

Documenting and packaging

80 minutes (2 periods)

The CBA: Putting the pieces together

Outcome 3.6

Outcome 3.5

WHAT THIS LESSON DOES

In this checkpoint lesson you will document your CBA project so it can be understood and assessed by others. You will honestly note any AI tool assistance, investigate ethical or legal issues, and organise your evidence into a clean package ready for marking.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
3.6	Document programs so others can understand them.
3.5	Investigate any ethical or legal issues their project raises.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Document your work so it can be understood and judged (LO 3.6)
- Note honestly where AI tools helped, ready to explain every part of the work as your own (LO 3.6)
- Investigate any ethical or legal issues in your project, and package the evidence cleanly (LO 3.5)

BEFORE THE BELL

- Prepare a Features of Quality checklist in plain language for display.
- Adopt or adapt the default package layout: Software project: /Surname_Firstname_CBA/ with 01_Overview.txt, 02_Project/ (main file or link at top), 03_Process/ (plan, tests, feedback), 04_AI_and_ethics.txt. Portfolio: same four sections as pages or clearly named files in that order. Main entry must open in one click from the overview.
- Prepare a simple progress board with must-do marked: Overview (must) / Plan (must) / Test note (must) / Names (if time) / Comments (if time) / Feedback (if time) / AI note (must) / Ethical note (must) / Package saved (must).
- Have sentence starters ready to display: Overview: "I made ___ for ___. To open it, ___." / "The main thing a marker should try first is ___." AI note: "AI helped me with ___. I checked or rewrote ___ myself." / "I did not use AI tools on this work." Ethical note: "One issue I considered was ___. I handled it by ___." / "No major ethical or legal issue applies because ___."
- Optional: a 20-second messy-vs-clean package screenshot to show the payoff of packaging.
- Features of Quality (student-friendly) ready to display; class AI ground rules visible; package layout on board; students need access to their saved CBA work; progress board ready
- Student-friendly Features of Quality checklist and default package layout ready to display; optional messy-vs-clean package screenshot
- Student devices with access to saved CBA work; progress board ready with must-do marked; package layout and overview sentence starters ready to display
- Class save location confirmed and reachable from student devices; progress board still visible with must-do marked; AI and ethical sentence starters ready

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HOW THE LESSON RUNS

3 min	introduction	Start
1 min	content	Must finish today
3 min	content	What good documentation looks like
2 min	content	Good enough looks like this
1 min	content	Two worked examples
4 min	activity	Open your project where you left it
22 min	content	Run it, write the overview, add your process evidence
6 min	content	If you have time
6 min	activity	Partner open-test
26 min	content	Honesty note, package and freeze
3 min	content	Make sense
2 min	content	Reflect
1 min	summary	What you covered

TEACHING MOVES

- Display the Features of Quality checklist and package layout on the board throughout the lesson.
- Begin hands-on with open-and-run so students start from their build. Use a short predict beat before they run ("what still works / what might break").
- Frame every doc task as unlocking a presentable moment: overview so a partner can open cold; package so a marker can judge fairly.
- Keep the neighbour overview share after the overview and the mid-point paired open-test fixed, not optional.
- Use the progress board with must-do versus nice-to-do so weaker or incomplete builds still hit a clear finish line, and so student on-screen text can stay short.
- Circulate during both hands-on blocks to provide individual support.
- Model how to write a clear overview using the worked example in step 2 if time allows.
- Facilitate a brief whole-class discussion at the end to share positive examples.

WHAT TO WATCH FOR

- Students write vague overviews that do not explain how to open the project; encourage rewriting with specific instructions and the sentence starters.
- Omitting the plan or the AI note; both are must-do. Remind students the plan belongs in the package in the first hands-on block.
- Poor file naming that does not reflect content; guide students to use descriptive names when time allows, without blocking the must-do package.
- Packages that only open on the author's machine path; always confirm the shared class location save.

DIFFERENTIATION

- Support: Provide these sentence starters for overview, AI note and ethical note: "I made ___ for ___. To open it, ___." / "The main thing a marker should try first is ___." / "AI helped me with ___. I checked or rewrote ___ myself." / "I did not use AI tools on this work." / "One issue I considered was ___. I handled it by ___." / "No major ethical or legal issue applies because ___."
- Extension: Add a one-page "how to judge this" guide for the marker, or a short testing log that shows more than one test cycle.
- Support: Keep the paired open-test and overview share so students who feel behind still get feedback without inventing finished features.