

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 to explain how they work
3.5	investigate any potential ethical or legal considerations which might be required by their chosen programming task(s)

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 short quality checklist in plain language for display: the work can be understood; decisions are explained; testing is evidenced; AI use is noted; ethical issues are considered.
- 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: the same four sections as pages or clearly named files in that order. The main entry must open in one click from the overview.
- Confirm the shared class location students will save their finished package to, and check they can all reach it.
- Have the 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-versus-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 quality checklist and the package layout on the board throughout the lesson.
- Begin the hands-on work with open-and-run so students start from their build, and ask for a quick prediction before they run it: what still works, and what might break.
- Frame every documentation task as unlocking a presentable moment: the overview so a partner can open the work cold, the package so a marker can judge it fairly.
- Run the neighbour share after the overview and the paired open-test at the mid-point with every student, not only with those who finish early, because both are where the feedback comes from.
- Use the progress board with must-do and nice-to-do marked so that weaker or incomplete builds still have a clear finish line.
- Circulate during both hands-on blocks to give individual support.
- If time allows, model a clear overview using the worked example in Two worked examples.
- Finish with a brief whole-class discussion sharing 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, when both are must-do. Remind students that the plan belongs in the package during the first hands-on block.
- Poor file naming that does not reflect content; guide students towards descriptive names when time allows, without letting it block the must-do package.
- Packages that only open on the author's machine path; always confirm the save to the shared class location.

DIFFERENTIATION

- Support: provide the sentence starters for the overview, the AI note and the 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 the overview share for students who feel behind, so they still get feedback on what exists without writing up features they never finished.