

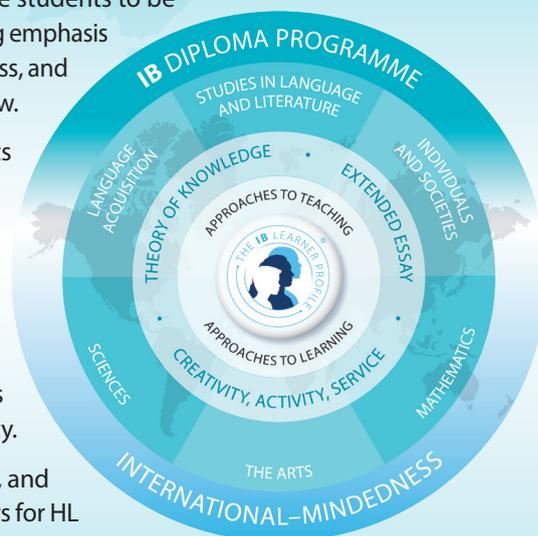
## Individuals and societies: Digital society

First assessment 2024

The Diploma Programme (DP) is a rigorous pre-university course of study designed for students in the 16 to 19 age range. It is a broad-based two-year course that aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

The course is presented as six academic areas enclosing a central core. Students study two modern languages (or a modern language and a classical language), a humanities or social science subject, an experimental science, mathematics and one of the creative arts. Instead of an arts subject, students can choose two subjects from another area. It is this comprehensive range of subjects that makes the Diploma Programme a demanding course of study designed to prepare students effectively for university entrance. In each of the academic areas students have flexibility in making their choices, which means they can choose subjects that particularly interest them and that they may wish to study further at university.

Normally, three subjects (and not more than four) are taken at higher level (HL), and the others are taken at standard level (SL). The IB recommends 240 teaching hours for HL subjects and 150 hours for SL. Subjects at HL are studied in greater depth and breadth than at SL. In addition, three core elements—the extended essay, theory of knowledge and creativity, activity, service—are compulsory and central to the philosophy of the programme.



### I. Course description and aims

Digital society is an interdisciplinary course within the **individuals and societies** subject group. The course is designed for young people interested in exploring the impact and importance of digital systems and technologies in the contemporary world. Digital society is intended to appeal to a broad range of teachers in the social studies, media, humanities, IT and related subject areas.

The course integrates **concepts, content** and **contexts** through inquiry.

- **Concepts** such as expression, space and identity highlight powerful, pervasive and debatable perspectives that provide insight for inquiry.
- **Content** informs inquiry with details about digital systems including areas related to data, algorithms, media, AI, robotics and more.
- **Contexts** situate inquiry into areas significant to life in digital society including social, cultural and environmental contexts.

In addition, HL students consider important contemporary challenges and digital interventions.

The course aims support standard level (SL) and higher level (HL) students on their inquiry journey as they:

- **Focus** inquiry using course concepts, content and contexts as well as real-world examples
- **Explore** diverse sources relevant to digital society
- **Investigate** impacts and implications of digital systems for people and communities
- **Reflect** on emerging trends, future developments and further insights
- **Share** discoveries about digital society with others

## II. Curriculum model overview

The recommended teaching time is 150 hours to complete the SL course and 240 hours to complete the HL course. Students and teachers enjoy a great deal of freedom to personalize and integrate the required course components as outlined below.

Component		
<b>Introduction</b>		
1.1 What is digital society?		
<b>Concepts</b>	<b>Content</b>	<b>Contexts</b>
2.1 Change	3.1 Data	4.1 Cultural
2.2 Expression	3.2 Algorithms	4.2 Economic
2.3 Identity	3.3 Computers	4.3 Environmental
2.4 Power	3.4 Networks and the internet	4.4 Health
2.5 Space	3.5 Media	4.5 Human knowledge
2.6 Systems	3.6 Artificial intelligence	4.6 Political
2.7 Values and ethics	3.7 Robots and autonomous technologies	4.7 Social
<b>Inquiry Project (internal assessment)</b>	<b>HL extension: challenges and interventions</b>	
An inquiry project into impacts and implications of digital systems for people and communities. The requirements are common to SL and HL students.	5.1 Global well-being	
	5.2 Governance and human rights	
	5.3 Sustainable development	

## III. Assessment model

Having followed the digital society course, students are expected to demonstrate the following assessment objectives.

### Understand, apply, analyse, evaluate and synthesize:

- course topics, enduring understandings and areas for inquiry
- real-world examples involving digital systems
- claims and perspectives of diverse sources
- impacts and implications of digital systems for people and communities
- emerging trends and future developments
- challenges and interventions in digital society (HL only).

### Develop and refine digital society skills including:

- managing inquiry projects through planning, documentation and feedback
- researching using diverse and relevant sources
- thinking in critical and creative ways
- communicating in multiple modes and media.

## Assessment at a glance

Type of assessment	Format of assessment	Time (hours)		Weighting of final grade (%)	
		SL	HL	SL	HL
<b>External</b>		2.75	4.75	70	80
Paper 1	Questions that address the syllabus and real-world examples in an integrated way. In the HL extension, students also address challenges and interventions.	1.50	2.25	40	35
Paper 2	Source-based questions that address the syllabus in an integrated way.	1.25	1.25	30	20
Paper 3	Questions that address an intervention related to an HL extension challenge outlined in pre-released brief.		1.25		25
<b>Internal</b>		30	30	30	20
Inquiry project	A project into the impacts and implications of a chosen digital system for people and communities. Project is submitted with an inquiry process document, a recorded multimedia presentation and a list of references.	30	30	30	20

## IV. Sample questions

- **Identify** different types of existing AI.
- **Outline** the ways that data is different from information.
- **Describe** a context and real-world example in which collecting data about online activity may pose privacy concerns for young people.
- **Examine** the claim that online social media fosters greater tolerance for diverse backgrounds and experiences. In the response, refer to a real-world example within one of the contexts listed below.
- **Discuss** whether the digital sharing economy represents change that is an evolution or a transformation.
- **Evaluate** the potential effectiveness of a given app (as described in stimulus material) in terms of equity and acceptability.

**About the IB:** For over 50 years, the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and are able to contribute to creating a better, more peaceful world.

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Complete subject guides can be accessed through the programme resource centre or purchased through the IB store: <http://store.ibo.org>.

For more on how the DP prepares students for success at university, visit: [www.ibo.org/en/university-admission](http://www.ibo.org/en/university-admission).