

# MYP Computer Technology Project: Year 5: Dangers of Technology

## Investigation

**! The lack of a design brief and design specification will lock you in a 1-2 level of achievement.**

Level	MYP Technology Criteria	Indicators			
		<i>Problem</i>	<i>Sources</i>	<i>Design Specs</i>	<i>Testing</i>
<b>1-2</b>	The student states the problem. The student investigates the problem, collecting information from sources. The student lists some specifications.	Identifies basic needs for your informational product (Design brief).	Shows two sources of information related to your topic.	Lists at least two design specs of your informational product.	
<b>3-4</b>	The student describes the problem, mentioning its relevance. The student investigates the problem, selecting and analysing information from some acknowledged sources. The student describes a test to evaluate the product/solution against the design specification.	Outlines why your informational product would be useful to your audience.	Shows and acknowledges more than 6 sources of information related to your topic. Bibliography must be included at the end of the project.	Lists at least 3 design specs relevant to your informational product.	Describes a way to test that the informational product contains the most significant design specs.
<b>5-6</b>	The student explains the problem, discussing its relevance. The student critically investigates the problem, evaluating information from a broad range of appropriate, acknowledged sources. The student describes detailed methods for appropriate testing to evaluate the product/solution against the design specification.	Explains in detail how your informational product would teach others (outside your intended audience) about your topic.	Shows and evaluates at least three different types of information sources related to both the mode and topic. Bibliography must be included at the end of the project.	Lists at least 4 detailed and relevant design specs of your informational product based on your research.	Explains a variety of appropriate and detailed ways to test all significant design specs.

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## Design

Level	MYP Technology Criteria	Indicators	
		<i>Design</i>	<i>Justification</i>
1-2	The student generates one design, and makes some attempt to justify this against the design specification.	Shows 1 original design or idea	Attempts to link design to design specs.
3-4	The student generates a few designs, justifying the choice of one design and fully evaluating this against the design specification.	Shows 3 or more relevant and original designs. The designs must be different modes.	Selects and justifies one design in terms of all the design specifications. One of the designs is clearly indicated and justified in terms of the design specifications.
5-6	The student generates a range of feasible designs, each evaluated against the design specification. The student justifies the chosen design and evaluates it fully and critically against the design specification.	Comment and explain 4 or more relevant and original designs. The designs must be different modes.	Evaluates all potential designs against design specs and then selects one. All designs are thoroughly analysed and evaluated against all aspects of the design specification.

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## Plan

Level	MYP Technology Criteria	Indicators	
		<i>Planning</i>	<i>Evaluation</i>
1-2	The student does not reach a standard described by any of the descriptors given below.	Shows some steps or resources needed to <b>create</b> the product.	
3-4	The student produces a plan that contains a number of logical steps that include resources and time. The student makes some attempt to evaluate the plan.	Shows several steps and resources needed to <b>create</b> the product (A Gantt chart is good for this)	Attempts to describe and evaluate the plan in terms of its strengths and weaknesses.
5-6	The student produces a plan that contains a number of detailed, logical steps that describe the use of resources and time. The student critically evaluates the plan and justifies any modifications to the design. specification. The student justifies the chosen design and evaluates it fully and critically against the design specification.	There is a clear description of the time and resources which are needed to carry out the plan. i.e. Gantt chart.	Evaluates and justifies any necessary changes to the original design specification in appropriate detail.

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## Creation

Level	MYP Technology Criteria	Indicators		
		<i>Product</i>	<i>Journal</i>	<i>Modifications</i>
1-2	The student considers the plan and creates at least part of a product/solution.	Produces part of a language informational product	Documents some stages of the plan.	
3-4	The student uses appropriate techniques and equipment. The student follows the plan and mentions any modifications made, resulting in a product/solution of good quality.	Produces an informational product that matches some of the design specs.	Documents most stages of the plan	Identifies some modifications to the plan (e.g. mistakes in time allocation).
5-6	The student competently uses appropriate techniques and equipment. The student follows the plan and justifies any modifications made, resulting in a product/solution of appropriate quality using the resources available.	Produces an informational product that matches most of the design specs.	Documents stages of the plan in sufficient detail to allow the help system to be made by someone else.	Justifies at least two non-trivial modifications to the plan or why there were none.

The journal is a documentation of the product creation process

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## Evaluation

Level	MYP Technology Criteria	Indicators		
		<i>Personal</i>	<i>Testing of Product</i>	<i>AoI</i>
1-2	The student evaluates the product/solution or his or her own performance. The student makes some attempt to test the product/solution.	Attempts to evaluate personal performance.	Attempts to evaluate product.	Identifies 2 links to Areas of Interaction
3-4	The student evaluates the product/solution and his or her own performance and suggests ways in which these could be improved. The student tests the product/solution to evaluate it against the design specification.	Evaluates personal performance and suggests improvements.	Implements the proposed testing stated in investigation and shows results of the testing.	Identifies 2 links to Areas of Interaction and justifies the links
5-6	The student evaluates the success of the product/solution in an objective manner based on the results of testing, and the views of the intended users. The student provides an evaluation of his or her own performance at each stage of the design cycle and suggests improvements. The student provides an appropriate evaluation of the impact of the product/solution on life, society and/or the environment.	Evaluates personal performance at each step of the design cycle and suggests improvements.	Evaluates the test methods and results and suggests improvements to the test methods.	Provides an evaluation of the impact of your informational product to the user community (local/global).

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## Criterion F: attitudes in technology

Maximum 6

This criterion refers to students' attitudes when working in technology. It focuses on an overall assessment of two aspects:

- \* personal engagement:
  - motivation
  - independence
  - general positive attitude
  - attention to deadlines
  - journal keeping
  - proactiveness seeking teacher and user feedback)
  
- \* attitudes towards cooperation and respect for others.

By their very nature these qualities are difficult to quantify and assess, and assessment should therefore take into account the context in which the unit of work was undertaken.

<i>Achievement level</i>	<i>Descriptor</i>
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student occasionally displays a satisfactory standard in one of the aspects listed above.
3-4	The student frequently displays a satisfactory standard in both of the aspects listed above.
5-6	The student consistently displays a satisfactory standard in both of the aspects listed above.