

KA2 Workshop: Table-Based Information Document

60 minutes

ICT Specialism 1: Word processing

Outcome M1.U3.1

WHAT THIS LESSON DOES

You will complete your Key Assignment 2 by creating a document with tables presenting gathered information clearly. Edit and format it to professional standard, export as PDF, and reflect on the module.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M1.U3.1	Understand the concepts and associated risks of the internet and the World Wide Web.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Gather project-relevant information and present it in one or more clear tables
- Edit and format a table-centred document to best-practice standard
- Bank Specialism Module 1 Key Assignment 2 and complete Module 1 reflection

BEFORE THE BELL

- Prepare printed checklists for KA2 verification and a catch-up list for unfinished KA1/KA2 pairs and unfinished reflection polish.
- Display SM1 KA2 wording; prepare worked-example table document; list students still missing KA1 sign-off.
- Have the worked-example skeleton ready to project; one strong and one weak table sample if possible.
- Students need word processor access and their Project_Portfolio folder; sample data visible on board if helpful; demo PDF download then re-upload once.
- Be ready to demo right-align, PDF export, and re-upload into the cloud folder on both Word Online and Google Docs.
- Open SM1 KA1+KA2 verification checklist; plan circulation order; keep a catch-up list for unfinished dual sign-offs and unfinished reflection polish.
- Pick one or two students who banked strong KA2 tables to share one design choice that helped the reader, only if verification allows.
- Update KA tracker for SM1 KA1 and KA2; note any students needing a catch-up slot.

KA2 Workshop: Table-Based Information Document

HOW THE LESSON RUNS

5 min	introduction	Introduction
5 min	content	Key concepts
14 min	activity	Step-by-step task
3 min	content	Common issues
23 min	activity	Portfolio Build
5 min	content	Class share
5 min	summary	Lesson summary

TEACHING MOVES

- Demonstrate the first steps of the task on the classroom screen, including one PDF export and re-upload into the cloud folder.
- Say once that the phone-accessory sample shape also fits shift hours, contacts, or event schedules, only column labels change.
- Circulate during Portfolio Build with mid-point checks; do not treat it as silent self-paced work.
- Project the worked-example skeleton when covering key concepts; keep student reading light.
- Keep common issues brief unless students share blockers; stress practice PDF in 01_drafts versus KA2 pack in 04_evidence.
- Drop class share if verification is still busy.

WHAT TO WATCH FOR

- Cramped or uneven table columns: drag borders to fit labels and numbers on one line.
- Blank rows or unsourced data: ensure all information is real before banking.
- Skipping PDF export or leaving PDF only in Downloads: working file alone is not enough; PDF must sit beside it in the cloud evidence folder.
- Leaving the only copy as sm1_ka2_practice_table in 01_drafts instead of sm1_ka2_table_document.docx in 04_evidence.
- Over-formatting the table: restrained design reads as finished.

DIFFERENTIATION

- Support: offer a template with pre-set table structure for those needing guidance.
- Support: allow students who completed KA1 to assist peers on layout checks.
- Extension: second small table in the same visual family; re-export PDF into 04_evidence.