to:

- Research and select more relevant information, images, sounds and/or moving images from a range of digital sources to include in their presentation for a specific audience and purpose, acknowledging or keeping a record of these where appropriate. Investigate a range of tools and features in the presentation software, taking account of the specific audience and purpose defined in the task brief. (Explore)
- Identify user requirements and plan, develop and test a multipage presentation that includes a range of more sophisticated features and has a consistent look and feel. *This might include features such as navigation buttons, master slides, speaker notes, sound and moving image files.* (Express)
- Use a range of contemporary digital methods to communicate, exchange and share their information and multimedia products, collaborating with peers, experts and end users. *This might include collaborating on the presentation with peers, for example sharing it in a discussion forum and allowing contributors to use collaborative features of the software, such as adding quality comments and justifications directly onto the presentation.* (Exchange)
- Justify the software application they chose to complete the presentation task, the alternatives they considered and the process they carried out in producing the publication. Justify how their presentation meets the requirements of specified audience and purpose. *This might include identifying and describing the development process and identifying key points where they made value judgements that enhanced the final version of the presentation.* (Evaluate)
- Organise, store and maintain their work in a personalised area to showcase learning digitally across the curriculum. (Exhibit)



Level 7

Typically, pupils should show evidence of being able to:

- Research, select and evaluate assets from a range of digital sources, found and created, discriminating between these for relevance, reliability and accuracy, justifying and referencing their sources. Select and justify the most appropriate package and features to use to meet the requirements of the end user defined in the task brief. *This might include researching and selecting other presentations and other assets and experimenting systematically with a range of layouts, deciding on the most appropriate to meet the target audience's expectations, using a development cycle to routinely test and adjust their prototype presentation, and justifying choices and decisions based on their original intentions, group discussions and feedback from end users.* (Explore)
- Set out clearly defined user requirements and plan, develop and test an original multipage presentation suitable for audience and purpose that includes a range of advanced features and assets that have been appropriately edited. *This might include inserting external hyperlinks, linking events to buttons and linking or embedding objects.* (Express)
- Exploit contemporary communication methods to exchange, share and collaborate on their developed ideas and information with peers, experts and end users, contributing to a collaborative global environment. *This might include uploading the presentation package to a blog to gather feedback from peers, experts and end users, acting on this in a discriminating way to further enhance the high quality and suitability of the product or information assembled for an end user defined in the task brief.* (Exchange)
- Identify, with increasing discernment, the end user's requirements and the presentation's purpose at the outset, and review systematically the final presentation against the requirements at the end of the process, clearly identifying which have been met and which have not. *This might include gathering end user feedback and making further refinements or setting out recommendations for improvement.* (Evaluate)
- Manage and present a logically structured digital bank of work to showcase learning across the curriculum, taking account of format, portability, size, copyright and versioning. *This might include backing up files to an alternative location, managing multiple versions and choosing appropriate formats and resolutions.* (Exhibit)

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety, including acceptable online behaviour.