

## RUBRIC – KS3 Computing – Introduction To Word Processing

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| <b>Subject curriculum intent:</b>                      | A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world. |
| <b>Intent for this topic:</b>                          | In this module students will learn how to create documents using MS Word. Students will learn how to use MS Word’s wide range of editing and formatting tools. Students will create documents linked to another area of their curriculum (i.e. English, math or history) in order to help them contextualize their use of Word.  |
| <b>Core vocabulary needed for this subject/topic:</b>  | Hardware, software, online, offline, e-safety, monitor, base unit, mouse, keyboard, laptop, tablet   |
| <b>Key vocabulary taught within this topic:</b>        | Copy, paste, tools, edit, search, manipulate, change, template, document, photo, image, video, charts, graphs, word processor, Office  |
| Cross Curricular Links: History, English, PHSCE, Maths |  |

This unit of work is linked **Article 13** of the UN Convention on the Rights of the Child.  
*“I have the right to find and share information”*

|  | PS 1-2   | PS 2-3   | PS 3-4   | PS 4-5  |
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| <b>Theme-What is a promotional campaign / introduction to Word</b> |  |  |  |   |
| <b>Subject specific knowledge</b>                                  | <p>Knows which software icon relates to Word:</p> <p>Can identify the following editing tools:</p> <p>Bold<br/>Underline<br/>Italic<br/>Font<br/>Font size<br/>Font colour</p> | <p>Is able to locate a file on the server / save file to a specific location.</p> <p>Is able to re-name documents</p> <p>Understands the concept of digital documents as opposed to non-digital. What are the benefits of digital documents?</p> <p>Knows which software icon relates to which piece of software.<br/><b>Word</b><br/><b>Publisher</b><br/><b>PowerPoint</b></p> | <p>Is able to locate a file on the server / save file to a specific location.</p> <p>Is able to re-name documents</p> <p>Understands the concept of digital documents as opposed to non-digital. What are the benefits of digital documents?</p> <p>Understands the concept of a political advertising/promotional campaign.</p> | <p>Is able to locate a file on the server / save file to a specific location.</p> <p>Is able to re-name documents</p> <p>Understands the concept of digital documents as opposed to non-digital. What are the benefits of digital documents?</p> <p>Understands the concept of digital documents as opposed to non-digital. What are the benefits of digital documents?</p> <p>Knows which software icon relates to which piece of software.<br/><b>Word</b><br/><b>Publisher</b></p> |

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|                                       |   | <p><b>Excel</b></p> <p>Can identify the following editing tools:</p> <p>Bold<br/>Underline<br/>Italic<br/>Font<br/>Font size<br/>Font colour<br/>Insert<br/>Shape fill<br/>Shape outline<br/>Shape effects<br/>Word Art<br/>Page orientation</p> <p>Understands the key elements of a document.</p> <p>Must include a heading.</p> <p>Make good use of space.</p> <p>Images have to be relevant and appropriately sized and positioned.</p> <p>Text has to be legible.</p> <p>Coherent content</p> <p>Appropriate use of colour.</p> <p>Grammar has to be correct.</p> | <p>Knows which software icon relates to which piece of software.</p> <p><b>Word</b><br/><b>Publisher</b><br/><b>PowerPoint</b><br/><b>Excel</b></p> <p>Can identify the following editing tools:</p> <p>Bold<br/>Underline<br/>Italic<br/>Font<br/>Font size<br/>Font colour<br/>Insert<br/>Shape fill<br/>Shape outline<br/>Shape effects<br/>Word Art<br/>Page orientation<br/>Edit page colour/borders<br/>Insert and edit shapes (sending shape to front and back)</p> <p>Understands the key elements of a document.</p> <p>Must include a heading.</p> <p>Make good use of space.</p> <p>Images have to be relevant and appropriately sized and positioned.</p> <p>Text has to be legible.</p> <p>Coherent content</p> <p>Appropriate use of colour.</p> <p>Grammar has to be correct.</p> | <p><b>PowerPoint</b></p> <p><b>Excel</b></p> <p>Can identify the following editing tools:</p> <p>Bold<br/>Underline<br/>Italic<br/>Font<br/>Font size<br/>Font colour<br/>Insert<br/>Shape fill<br/>Shape outline<br/>Shape effects (sending shape to front and back)<br/>Word Art<br/>Edit page colour/borders<br/>Insert and edit shapes<br/>Page orientation<br/>Insert / edit graphs and tables<br/>Wrap text etc<br/>Hyperlinks</p> <p>Understands the key elements of a document.</p> <p>Must include a heading.</p> <p>Make good use of space.</p> <p>Images have to be relevant and appropriately sized and positioned.</p> <p>Text has to be legible.</p> <p>Coherent content</p> <p>Appropriate use of colour.</p> <p>Grammar has to be correct.</p> |
| <p><b>Subject specific skills</b></p> | <p>Is able to follow a sequence of picture tutorials in order to access and use editing tools within Word.</p> <p>Is able to copy the layout of a series of Word documents (each document becomes gradually more sophisticated in its use of editing tools and general layout).</p> | <p>Is able to follow a sequence of picture tutorials in order to access and use editing tools within Word.</p> <p>Is able to copy the layout of a series of Word documents (each document becomes gradually more sophisticated in its use of editing tools and general layout).</p>  | <p>Is able to independently follow a set brief in order to create a document (inc above editing techniques).</p> <p>Is able to identify errors within a document layout and suggest corrections.</p> <p>Is able to identify editing techniques used within a</p>   | <p>Is able to independently follow a set brief in order to create a document (inc above editing techniques).</p> <p>Is able to identify errors within a document layout and suggest corrections.</p> <p>Is able to identify editing techniques used within a document (i.e. bold, underline etc).</p> <p>Is able to discuss what makes a successful document and why.</p> <p>Is able to discuss the benefits of a digital document.</p>  |

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|   |   | <p>Is able to identify errors within a document layout and suggest corrections.</p> <p>Is able to identify editing techniques used within a document (i.e. bold, underline etc).</p> | <p>document (i.e. bold, underline etc).</p> <p>Is able to discuss what makes a successful document and why.</p> <p>Is able to discuss the benefits of a digital document.</p> <p>Is able to discuss the different uses for the following software:<br/><b>Word</b><br/><b>Publisher</b><br/><b>Excel</b><br/><b>PowerPoint</b></p> | <p>Is able to discuss the different uses for the following software:<br/><b>Word</b><br/><b>Publisher</b><br/><b>Excel</b><br/><b>PowerPoint</b></p> <p>Is able to discuss the benefits of a digital document.</p> |
| <p><b>Personal development</b></p>  | <p><u><a href="#">Problem solving-</a></u><br/>Linked to resolving hard and software issues.</p> <p><u><a href="#">Communication skills-</a></u><br/>Asking appropriate questions and listening to responses when troubleshooting ICT issues.</p> <p><u><a href="#">Self-belief-</a></u><br/>Never giving up if unable to resolve the issues, continue to ask, listen and try different solutions.</p> <p><u><a href="#">Self-management-</a></u><br/>Linked to independent research tasks and selecting appropriate information.</p> |  |  |  |
| <p><b>Suggested activities</b></p> <ul style="list-style-type: none"> <li>-treasure hunts in order to locate tools within Word</li> <li>-matching software icons to appropriate activities</li> <li>-annotating documents and other digital literature to identify positives and negatives</li> <li>-copying pieces of shape art to practice use of the insert and formatting tools.</li> <li>-matching tools to edited work (i.e. italic tool to italicised text).</li> </ul>  |   |  |  |  |
| <p><b>Online resources</b></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zxb72hv/revision/1">https://www.bbc.co.uk/bitesize/guides/zxb72hv/revision/1</a></p> <p><a href="http://planeta42.com/it/hardware.html">http://planeta42.com/it/hardware.html</a></p> <p><a href="https://www.webopedia.com/Hardware">https://www.webopedia.com/Hardware</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zbhgixs/articles/z9myvcw">https://www.bbc.co.uk/bitesize/topics/zbhgixs/articles/z9myvcw</a></p> <p><a href="http://www.playkidsgames.com/games/computer/default.htm#">http://www.playkidsgames.com/games/computer/default.htm#</a></p> <p><a href="https://www.instructables.com/id/Introduction-to-hardware-Learn-the-basics/">https://www.instructables.com/id/Introduction-to-hardware-Learn-the-basics/</a></p> <p><a href="https://www.abcya.com/games/input_output">https://www.abcya.com/games/input_output</a></p> <p><a href="https://www.disklabs.com/how-mobile-phone-masts-work/">https://www.disklabs.com/how-mobile-phone-masts-work/</a></p> <p><a href="https://www.uswitch.com/broadband/guides/what-is-broadband/">https://www.uswitch.com/broadband/guides/what-is-broadband/</a></p> |   |  |  |  |
| <p><b>Evidencing Work</b></p> <p><b>All work / evidence sheets need to be printed off (where appropriate levelled in accordance with the rubric), students need to self assess and work needs to be put in student folders.</b></p>   |   |  |  |  |