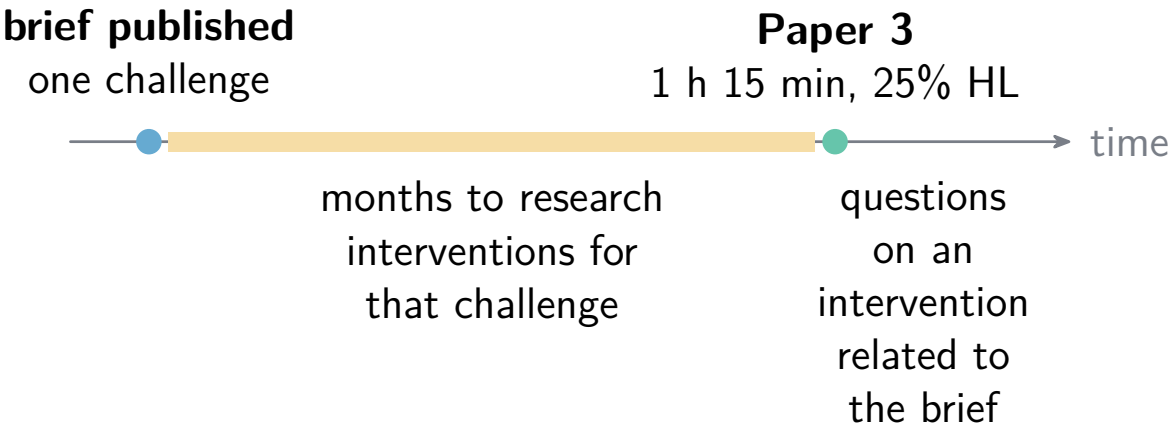
Exercise walk-through

4.1
HL challenges and interventions

International Baccalaureate · IB Diploma · Digital Society · HL

Figure: HL challenges and interventions



- Paper 3 starts months before the exam.
- Match each part of the diagram to the text.

Evaluating effectiveness

- **Effectiveness** : does it achieve its aim? What does the evidence show, and what can't it show?
- **Equity** : who gains and who loses? Is anyone left out or harmed more than others?
- **Acceptability** : do the people affected accept it? A limit people choose for themselves (such as a phone's focus mode) is usually more acceptable than one imposed on them.

Answering Paper 3

- 1.
- Before the exam, study the **pre-released brief**: the challenge, the people affected and real interventions related to it. 2.
- In the exam, read the intervention carefully: mechanism, actors, aims, evidence. 3.
- Use course concepts (power, values and ethics, systems) and other real-world examples you have studied. 4.

Exercises 2.1·2.3

2.1 Name the three HL extension challenges. [3]



2.2 What does each challenge ask, in one phrase each? [3]



2.3 Name the three parts of the intervention read. [3]



Exercises 2.1·2.3

2.1 Name the three HL extension challenges. [3]



2.1 Global well-being (1); governance and human rights (1); sustainable development (1).

2.2 What does each challenge ask, in one phrase each? [3]



2.2 Well-being: digital life against flourishing (1); governance: who rules the digital, against which rights (1); sustainability: can the digital future be sustained (energy, materials, access) (1).

2.3 Name the three parts of the intervention read. [3]



2.3 The mechanism it intervenes on (1); the actors (who acts, who is acted on) (1); the claimed change (1).

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Exercises 2.4·3.1

2.4 Name the two axes of the effectiveness evaluation. [2]



2.5 What must a verdict name, besides its judgement? [1]



3.1 *(Challenge style.)* The phone-locker policy is proposed for well-being reasons. Show how all three challenges appear in the one case. [3]



Exercises 2.4·3.1

2.4 Name the two axes of the effectiveness evaluation. [2]



2.4 Equity (1); acceptability (1).

2.5 What must a verdict name, besides its judgement? [1]



2.5 Its limits (1).

3.1 *(Challenge style.)* The phone-locker policy is proposed for well-being reasons. Show how all three challenges appear in the one case. [3]



3.1 Well-being: attention returned to the classroom is the policy's claim (1); governance: who decided, and by what right (the school rules the device the student owns) (1); sustainable development: lockers built while the phones still are (the challenge shifts, not shrinks) (1).

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Exercises 3.2·3.3

3.2 *(Read style.)* A brief claims focus mode returns attention to meals. Draft the intervention read. [4]



3.3 *(Verdict style.)* Weigh focus mode on both axes and deliver the verdict with its limits. [4]



Exercises 3.2·3.3

3.2 *(Read style.)* A brief claims focus mode returns attention to meals. Draft the intervention read. [4]



3.2 Mechanism: the notification layer silenced for six opted-in hours (2); actors: the company designs, the user opts in, the group-chat waits (the affected beyond the user) (1); claimed change: attention reclaimed at meals (the brief's prediction, not yet evidence) (1).

3.3 *(Verdict style.)* Weigh focus mode on both axes and deliver the verdict with its limits. [4]



3.3 Equity: gains concentrate on the disciplined; the always-reachable (caregivers, on-call staff) lose most, and were never asked (2); acceptability: chosen silence accepted, imposed silence resisted (2); verdict with limits: effective for self-chosen attention on one platform for one term, self-reported (any verdict naming the judgement and the limits).

Local review guidance: (R1) 3.1 shows the contest in one case; 3.2 reads mechanism, not mission; 3.3 names the limits with the verdict. Authored guidance.