

Week 25

AP Computer Science Principles

Homework bundle for this week

本周作业合集

exercises.lol

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5. Impact of Computing

Starter Quiz · 课前小测

AP Computer Science Principles

Name: _____ Score: _____

1. A computing innovation is:
 - ☐ a new piece of software or hardware
 - ☐ a kind of syntax error
 - ☐ a data type
 - ☐ a loop
2. The digital divide is:
 - ☐ the gap between people with and without good access to computing
 - ☐ a type of network cable
 - ☐ a programming error
 - ☐ the speed of a CPU
3. Computing bias is:
 - ☐ unfairness built into a program, sometimes unintentionally
 - ☐ a fast algorithm
 - ☐ a type of hardware
 - ☐ always deliberate
4. Crowdsourcing gathers input, content, or money from:
 - ☐ a large group of people, usually online
 - ☐ a single expert
 - ☐ a computer alone
 - ☐ no one
5. Copyright gives a creator:
 - ☐ control over how their work is copied and used
 - ☐ a faster computer
 - ☐ free Internet
 - ☐ nothing
6. The same innovation can be beneficial to one group and harmful to another.
 - ☐ True ☐ False

7. Which factors shape the digital divide? (Select all that apply)

- ☐ income
- ☐ geography
- ☐ age
- ☐ the colour of the device

Tick every correct option.

8. Programs that learn from examples study their _____ data to find patterns.

9. Volunteers helping classify galaxies or count wildlife is an example of _____ science.

10. Effects an innovation's creators never planned are called unintended _____.

5. Impact of Computing

Answers · 答案

AP Computer Science Principles

1. a new piece of software or hardware

It can have both good and bad effects.

2. the gap between people with and without good access to computing

It includes fast, reliable, affordable connection, not just owning a device.

3. unfairness built into a program, sometimes unintentionally

It can treat some groups worse, even by accident.

4. a large group of people, usually online

The Internet enables it on a global scale.

5. control over how their work is copied and used

It is automatic legal ownership of the work.

6. True

A ride-share app helps riders but hurts taxi firms.

7. income; geography; age

Income, geography, and age all affect access.

8. training

Biased training data gives biased results.

9. citizen

Citizen science is a common form of crowdsourcing.

10. consequences

They can be good or bad, and appear as people use the tool.

5.1 Beneficial and Harmful Effects

Name: _____ Class: _____ Date: _____

Total: 8 marks

KEY WORDS computing innovation 计算创新 • unintended consequences 意外后果

Objective

Build the skills to answer exam questions on **beneficial and harmful effects**.

You must be able to:

- explain how a **computing innovation** 计算创新 can have both beneficial and harmful effects
- describe how a single effect may be **beneficial** to some and **harmful** to others
- explain how an innovation can have an impact **beyond its intended purpose**
- identify **unintended consequences** 意外后果

1 Worked examples

Study these first. Each one shows the method for a question type used later.

■ Both effects

Almost every computing innovation has **both** beneficial and harmful effects, and a single effect may be seen as **good by some** people and **bad by others**.

■ Beyond the intended purpose

An innovation can have an impact **beyond** what its designers intended — an **unintended consequence**.

■ Evaluating

Judge an innovation by **weighing** its benefits against its harms.

2 Practice

2.1 State why a computing innovation can be both beneficial and harmful. [1]

2.2 Give an example of an unintended consequence of a technology. [1]

2.3 State how you should evaluate a computing innovation. [1]

3 Exam-style questions

3.1 A single effect of a technology can be [1]

- **A** only good
- **B** only bad
- **C** good for some people and bad for others
- **D** neither good nor bad

3.2 An effect the designers did not intend is [1]

- **A** the main purpose
- **B** an unintended consequence
- **C** a syntax error
- **D** a protocol

3.3 Social media connects people but can also spread misinformation.

(a) State one benefit. [1]

(b) State one harm. [1]

(c) State how to judge it overall. [1]

Solutions

2.1 the same effect can help some people while harming others.

2.2 any reasonable example, e.g. smartphones enabling constant contact but also distraction/addiction.

2.3 weigh its benefits against its harms.

3.1 C.

3.2 B.

3.3 (a) it connects people across distances. (b) it can spread misinformation. (c) weigh the benefits against the harms.

5.2 Digital Divide

Name: _____ Class: _____ Date: _____

Total: 9 marks

KEY WORDS access 获取 • digital divide 数字鸿沟 • opportunities 机会 • equity 公平

Objective

Build the skills to answer exam questions on **the digital divide**.

You must be able to:

- explain how the **digital divide** 数字鸿沟 describes unequal **access** 获取 to computing and the Internet
- identify factors such as income, geography, and age
- describe how limited access affects **opportunities** 机会
- evaluate efforts to improve **equity** 公平 of access

1 Worked examples

Study these first. Each one shows the method for a question type used later.

■ The digital divide

The gap in **access** to computing and the Internet between different groups of people.

■ Factors

Shaped by **income**, **geography** (rural vs urban), and **age**, among others.

■ Effects and equity

Limited access reduces a person's **opportunities** in education and work. Decisions by governments and companies can **widen** or **narrow** the divide.

2 Practice

2.1 Define the digital divide.

[1]

2.2 Name two factors that shape the digital divide. [2]

2.3 State how limited Internet access can affect a person. [1]

3 Exam-style questions

3.1 The digital divide describes unequal [1]

- **A** prices
- **B** access to computing and the Internet
- **C** file sizes
- **D** network speeds only

3.2 Which of these factors shapes the digital divide? [1]

- **A** income
- **B** the weather
- **C** the programming language
- **D** the screen colour

3.3 A rural village has no reliable Internet access.

(a) State one effect on residents' opportunities. [1]

(b) Name one factor behind the divide here. [1]

(c) State one way to narrow it. [1]

Solutions

2.1 the unequal access to computing and the Internet across different groups.

2.2 any two of: income, geography, age.

2.3 it reduces their opportunities in education and work.

3.1 B.

3.2 A.

3.3 (a) fewer education or job opportunities. (b) geography (or income). (c) provide affordable access or build infrastructure.

5.3 Computing Bias

Name: _____ Class: _____ Date: _____ **Total: 8 marks**

KEY WORDS bias 偏见 • training data 训练数据 • computing bias 计算偏见

Objective

Build the skills to answer exam questions on **computing bias**.

You must be able to:

- explain how **computing bias** 计算偏见 can be built into a program, sometimes unknowingly
- describe how biased **training data** 训练数据 leads to unfair results
- identify how bias can **harm** particular groups
- propose ways developers can **reduce** bias

1 Worked examples

Study these first. Each one shows the method for a question type used later.

■ Computing bias

Bias can be **built into** a program, sometimes **without the developers realising** it.

■ Biased training data

If the **training data** used to build a program is biased, the program can produce **unfair** results that **harm** particular groups.

■ Reducing bias

Testing with **diverse** users and data helps reveal hidden bias, and developers can act on it during design and development to **reduce** it.

2 Practice

2.1 Define computing bias. [1]

2.2 State how biased training data causes unfair results. [1]

2.3 State one way developers can reduce bias. [1]

3 Exam-style questions

3.1 Computing bias can be built into a program [1]

- **A** always on purpose
- **B** sometimes without the developers' awareness
- **C** only by users
- **D** never

3.2 Testing with diverse users helps to [1]

- **A** add bias
- **B** reveal hidden bias
- **C** slow the program
- **D** compress data

3.3 A facial-recognition app works poorly for some groups of people.

(a) State a likely cause. [1]

(b) State one harm this could do. [1]

(c) State one way to reduce the bias. [1]

Solutions

2.1 unfairness built into a program, sometimes without the developers realising it.

2.2 the program learns the bias in the data and repeats it in its results.

2.3 test with diverse users and data (or review the training data).

3.1 B.

3.2 B.

3.3 (a) biased or unrepresentative training data. (b) unfair treatment of the affected groups. (c) test and train with more diverse data.

5.4 Crowdsourcing

Name: _____ Class: _____ Date: _____

Total: 8 marks

KEY WORDS crowdsourcing 众包 • citizen science 公民科学 • quality 质量 • encryption 加密

Objective

Build the skills to answer exam questions on **crowdsourcing**.

You must be able to:

- explain how **crowdsourcing** 众包 obtains input from a large group
- describe how the Internet **enables** crowdsourcing at scale
- identify examples such as **citizen science** 公民科学, reviews, and collaborative funding
- recognize challenges such as reliability and **quality** 质量 control

1 Worked examples

Study these first. Each one shows the method for a question type used later.

■ Crowdsourcing

Obtaining input, ideas, or content from a **large group of people**. The **Internet** enables it on a global scale.

■ Examples

Citizen science (the public helps classify data), product **reviews**, and collaborative **funding**.

■ Benefits and challenges

Benefits include **diverse contributions** and shared effort; challenges include the **reliability** and **quality control** of crowdsourced data.

2 Practice

2.1 Define crowdsourcing.

[1]

2.2 Give one example of crowdsourcing. [1]

2.3 State one challenge of crowdsourced data. [1]

3 Exam-style questions

3.1 Crowdsourcing obtains input from [1]

- **A** one expert
- **B** a large group of people
- **C** a single computer
- **D** no one

3.2 Crowdsourcing is enabled at a global scale by [1]

- **A** the Internet
- **B** encryption
- **C** a compiler
- **D** a single server

3.3 A science project asks the public to classify photos of galaxies.

(a) Name this practice. [1]

(b) State one benefit. [1]

(c) State one challenge. [1]

Solutions

2.1 obtaining input, ideas, or content from a large group of people.

2.2 any one of: citizen science, online reviews, crowdfunding.

2.3 the reliability or quality of the contributed data.

3.1 B.

3.2 A.

3.3 (a) citizen science (a form of crowdsourcing). (b) many diverse contributors share the effort. (c) ensuring the data is reliable and good quality.

5.5 Legal and Ethical Concerns

Name: _____ Class: _____ Date: _____ **Total: 9 marks**

KEY WORDS ethical 伦理 • creative commons 知识共享 • copyright 版权
• intellectual property 知识产权 • open-source 开源

Objective

Build the skills to answer exam questions on **legal and ethical concerns**.

You must be able to:

- explain how **intellectual property** 知识产权 and **copyright** 版权 protect a creator's work
- describe how a **Creative Commons** 知识共享 or open-source license grants permission
- identify **ethical** 伦理 concerns of collecting and using personal data
- explain the difference between using material **legally** and **ethically**

1 Worked examples

Study these first. Each one shows the method for a question type used later.

■ Protecting creative work

Copyright and **intellectual property** protect the work of a creator, so others cannot use it freely without permission.

■ Licenses

A **Creative Commons** or **open-source** license **grants permission** to use others' work under stated conditions (such as giving credit).

■ Legal vs ethical

Something can be **legal** but still raise **ethical** concerns (e.g. collecting personal data). Developers have responsibilities toward **privacy** and honest use of others' work.

2 Practice

2.1 State what copyright protects. [1]

2.2 State what a Creative Commons license does. [1]

2.3 State the difference between using material legally and using it ethically. [2]

3 Exam-style questions

3.1 Copyright protects the [1]

- **A** hardware
- **B** work of a creator
- **C** Internet itself
- **D** processor

3.2 A Creative Commons license [1]

- **A** blocks all use of a work
- **B** grants permission to use a work under conditions
- **C** deletes files
- **D** encrypts data

3.3 A student copies an image into a school project.

(a) Name what protects the original creator's work. [1]

(b) Name a license type that might permit reuse. [1]

(c) State one responsibility toward others' work. [1]

Solutions

2.1 the work of a creator (their original creative work).

2.2 it grants others permission to use the work under stated conditions.

2.3 legal use follows the law; ethical use also respects fairness, privacy, and honesty even where the law allows it.

3.1 B.

3.2 B.

3.3 (a) copyright (intellectual property). (b) a Creative Commons or open-source license. (c) credit the creator and respect the license terms.

5.6 Safe Computing

Name: _____ Class: _____ Date: _____ **Total: 49 marks**

KEY WORDS malware 恶意软件 • encryption 加密 • authentication 身份验证
• phishing 网络钓鱼 • multifactor authentication 多因素身份验证

Objective

Build the skills to answer exam questions on **safe computing** 安全计算: what personal data is collected, how it can be misused, how systems are protected, and how unauthorised access is actually gained.

You must be able to:

- say what **personally identifiable information (PII)** 个人身份信息 is, and give the benefits *and* the risks of putting it online
- explain how **aggregation** 聚合 turns harmless separate data into private knowledge
- describe **authentication** 身份验证 measures, including **multifactor authentication** 多因素身份验证
- explain how **encryption** 加密 protects data, and distinguish **symmetric** 对称 from **asymmetric** 非对称
- name and describe the routes to unauthorised access: phishing, keylogging, rogue access points, malicious links, unsolicited attachments, untrustworthy downloads
- distinguish a **computer virus** 计算机病毒 from **malware** 恶意软件 generally

1 Worked examples

Study these first. Each one shows the method for a question type used later.

■ **PII: the benefit and the risk are the same fact**

PII is any information that identifies, links to, relates to or describes an individual - a name, an address, an ID number, a fingerprint, a date of birth.

The exam almost always wants **both sides**, because the convenience and the danger come from the same stored data:

Benefit	Risk from the same data
stored card details make purchases quick	the same details enable identity theft
search history gives better suggestions	the same history is sold for targeted marketing
location data gives directions and recommendations	the same trail shows where you live and when you are out

Two further facts the exam tests directly: once information is online it is **difficult to delete**, and it can be used in ways never intended - an email is forwarded, a post is screenshotted, a photo outlives the account it was posted from.

■ Aggregation - the idea most answers miss

Disparate pieces of data, each harmless alone, can be **combined** to create knowledge the person never disclosed.

Example. Geolocation shows a house each night. Cookies show visits to a diabetes forum. A social post names an employer. Separately: three ordinary facts. Aggregated: home address, likely medical condition, and workplace - enough to stalk, to defraud, or to plan a crime.

When a question says “explain how this data could be misused”, **name a second source and combine them**. A single-source answer rarely earns full marks.

■ Protecting a system

- **Strong password** - easy for the user to remember, hard for someone who knows them to guess. Length and unpredictability, not just symbols.
- **Multifactor authentication (MFA)** - access is granted only after presenting **several separate pieces of evidence**, typically at least two steps. Each step is another layer an attacker must break, so a stolen password alone is no longer enough.
- **Antivirus / malware scanning** helps protect against infection.
- **Regular software updates** fix the errors and design flaws every real system has - the reason “install updates” is a security measure and not just maintenance.
- **Review app permissions**, because users can control what programs collect.

■ Encryption

Encryption encodes data to prevent unauthorised access; **decryption** decodes it.

- **Symmetric** - **one shared key** encrypts and decrypts. Fast, but the key itself has to reach the other person safely.
- **Asymmetric** - a **public/private key pair**. The public key encrypts, only the private key decrypts, so nothing secret has to be sent in advance.

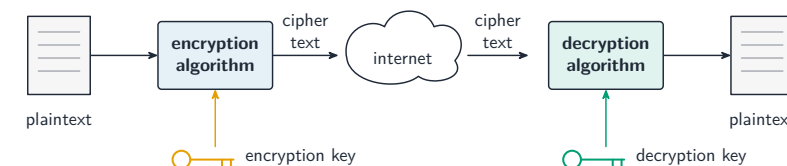
Certificate authorities issue digital certificates that validate who owns a public

key. Without them you could encrypt perfectly - to an impostor.

■ How access is actually gained

Route	What it does
Phishing	tricks a user into <i>handing over</i> information
Keylogging	records every keystroke , capturing passwords as they are typed
Rogue access point	a wireless access point giving unauthorised access to a secure network; data on public networks can be intercepted, analysed and modified
Malicious link	disguised in a page or an email
Unsolicited attachment	from an unknown sender or a known sender whose account was compromised
Untrustworthy download	free-ware and share-ware sites can carry malware

Virus vs malware. *Malware* is the whole category: software intended to damage a system or take partial control of it. A *virus* is one kind - it **copies itself** and often attaches to a legitimate program, running when that program runs.



2 Practice

2.1 State what PII is and give **three** examples.

[4]

2.2 For each item, give one benefit to the user and one privacy risk.

- (a) A shopping site storing your card details. [2]
- (b) A search engine keeping your search history. [2]
- (c) A map app recording your location. [2]

2.3 Explain what is meant by **aggregating** personal data, and give an example of private knowledge that could be deduced from two ordinary sources. [3]

2.4 Explain why “just delete the post” is not a complete answer to an online privacy problem. [2]

2.5 Describe **multifactor authentication** and explain why it protects an account whose password has already been stolen. [3]

2.6 State what makes a password strong, according to the course. [2]

2.7 Name the threat described in each case.

- (a) A program silently records every key the user presses. [1]
- (b) A wireless access point set up to give outsiders entry to a company network. [1]
- (c) An email appearing to be from a bank asks the user to confirm a password. [1]
- (d) A free video converter downloaded from an unknown site installs hidden software. [1]

2.8 State the difference between a **computer virus** and **malware**. [2]

2.9 Explain why regular software updates are a security measure, not just maintenance. [2]

3 Exam-style questions

3.1 PII stands for personally identifiable [1]

- A internet
- B information
- C interface
- D index

3.2 Encryption protects data by [1]

- A deleting it
- B encoding it so only authorized users can read it
- C compressing it
- D sorting it

3.3 Which best describes the role of a certificate authority? [1]

- **A** it encrypts the data before it is sent
- **B** it validates who owns an encryption key
- **C** it stores a copy of every private key
- **D** it scans downloads for malware

3.4 A user connects to free airport Wi-Fi and signs in to email. The network is a rogue access point. Which statement is correct? [1]

- **A** data on the network can be intercepted, analysed and modified
- **B** the data is safe because the login page loaded normally
- **C** only unencrypted attachments are at risk
- **D** a strong password prevents interception

3.5 A fitness app records each run: route, start time and duration. It offers to publish a weekly summary to the user's social media, and asks for permission to read the phone's contacts "to find friends". The user re-uses one password across the app, their email and their bank.

- (a) Identify **two** pieces of PII the app holds and state how each could be misused. [4]
- (b) Explain how combining the published run summaries with the user's social media posts could reveal information the user never chose to share. [3]
- (c) The user believes the contacts permission is harmless because they have nothing to hide. Give **two** reasons this reasoning is unsafe. [2]
- (d) The app's password database is stolen. Explain the specific consequence of the user's password re-use, and describe **two** measures that would have limited the damage. [5]
- (e) The app now encrypts all data sent to its servers. Explain what encryption does and does not protect against here, referring to at least one threat that remains. [3]

Solutions

2.1 information about an individual that identifies, links to, relates to or describes them; any three of: name, address, ID or passport number, date of birth, phone number, email address, fingerprint or other biometric, place of work.

2.2 (a) faster purchases with no re-typing; the stored details enable identity theft or fraudulent purchases if the store is breached. (b) more relevant results and suggestions; the history can be used for targeted marketing, or reveal interests the user never stated. (c) directions and local recommendations; the record shows where the user lives, works and when their home is empty.

2.3 aggregation is combining disparate pieces of data - each harmless alone - to create knowledge about an individual. Example: geolocation gives a home address and cookies from a health forum suggest a condition, so together they identify a specific person's likely medical condition, which neither source stated. Accept any two genuinely separate sources with a deduced conclusion.

2.4 once information is placed online it is difficult to delete - it may already have been forwarded, retweeted, screenshotted or copied by others, so the original's removal does not remove the copies.

2.5 MFA grants access only after the user presents several separate pieces of evidence, typically at least two steps; each step is an additional layer that must be broken; so a stolen password is only one factor and the attacker still cannot reach the account without the second.

2.6 it is easy for the user to remember but difficult for someone else to guess even knowing that user - so not a birthday, a pet's name or anything posted publicly.

2.7 (a) keylogging. (b) rogue access point. (c) phishing. (d) untrustworthy download / malware from freeware.

2.8 malware is the general category - software intended to damage a computing system or take partial control of its operation; a virus is one kind of malware that copies itself and often attaches to a legitimate program, running when that program runs.

2.9 every real-world system has errors or design flaws that can be exploited to compromise it; an update fixes those flaws, so an unpatched system stays exploitable by an attack that is already publicly known.

3.1 B.

3.2 B.

3.3 B. A certificate authority validates ownership of an encryption key, on a trust model. Without it, an attacker's key could be accepted as the recipient's.

3.4 A. Data sent over public networks can be intercepted, analysed **and modified**. A normal-looking page proves nothing, and a strong password does not stop interception of the traffic.

3.5 (a) any two of: **location/route data** - reveals home address and daily pattern, enabling stalking or a burglary timed to an absence; **timestamps** - show when the home

is regularly empty; **contacts** - allow phishing of friends from a trusted name; **name and account identity** - supports identity theft.

(b) each source alone is ordinary, but a run that starts and ends at the same point every morning identifies the home, while a social post names the employer or school; combined they give a named individual, a home address and a predictable time window - none of which the user posted.

(c) any two of: the data is not only about them - the contacts belong to other people who did not consent; data collected now can be used later in ways not intended, and cannot be deleted once shared; aggregation means harmless data becomes harmful in combination; a breach of the app exposes it regardless of the user's own conduct.

(d) the attacker now holds a working password for the **email and bank accounts as well**, because re-use means one breach compromises every account sharing that password; and the email account is the reset route for the others, so control of it can unlock accounts that used a different password. Measures - any two of: a unique password per account, so a breach is contained; multifactor authentication, so a stolen password is not sufficient; a password manager, which makes unique passwords practical.

(e) encryption encodes the data in transit and at rest so an interceptor cannot read it. It does **not** protect against threats that bypass it: a phishing message that gets the user to hand over the password, keylogging that captures it as it is typed, or malware on the device that reads the data after decryption; nor does it help once the attacker holds a valid credential, because the system then decrypts for them.