

Digital society assessed student work

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Diploma Programme

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IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Overview

This resource is intended to support teachers, students and workshops with the digital society internal assessment component.

The example projects and materials linked in this resource do not represent authentic student work or definitive assessment marks or comments. As the digital society course is new, these example projects and materials illustrate possible appropriate learning, teaching and assessment practices.

Student work is presented in its original style, which may include spelling and grammatical inconsistencies or errors. Examples are anonymized where necessary (names may have been changed or deleted).

Please note that these marks and comments are to be used for guidance. They are not definitive and have not been generated through the IB's process of standardization.

These examples will be replaced with authentic examination examples following first assessment in 2024.

Acknowledgements

The IB thanks the educators, consultants and schools who contributed time and resources to the development of this digital society resource.

About the inquiry project

Note: The *Digital society guide* includes important details about assessment components. Additional guidance is provided in the *Digital society teacher support material*.

The inquiry project is a student-led assessment component that is internally assessed and externally moderated. The project is process-driven and intended to be completed in stages. The final project is submitted near the end of the course. For the project, students investigate the impacts and implications of digital systems for people and communities. The inquiry project supports the development of 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.

The inquiry project has common requirements for SL and HL students.

SL and HL inquiry project details

Description	Student-led inquiry investigating the impacts and implications of a real-world digital system through first-hand research.	
Timing	It is recommended that approximately 30 hours of teaching and learning time be allocated to the project.	
Weighting and marks	For SL students 30% 24 marks	For HL students 20% 24 marks
Project components	Inquiry process document <ul style="list-style-type: none"> • A written document that discusses the refined inquiry focus and addresses the claims and perspectives of three essential sources. • Does not exceed 1,500 words. Presentation <ul style="list-style-type: none"> • A recorded multimedia presentation that conveys the inquiry's analysis, evaluation and conclusions. • Does not exceed 10 minutes. A list of references <ul style="list-style-type: none"> • A list of references for materials used in the project. 	

Example inquiry projects

Example 1: Digital systems and patient monitoring

Inquiry process document	Student work (PDF)
	Annotated student work (PDF)
Presentation	Student presentation (MP4)
	Presentation comments (PDF)
Assessment	Assessment comments (PDF)

Example 2: Impact of bots

Inquiry process document	Student work (PDF)
	Annotated student work (PDF)
Presentation	Student presentation (MP4)
	Presentation comments (PDF)
Assessment	Assessment comments (PDF)

Example 3: Social media impact on users

Inquiry process document	Student work (PDF)
	Annotated student work (PDF)
Presentation	Student presentation (MP4)
	Presentation comments (PDF)
Assessment	Assessment comments (PDF)