

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

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**Cambridge ICT Starters  
On Track**

Scheme of Work

4289  
Documents for a Purpose  
Stage 1 Module



UNIVERSITY *of* CAMBRIDGE  
International Examinations

## Introduction

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In this module, students are expanding their word processing skills and building on skills developed in Next Steps module Exploring Documents, so that they can create documents for many purposes. They are able to use the software to change the look of the text, add tables and amend the page layout, including the way images are displayed in the document. They also learn how to make changes to the document as a whole, including adjusting margins, adding page numbering or adjusting whether the page appears in landscape or portrait layout. They understand how to use the word processing software to edit a document to make it more suitable for its purpose.

### What is Assessed in This Module?

Students will demonstrate how to:

- create and format text which is suitable for a particular purpose
- adjust properties to allow graphics or other objects to fit well within the document
- insert a table into a document
- use advanced formatting features, like bullets or lists
- use page formatting options like page orientation and placing items in the header or footer
- adjust page formatting for a specific audience

### To Start This Module You Will Need

- any word or text processing software can be used for this module e.g. Microsoft Word or the word processor from AppleWorks
- a colour printer would be useful but it is not essential
- a supply of texts and lists to use in practice
- a supply of pictures/images or clipart to use in practice

### Underpinning Knowledge

Before commencing this module it is recommended that students know how to:

- save and retrieve work
- use a word processor to create accurate documents with a reasonable level of efficiency

Complements and extends Next Steps Module 'Exploring Documents'

### General Principles and Procedures

The following are further suggestions and considerations:

- good file management (e.g. naming and saving of documents) practice can be reinforced when lots of documents are being produced
- making students aware of the white space left on a page is a good way to start them thinking about page design and to encourage them to experiment with the layout of items on the page
- experimenting with the effect of different wrapping options on images is a good way to learn how to manage the white space more effectively
- students can copy prepared text into a document or work with prepared documents to reduce the time taken to type long passages of text. This is also a good way for teachers to include deliberate errors for the students to correct
- encourage students to treat some passages or parts of the text within a document differently, to add extra emphasis to important points
- encouraging students to use a range of proof reading skills: on screen, printed and using spell check
- encourage students to put their name in the header or footer of every document. This will help identify their work when printed

- writing and printing longer documents will help the students to realise the benefits of features like page numbering or adding their name to the header or footer of a document
- when working with images and tables in a document, it is useful to get the students to understand that text flow (wrapping) around an object is a property of the object not the text and that different objects can be treated in different ways depending on what they want to achieve
- if the students are able to practise creating a variety of documents which benefit from different page layouts and different text arrangements like bulleted lists or tables (instruction sheets, menus or programs or events, for example) this will help them understand the benefit of the new features they are learning
- students will be more likely to appreciate how to make a document appealing to a particular audience if they understand the needs of the audience they are given. For example, they will be able to understand easily how font size and colour could be altered to suit young children, whereas they might find it difficult to know how to make a document look 'professional'
- looking at different styles of books is a good way to compare and contrast the different techniques and also encourages the students to think of the different audience types.
- regular class discussions (and looking at the work of others) can be very useful in helping students to understand how to make a document good for different purposes and allow them to benefit from each others ideas
- encourage students to find both positive and negative aspects: 'I like the way x has spaced out the wording', 'I think y's font size is too small for young children to read'. Developing these discussions will also help students understand how to evaluate their own work

## Scheme of Work

Learning Objectives	Classroom Ideas	Resources	Notes
<b>Session Plan One</b>			
<ul style="list-style-type: none"> <li>• decide what makes a document suitable for its purpose</li> </ul>	<ul style="list-style-type: none"> <li>• student task: look at each of the items and decide for each item:               <ul style="list-style-type: none"> <li>- what is its intended audience and what is its purpose?</li> <li>- what formatting has been used? (How have they made the key points stand out?)</li> <li>- what arrangement on the page are they using to achieve good page design?</li> <li>- how have they used images or other objects to good effect?</li> </ul> </li> <li>• class discussion: draw out key points from analyses above and create a class 'Hot List' of things to remember for reference throughout this module</li> </ul>	<ul style="list-style-type: none"> <li>• selection of books, brochures, leaflets, all written for different audiences</li> </ul>	<ul style="list-style-type: none"> <li>• close analysis of a wide range of existing documents will help students develop an 'eye' for what makes documents work well for their purpose</li> <li>• giving students the opportunity to discuss their findings will allow students to benefit from each others strengths</li> </ul>

Learning Objectives	Classroom Ideas	Resources	Notes
<b>Session Plan Two</b>			
<ul style="list-style-type: none"> <li>alter text: font size, type, style and colour to suit an audience/purpose</li> </ul>	<ul style="list-style-type: none"> <li>student task:               <ul style="list-style-type: none"> <li>copy and paste lyrics into 3 separate documents (save as versions 1, 2 and 3)</li> <li>change the look of one document to suit very young children</li> <li>change the look of another version to make the lyrics suitable for an adult lyric book</li> <li>change the look of the third copy to make it suitable for an album cover ('arty')</li> </ul> </li> <li>sharing opportunity: students look at each others work and discuss which formatting options worked best. Pick best example for each target audience</li> </ul>	<ul style="list-style-type: none"> <li>word processing software</li> <li>selection of lyrics from students favourite songs or a selection of favourite poems. (song lyrics can be collected from the internet, but care should be taken that the language and text is suitable for the students to use)</li> </ul>	<ul style="list-style-type: none"> <li>allowing students to use a range of text formatting options at first, rather than requesting particular combinations will encourage them to be more experimental</li> <li>having several versions of one document encourages students to think of good file names</li> <li>encourage the use of the undo button to try out ideas</li> <li>encouraging students to explain how and why particular effects were used will help other students to learn from the good ideas of others</li> </ul>

Learning Objectives	Classroom Ideas	Resources	Notes
<b>Session Plan Three</b>			
<ul style="list-style-type: none"> <li>• arrange text</li> <li>• insert an image</li> <li>• wrap text around an image</li> </ul>	<ul style="list-style-type: none"> <li>• student task:</li> <li>• copy and paste each section of text into a new document</li> <li>• add an image to each document as follows:               <ul style="list-style-type: none"> <li>- <b>document 1</b> – make the text appear to the right of the image</li> <li>- <b>document 2</b> - make the image appear in the centre of the text</li> <li>- <b>document 3</b> – make the image appear behind the text</li> <li>- <b>document 4</b> – crop the image so that only half of it is displayed and so that the text is on the left of the image</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• word processing software</li> <li>• four short sections of text</li> <li>• four small images to go with text</li> </ul>	<ul style="list-style-type: none"> <li>• use right click (format image/image wrapping) to achieve the correct arrangement of the text and images</li> <li>• when working with images and tables in a document, it is useful to get the students to ensure that text flow (wrapping) around an object is a property of the object not the text and that different objects can be treated in different ways depending on what they want to achieve</li> </ul>

Learning Objectives	Classroom Ideas	Resources	Notes
<b>Session Plan Four</b>			
<ul style="list-style-type: none"> <li>• insert a table</li> <li>• format a table</li> <li>• change page orientation</li> <li>• insert page footer</li> </ul>	<ul style="list-style-type: none"> <li>• teacher demonstration: how to create tables.</li> <li>• students task: <ul style="list-style-type: none"> <li>- create a school timetable plan for yourself – make it fill the page. Save this document</li> <li>- change the page to landscape and rearrange the table (or create a new one) Save this document</li> <li>- select which document best suits your timetable and continue to develop this version by experimenting with the table borders, font size and alignment to create an interesting timetable for yourself</li> <li>- insert your name in the Footer of the document</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• word processing software</li> </ul>	<ul style="list-style-type: none"> <li>• encouraging students to make notes about new skills learned will help students to remember</li> <li>• allowing time for discussions at the end of sessions will allow students to reflect on new things learned and give them an opportunity to clarify areas of difficulty</li> </ul>

Learning Objectives	Classroom Ideas	Resources	Notes
<b>Session Plan Five</b>			
<ul style="list-style-type: none"> <li>• organise the layout of a document</li> <li>• change page size and orientation</li> <li>• use lists and bullet points</li> <li>• add header</li> <li>• add page numbering</li> </ul>	<ul style="list-style-type: none"> <li>• student task: create recipe cards: <ul style="list-style-type: none"> <li>- change the page size to A5 landscape</li> <li>- type the recipe text into the document</li> <li>- add the image</li> <li>- use bullet points, italics, tabs, titles and other formatting options to create a recipe which is clear and easy to read</li> <li>- insert a page break and continue to add a second recipe so that the formatting exactly matches the first page</li> <li>- insert the text 'Recipe Cards' into the Header and add page numbering</li> <li>- print, check and make any modifications required</li> <li>- print final draft</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• word processing software</li> <li>• selection of recipes</li> <li>• pictures to go with the recipes</li> </ul>	<ul style="list-style-type: none"> <li>• when special formatting and images are combined with page breaks, students can encounter problems such as trailing text and blank pages. Forcing this to happen with devised tasks helps them to watch out for this and to learn how to remedy it</li> <li>• students should learn how to handle longer documents with combinations of text and images and still be in control of where the page breaks arrive</li> <li>• encouraging students to print a final document once fully modified will often help them to spot further refinements, which were missed on screen</li> <li>• looking at the page count at the bottom left of the screen is a good way to keep a check on whether extra page breaks have occurred</li> </ul>

Learning Objectives	Classroom Ideas	Resources	Notes
<b>Session Plan Six</b>			
<ul style="list-style-type: none"> <li>• devise an evaluation method</li> <li>• write an evaluation for a document</li> <li>• practise skills by creating new documents for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• class discussion/task: devise an evaluation sheet to use with documents for a purpose. It could include things like: <ul style="list-style-type: none"> <li>- does it suit its audience?</li> <li>- does it suit its purpose?</li> <li>- what works/what doesn't?</li> <li>- best feature/worst feature</li> <li>- suggested improvements</li> </ul> </li> <li>• student tasks: <ul style="list-style-type: none"> <li>- complete an evaluation sheet for each others work</li> <li>- make any modifications to documents as a result of feedback</li> <li>- write an evaluation of your own document - explaining what about it makes it suitable for its purpose</li> </ul> </li> <li>• students practice by: creating other documents using the same process of refinement and evaluation at the end</li> </ul>	<ul style="list-style-type: none"> <li>• students completed documents from previous session (recipe cards)</li> <li>• range of new document ideas and accompanying resources for further practise</li> </ul>	<ul style="list-style-type: none"> <li>• during evaluations and feedback it is important that students see this as a positive process by allowing time for discussion and/or modifications to be made</li> <li>• writing down simple evaluation statements about the work of others will help students to do the same for their own work</li> <li>• encourage students to make positive comments as well as negative</li> <li>• avoid students giving marks, percentages or ticks as a means of evaluation</li> <li>• students will benefit from practise and by working on documents for many different purposes</li> </ul>

## Assessment Ideas

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To show how the Assessment Idea fully incorporates the Learning Objectives tested, the Assessment Idea is cross-referenced with the Learning Objective table below.

### Assessment Idea

To assess this module the students could create an information page, for example, about a country. The main content of the text could be saved and given to them as an unformatted text file (enough to fill more than 1 page) to copy and paste into their document. Some images and supplementary information to put in tables and lists should also be provided.

The information is for school children to understand about 'this country'.

Copy and paste the text into your document. Add the following extra paragraph at the end. (Teacher note: Provide extra paragraph of text). Proof read the document and correct any errors. Make changes to the appearance (formatting) of the text so that it better suits its purpose. (1) Add the images provided - at least one of the images should be surrounded by text. (2) After the first paragraph, insert a table showing these details (Teacher note: Include data for table). (3) Make any changes you need to make the document neat and fit for its purpose. Save this document as MyFirstDraft.doc (or print) (1, 2, 3) Add the following bulleted list to the start of the document (list of items to add). (4) Add page numbers to the document and type your name in the footer. (5) Change the page layout from portrait to landscape and rearrange the items within the document to suit this new layout. (5) Modify and change as you need to make this suit its purpose. Save this as MyFinalDraft.doc (or print) (4, 5) Write a few sentences (or explain) the choices you have made when creating your document, which make it suitable for its purpose. (6)

Stage 1 Module – Documents for a Purpose	
1	Create and format text which is suitable for a particular purpose
2	Adjust properties to allow graphics or other objects to fit well within the document
3	Insert table into document
4	Use advanced formatting features
5	Use page formatting options
6	Adjust page formatting for a specific audience

Teachers should retain the following evidence for moderation:

- copy of original text/assessment
- students printed or saved first draft
- students printed version of the final draft including students own evaluation of the finished document

## Resource List

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### Books

Title	Author	Publisher	ISDN	Year
Word Processing and Typing for Kids with Word	Chris Katsaropoulos	DDC Publishing	1562436236	1998
Learning Keyboarding and Word Processing for Kids	Chris Katsaropoulos	DDC Publishing	1562436260	1999
Click! : 101 Computer Activities and Art Projects for Kids and Grown-Ups	Lynne Bundesen	Simon & Schuster Books	0684832151	1997
Microsoft Word - Word Processing and Basic Desktop Publishing	Paul Gent	Blackhall Publishing	1842180371	2002
Crayons and Computers : Computer Art Activities for Kids Ages 4 to 8	Carol Sabbeth	Chicago Review Press	1556522894	1998
Basic Word Processing for Schools	P.M. Heathcote	Payne-Gallway Publishers	1903112001	1999
Basic Word Processing for Schools: Teacher's Book and Photocopiable Worksheets	P.M. Heathcote	Payne-Gallway Publishers	190311201X	1999

### Websites

Ask Eric Lesson Plans

[http://ericir.syr.edu/cgi-bin/lessons.cgi/Computer\\_Science](http://ericir.syr.edu/cgi-bin/lessons.cgi/Computer_Science)

Becta - Teacher Resource Exchange

<http://contribute.ngfl.gov.uk/>

TeacherNet Lesson Plans & Resources for combining graphics and text

<http://www.teachernet.gov.uk/index.cfm?page=406>

NEC Word Processing for Beginners

[http://www.nec.ac.uk/resources/product.tcl?product\\_id=572&category\\_id=467](http://www.nec.ac.uk/resources/product.tcl?product_id=572&category_id=467)

[http://www.nec.ac.uk/courses/product.tcl?product\\_id=844&category\\_id=507](http://www.nec.ac.uk/courses/product.tcl?product_id=844&category_id=507)

### CD Roms and Software

Title	Publisher	Link	Year
CD ROM ICT activities for key stage 3 English	Heinemann Educational Publishers	<a href="http://www.heinemann.co.uk">http://www.heinemann.co.uk</a>	2000
Write Away - Word processing Software	Black Cat Software	<a href="http://www.blackcatsoftware.com/catalog/products/writeaway.html">http://www.blackcatsoftware.com/catalog/products/writeaway.html</a>	
FreeText - word processing software	Kudlian Soft	<a href="http://www.kudlian.net">http://www.kudlian.net</a>	
Primary Writer - word processing software	Cambridge Learning	<a href="http://www.cambridgelearning.com">www.cambridgelearning.com</a>	
Textease 2000 - word processing software	Softase Ltd	<a href="http://www.textease.com/2000.htm">http://www.textease.com/2000.htm</a>	
Carlton Cards Creatacard Gold 5	The Learning Company	B000050YN1	
Creative Writer 2	Microsoft	<a href="http://www.microsoft.com/kids/creativewriter">http://www.microsoft.com/kids/creativewriter</a>	