Criterion K: Assessing the Social Significance of the Product — 3 marks

- [ ] Have you considered the possible social effects of the product if it was available on a wider scale or to a wider audience?

Criterion L: The Product — 6 marks

- [ ] Is the product a solution for the need identified in criterion G?
- [ ] Is the product technically fully functional?
- [ ] Is the content accurate and complete?
- [ ] Is the product a comprehensive solution for a complex task?

Criterion M: The Log Book — 3 marks

- [ ] Was the log book started on the same day as the project?
- [ ] Does the log book contain regular, dated entries?
- [ ] Does the log book contain entries that cover the complete period of the project (analysing, planning, testing and evaluating)?
- [ ] Have you included a discussion of the informal testing and modification that you have carried out during the development phase?

K Assessing the Social Significance of the Product

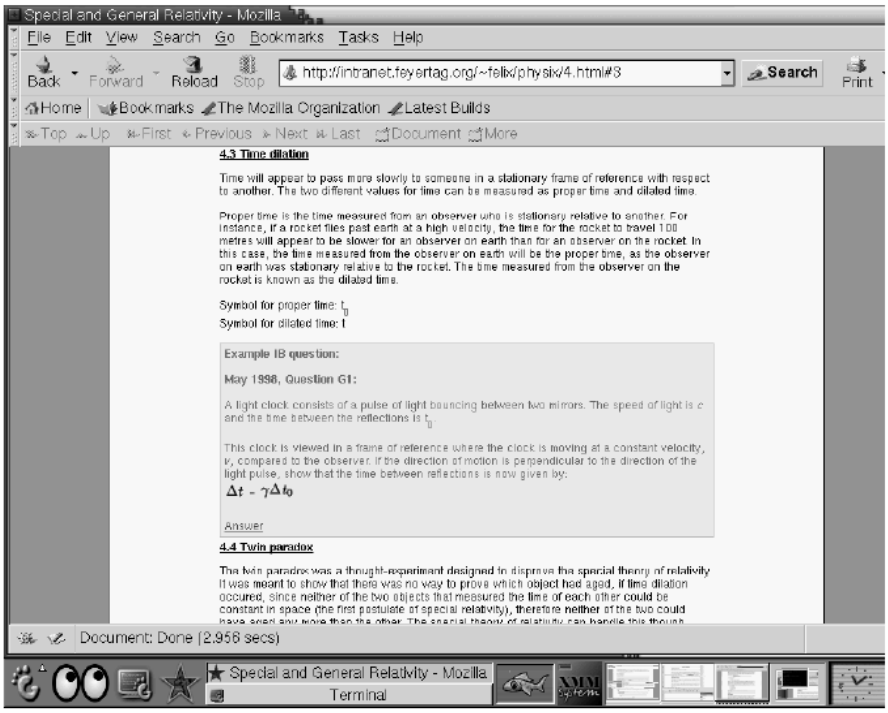
This project attempts to provide one example of how IB students across the world can communicate with one another about their studies. The idea behind it could be expanded so that, over time, other students could use the same framework and tools to create sites on other topics in the IB Physics syllabus (for a Physics net), and also other IB subjects. IB teachers could also be involved to check the quality of sites. A central organisation (e.g. the IB office or the ECIS) could coordinate a project involving many different schools, include quality controls and then advertise it to IB students around the world.

There are especially cultural (educational) and economic aspects to consider. In large schools there are plenty of opportunities for students to communicate about their work, but in many parts of the world there are small schools where students may be working alone, because there is no one else doing the course nearby. This project could get a global community of IB students sharing their ideas.

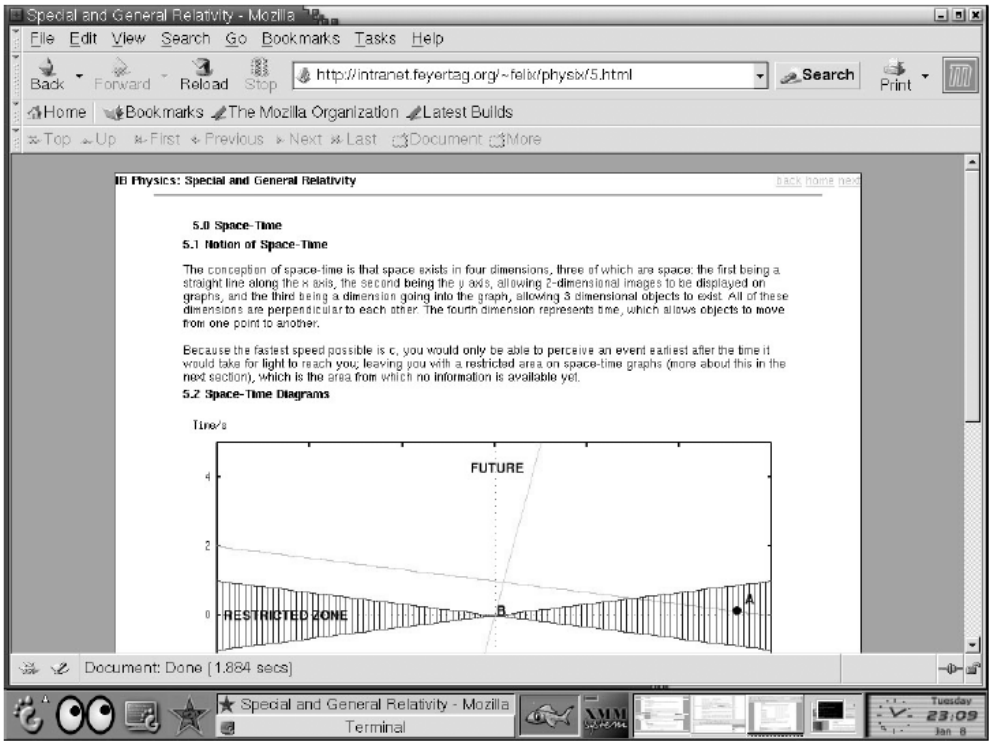
Compared with this, there are economic questions to think about. It is useful for an individual student (like myself) to make such a web site since it helps one's own understanding to write about a topic. If people write back this will help me too. This is one reason why people contribute their work freely over the internet. Schools could encourage more students to do this without it costing money by offering CAS credit. It would however cost money to control the quality and the technical side of the project - for example by teachers checking contributions. If this does not happen, a lot of rubbish could land on this 'IB net' since students could upload misleading information.

Appendix: Screenshots

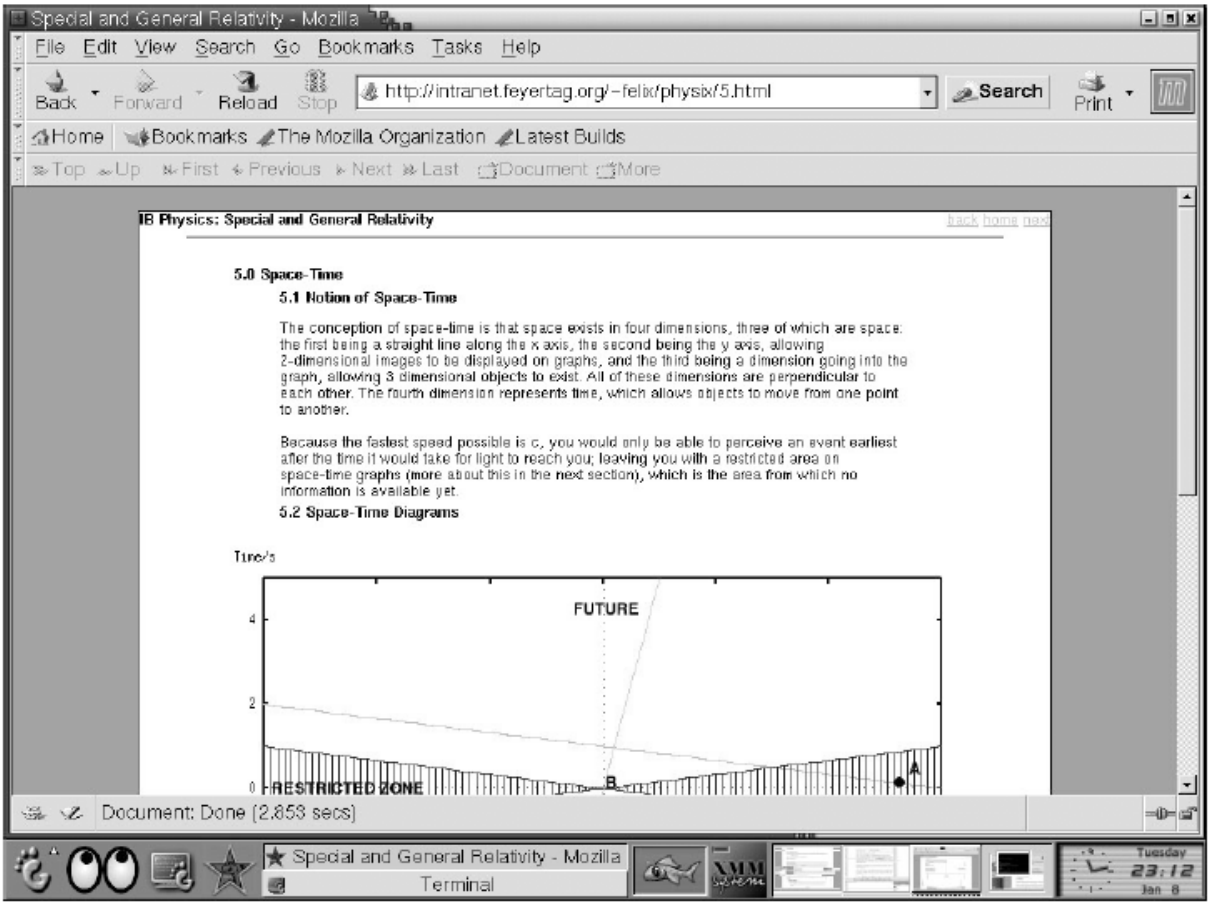
Screenshot 1



Screenshot 2: Before



Screenshot 3: After



Appendix

- questionnaires for testers
- before & after screenshots where you showed changing stuff after tester feedback
- screenshots of your final product
- **ANY** additional information that is referenced in another section