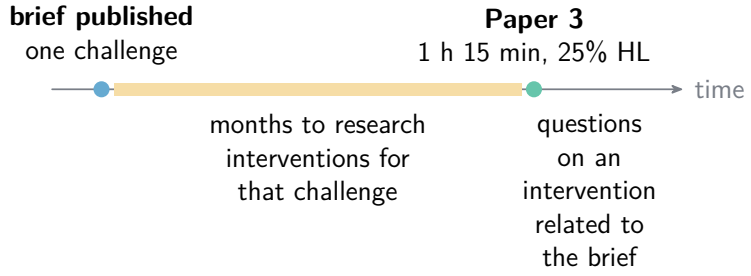
HL challenges and interventions

IB DP Digital Society HL challenges and interventions full package

HL challenges and interventions

- explain the three HL challenges: global **well-being**, **governance** and **human rights**, and sustainable development;
- read an intervention for its mechanism, actors, aims and evidence;
- evaluate an intervention's effectiveness, equity and acceptability;
- prepare for Paper 3 from a pre-released brief.

Figure: HL challenges and interventions

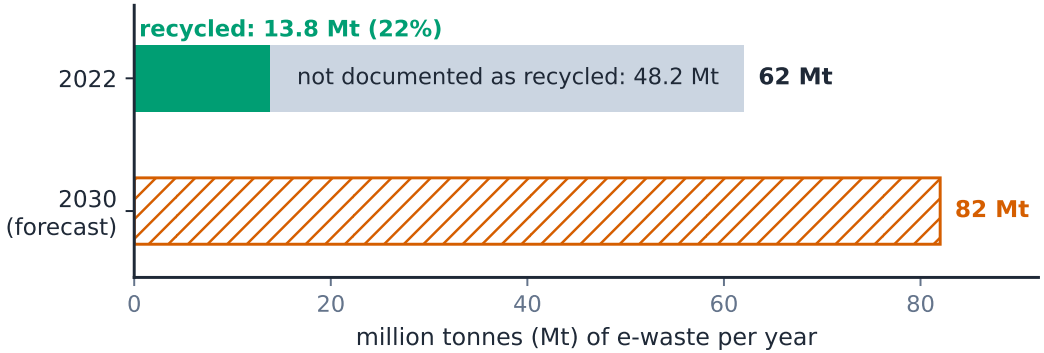


- Paper 3 starts months before the exam.
- Match each part of the diagram to the text.

The three challenges

- The European Union's **General Data Protection Regulation** (GDPR, 2018) gives people rights over their personal data, such as seeing what a company holds about them. Companies that break it can be fined up to 4% of their worldwide yearly turnover.
- China's **Personal Information Protection Law** (in force from November 2021) also requires consent to collect personal information, with stricter rules for sensitive information such as health data and children's data.

Figure: The three challenges



- **E-waste** is growing faster than recycling: most of it is not documented as recycled.
- Read the axes and units first.

Reading an intervention

- An intervention is a deliberate action on a challenge: a law, a change in a product's design, or a campaign.
- For any intervention, ask:
- A second example, from design: the EU now requires new phones sold there to use the same USB-C charging port (from the end of 2024), so that people need fewer chargers and produce less **e-waste**.

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.

Evaluating effectiveness (2)

- **Effectiveness**: companies reported much lower play time by registered minors; but some teenagers used adults' accounts, which the figures cannot see.
- **Equity**: the rule applies to every registered minor in the same way; but teenagers whose parents lend them accounts escape it, and young people who used games to stay in touch with friends lost more than others.
- **Acceptability**: high among many parents, lower among teenagers, who were not asked; acceptability differs between groups.

Evaluating effectiveness (3)

- Judgement: effective for most registered players, less effective for the heaviest gamers who find ways round it; a combination of the limit with family agreements and better game design might work better.
- Limits of the evaluation: the evidence comes mainly from the companies and the government; independent data is limited.

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.

Sources for this lesson

- International Baccalaureate, *Digital Society guide* (first assessment 2024), the **HL extension** and the specimen Paper 3.
- National Press and Publication Administration of China, notice on preventing minors' addiction to online games (30 August 2021).
- European Union, ***General Data Protection Regulation*** (Regulation 2016/679, in force 2018) and the common charger directive (Directive 2022/2380).

Sources for this lesson (2)

- Standing Committee of the National People's Congress, ***Personal Information Protection Law*** (in force 1 November 2021).
- C. P. Baldé and others, *Global **E-waste** Monitor 2024* (ITU and UNITAR, 2024).

Common errors

- Describing a challenge in general without a real intervention to evaluate.
- Judging an intervention only by its aim, not by the evidence of what it achieved.
- Treating **equity** as equality: a rule applied to everyone in the same way can still affect groups very differently.

Common errors (2)

- Assuming one view of **acceptability**; parents, teenagers, companies and governments may accept a rule to very different degrees.
- Trusting evidence without asking who produced it and what it cannot see.
- Ending without a judgement, its limits and a possible improvement.

Key terms

- **Challenge**: a large, lasting problem for digital society: global **well-being**, **governance** and **human rights**, or sustainable development.
- **Intervention**: a deliberate action on a challenge, such as a law, a design change or a campaign.
- **Governance**: who makes and enforces the rules, and how.

Key terms (2)

- **E-waste**: thrown-away electrical and electronic equipment.
- **Digital divide**: the gap between people who can and cannot use digital technology.
- **Equity**: fairness in who gains and who loses from an intervention.
- **Acceptability**: how far the people affected accept an intervention.

Check yourself

- 1.
- Name the three HL challenges, with one real example of each. 2.
- What can a company be fined for breaking the GDPR? 3.
- Give the mechanism, the actors and the aim of China's 2021 gaming rule. 4.