Exercise walk-through

1.3
Paper 1 skills: concepts, content and contexts

International Baccalaureate · IB Diploma · Digital Society · SL

Figure: Focusing an inquiry



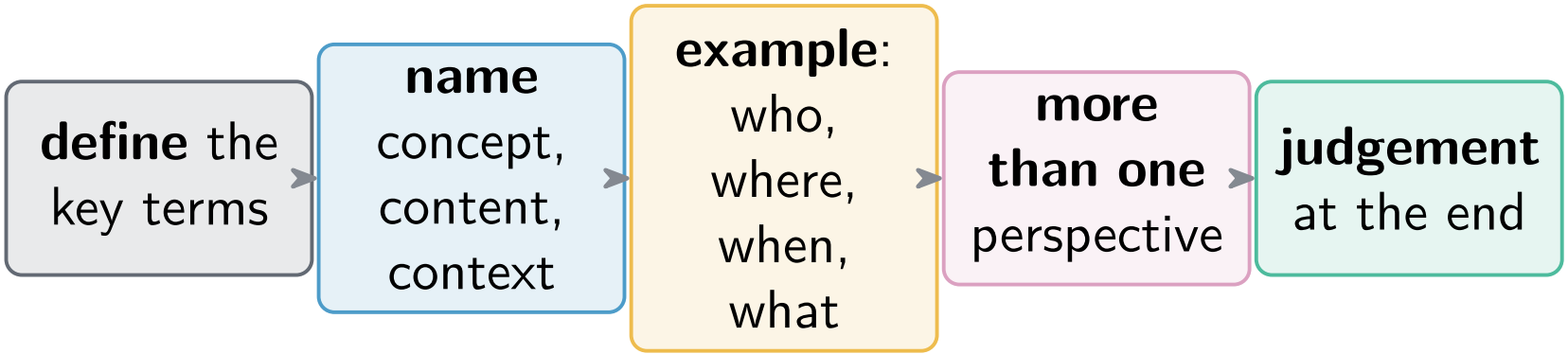
Did the 2020 grading formula move the power to decide a grade from teachers to the formula's designers?

failure modes:

- ✗ concept only — no case
- ✗ case only — no concept
- ✗ context dump — no digital system

- All four parts at once make a question worth asking; drop one and the inquiry fails.
- Match each part of the diagram to the text.

Figure: Answering Paper 1



- The shape of a long Paper 1 answer.
- Match each part of the diagram to the text.

Sources for this lesson

- International Baccalaureate, *Digital Society guide* (first assessment 2024) and subject brief.
- Ofqual, *Awarding GCSE, AS, A level, advanced extension awards and extended project qualifications in summer 2020: interim report* (August 2020).
- US Federal Trade Commission, settlement with Facebook (July 2019); UK Information Commissioner's Office, *Investigation into the use of data analytics in political campaigns* (2018).
- J. Dastin, "Amazon scraps secret AI recruiting tool that showed bias against women", Reuters (10 October 2018).

Exercises 2.1·2.2

2.1 Unpack this question: “Discuss the implications of artificial intelligence for **identity** in **cultural** contexts.” Name the concept, the content and the context. [2]

2.2 Rewrite this weak example as a strong one: “Social media changed elections.” [3]

Exercises 2.1·2.2

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2.1

concept: identity; context: cultural; content: artificial intelligence; command term: discuss

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2.2 Rewrite this weak example as a strong one: “Social media changed elections.” [3]

2.2

a named platform, organization or event; a place and a date; a specific detail or number, e.g. “In 2018 it was revealed that Cambridge Analytica had gathered data from up to 87 million Facebook profiles, which was used for political advertising.”

Exercises 2.3·2.4

2.3 Distinguish an **impact** from an **implication**, using the example of a school that moves all homework online. [4]



2.4 Identify **three** stakeholders affected by delivery-app algorithms that assign jobs to riders, and explain **one** impact on each. [6]

Exercises 2.3·2.4

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2.3

impact: an effect that has happened on a stakeholder, e.g. students without home internet cannot complete homework; implication: what might follow, e.g. the gap in results between rich and poor students may widen over time

2.4 Identify **three** stakeholders affected by delivery-app algorithms that assign jobs to riders, and explain **one** impact on each. [6]

2.4

for each of three stakeholders: named with a clear impact; e.g. riders: pay and hours set by an algorithm they cannot see; customers: faster, cheaper delivery; restaurants: more orders but high commission; the platform company: control and profit; cities: more traffic and road safety risks

Exercise 3.1

3.1 *(Paper 1 style.)* Evaluate the impact of **facial recognition** on **power** in **political** contexts. [10]

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3.1

Mark with the markbands: [9-10] focused on the question, accurate content, a real-world example in detail, concepts used, impacts and implications weighed, a reasoned conclusion; [6-8] mostly focused, a relevant example, some analysis of impacts; [3-5] some relevant knowledge, mostly description; [1-2] little understanding. Points that may be included: explains facial recognition in outline; a real-world example in detail, e.g. San Francisco's ban (2019); police use in other cities; impact on the state: a powerful tool to find suspects; impact on citizens: privacy and freedom of assembly at risk; tracking of protesters; errors and bias against some groups; implications: chilling effect on protest; laws and bans; a reasoned conclusion

Exercise 3.2

3.2 *(Paper 1 style.)* With reference to **one** real-world example, explain **two** implications of **data** collection for **identity** in **social** contexts. [5]

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3.2

a real-world example in detail, e.g. advertising profiles, social media data, school learning apps; first implication explained with the concept of identity, e.g. people are sorted into categories that shape the ads and content they see; second implication explained, e.g. people change how they present themselves because they know they are watched