2.1 Networks, media and automation

Name: _____ Class: _____ Date: _____ **Total: 25 marks**

KEY WORDS media • artificial intelligence

Networks, media and automation

Objective

Supported preparation: Situate digital cases across the content areas and contexts; Read sources by claim, perspective and provenance. This is original rehearsal, not completion of the assessed task.

1 Key knowledge and worked examples

Content toolkit. Computers (substrate with limits); networks and the internet (layers, each a choke point whose owner sets rules); media (creation, distribution, participation; the feed ranked, not chronological); AI (delegated decision); robots and autonomous technologies (delegated action). Seven contexts situate every case. Sources read three ways: claim, perspective, provenance; diverse means genuinely different. Worked: the class-news feed; the essay-feedback classifier.

2 Practice

2.1 Name the five content areas this topic covers. [5]

2.2 What does each network layer decide, in one phrase? [2]

2.3 What is delegated by AI, and what more by robots? [2]

2.4 Name the three ways every source is read. [3]

2.5 What does a ranked feed reward, and what does it not reward? [2]

3 Exam-style questions

3.1 *(Layer style.)* A school blocks one video platform on its network. Explain the action through the choke-point idea, and name one context that sharpens the question. [4]

3.2 *(Delegation style.)* The essay classifier flags one student's drafts as weak all term. Read the delegation through one content area and one context. [4]

3.3 *(Source style.)* Weigh the platform's claim that ranking serves relevance against the student creator's testimony. [3]

Solutions

2.1 Computers (1); networks and the internet (1); media (1); artificial intelligence (1); robots and autonomous technologies (1).

2.2 Its owner decides its rules (1); the layer is a choke point (who controls it controls what passes) (1).

2.3 AI delegates decision (the judgement moved elsewhere) (1); robots add delegated action (the doing moved too) (1).

2.4 Claim (1); perspective (1); provenance (1).

2.5 Engagement (1); not accuracy (1).

3.1 The block acts at a network choke point: the school owns the layer the traffic must cross, so it sets that layer's rules (2); context: the social context (what the school community may share) or the political context (who governs speech in institutions) sharpens the question (2).

3.2 Content area: AI, delegated decision: the judgement about writing quality moved from teacher to classifier (2); context: human knowledge (what counts as good writing) or social (who gets encouraged): the same flag means different things per context (2).

3.3 The platform's claim (ranking serves relevance) comes from the seller of attention, whose perspective benefits from the ranking story (1); the creator's testimony (the meme travelled furthest) is participant-observed, credible on reach but not on mechanism (1); weighing: the two agree that engagement drives distribution, so relevance is at best half the story (1).

Local review guidance: (R1) 3.1 argues the layer, not the opinion; 3.2 names the delegation moved; 3.3 weighs rather than stacks. Authored guidance.