

## 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 | Insert and format tables, images and objects. |

### 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.

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### HOW THE LESSON RUNS

|               |              |                   |
|---------------|--------------|-------------------|
| <b>5 min</b>  | introduction | Introduction      |
| <b>5 min</b>  | content      | Key concepts      |
| <b>14 min</b> | activity     | Step-by-step task |
| <b>3 min</b>  | content      | Common issues     |
| <b>23 min</b> | activity     | Portfolio Build   |
| <b>5 min</b>  | content      | Class share       |
| <b>5 min</b>  | 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.