

KA1 Workshop: Coursework Document and Skills Explanation

60 minutes

ICT Specialism 1: Word processing

Outcome M1.U1.3

WHAT THIS LESSON DOES

In this lesson you complete a real LCA coursework document to professional standards using Module 1 features. You then write a skills explanation naming at least five features and their purposes. Both files form your KA1 evidence pack as editable documents plus finished PDFs.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
M1.U1.3	Apply different formats to documents to enhance them before printing, and show best practice in choosing the appropriate formatting options.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Identify a real LCA coursework document that needs production
- Apply appropriate Module 1 features, proof, edit, and export a finished PDF of the document
- Write a skills explanation naming at least five features and why each was used
- Bank Specialism Module 1 Key Assignment 1 evidence

BEFORE THE BELL

- Pre-confirm document name, source course, audience and Path A/B for as many students as possible so Monday is production time.
- Ensure students can open Project_Portfolio/09_specialism/sm1/04_evidence/ (create 04_evidence for anyone missing it, or bank in sm1 root only as a quiet fallback).
- Have a Path A/B micro-check tracker ready for circulating during independent practice.
- Have the SEC SM1 KA1 wording visible. Pre-confirm document name, source course, audience and Path A/B for as many students as possible. Prepare a shortlist of acceptable coursework types. Know who still needs a KA1 topic decided in the first five minutes.
- The five-row Work Experience model table is now in the student Key concepts text. Display it large on screen; do not paste sample rows into student files.
- Students need word-processor access and their Project Portfolio. Display both Microsoft 365 and Google Workspace paths if the class is mixed. Model table stays on screen from Key concepts, not in student files.
- Be ready to approve or redirect KA1 document choices quickly.
- Clipboard or tracker for Path A/B micro-checks. Printer optional; reliable PDF workflow required. Keep polish ticklist on teacher clipboard.
- Pick one or two strong Why cells during circulation ready to celebrate aloud.
- Note incomplete KA1 students for follow-up before or during the next lesson.

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HOW THE LESSON RUNS

5 min	introduction	Introduction
6 min	content	Key concepts
15 min	activity	Step-by-step task
4 min	content	Common issues
22 min	activity	Independent practice
3 min	content	Reflection
5 min	summary	Lesson summary

TEACHING MOVES

- Demonstrate opening 04_evidence, renaming the coursework file, creating the skills shell, and one PDF export path on screen.
- Bring the guided demonstration to a close once every student has the empty features table in place, because the five Why rows differ from document to document and belong in the students' own working time.
- Circulate during independent practice with Path A (five rows + both PDFs) vs Path B (three real rows; PDFs as ready) micro-checks.
- Keep polish as verify-or-punch-list on your clipboard, not another student prose wall.
- Keep reflection to a two-minute teacher-led show-call of one strong Why cell.

WHAT TO WATCH FOR

- Students may select a practice-only file without a real audience; remind them to choose a document another teacher or contact will use.
- Skills explanations may copy model table wording; require each row to point at the student's own coursework file.
- Incorrect file naming or folder location; insist on 04_evidence and the two exact KA1 filenames.
- Exporting PDF before real content is finished; re-export in Independent practice after rows are filled.
- Path B students inventing five features on an empty outline; three honest rows plus a finish plan is better.

DIFFERENTIATION

- Support: Pair students who lack a document with the teacher in the first five minutes to pick from the shortlist or finalise an existing Module 1 file.
- Support: Sit with students who struggle with the table while they insert it during the walkthrough, and help them word the first row aloud before they type it.
- Extension: Challenge early finishers to add a sixth design-choice row or improve coursework formatting further.
- If coursework polish cannot finish in-session, bank the skills explanation and diary the remaining polish before next lesson.