

Guidance for DS teachers for 2024

Inquiry Project

Guiding the Inquiry Project

- Provide students with the documentation and assessment criteria from the Digital Society guide for the *Inquiry Project*. Teachers should explain each criterion to the class and demonstrate what is expected.
- Ensure that students understand the stages in the Inquiry process and how they relate to developing the components in the *Inquiry Project*.
- Develop a schedule for the *Inquiry Project* to ensure an appropriate pace for the student's progress that allows sufficient time for feedback to be considered. This schedule includes:
 - each stage in the process of developing the *IPD* and *Multimedia presentation*
 - what the student will achieve at each stage
 - dates for meeting and receiving targeted feedback from the teacher.
- Be aware teachers are only allowed to provide **one** feedback on the **entire** Inquiry Project.
- Be aware the *Inquiry Process Document (IPD)* is a text only document.
- Be aware the *Multimedia presentation* can be either a video presentation with audio or a narrated slideshow presentation. Either format is acceptable.
- Guide students in formulating a focused *Inquiry Question* in Criterion A. **A focused Inquiry Question contributes significantly to the success of the Inquiry Project.**
- Guide students to include appropriate primary and secondary research in their Inquiry Projects.
- Provide opportunities for learning how to evaluate sources and cite [primary and secondary] sources as appropriate in the *IPD*, *Multimedia presentation* and the *List of references*.
- Consider the *Inquiry Project* holistically so that as the research progresses in addressing the Inquiry Question (IQ) that the student collects evidence and media aimed towards developing both the *Multimedia Presentation* and the *IPD*.
- Identify the skills, tools and techniques that will need to be familiar with for all of the stages in the *Inquiry Project* and include them in teaching and learning throughout the Digital Society course.
- Encourage students to research and include 'best practice' techniques in creating their Multimedia presentations including how to effectively use audio, text, images, diagrams, video and citations. The effectiveness of the *Multimedia presentation* depends upon planning which includes developing a storyboard, or overall design, and script.
- Allocate an appropriate amount time for the development for the *Multimedia presentation* as it accounts for 3 of the 24 marks for the *Inquiry Project*.
- Ensure that students are aware they need to append the *List of references* and any additional documentation in an appendix to the *IPD*. This may include interview transcripts, the script for the *Multimedia presentation* and a *Teachers Marks Justification Form*.

Submitting the Inquiry Project and Resources

- Teachers need to be familiar with the requirements stated in *Diploma Programme Assessment procedures 2024 (Section C3.8 Uploading coursework)*.
- Both teachers and students need to be aware that the IB examiner will access and view all components from the RM platform.
- There are specific guidelines regarding font, font size and file format for submission in the *Diploma Programme Assessment procedures 2024 (Section C3.8.3 Formatting Guidance)*.
- Two files must be submitted:
 - *IPD* including the *List of references*, *Appendices* (if needed) and *Teacher Marks Justification Form*.
 - *Multimedia presentation*.
- Teachers should include the student's unique identifier, for example abc123 in the filename of the *IPD* and *Multimedia presentation*. For example, abc123_IPD and abc123_Multimedia_presentation.
- Teachers should submit their marks and the rationale for awarding that mark for each criterion. Marks and comments from the *Teacher Marks Justification Form* can be copied and pasted into RM when the *Inquiry Project* is submitted for assessment.
- Teachers and students need to make use of the authentic student work from the May 2024 session that will be made available after 15 September. These samples will be accompanied by definitive marks and comments from the Principal Examiner. Teachers will need to analyse and use these samples to guide students in following the assessment criteria and using best practice to create their own Inquiry Projects for subsequent examination sessions.
- Use My IB as the source for more information, submit ideas and ask questions about the *Inquiry Project*.
- Obtain a copy of the IB co-published *Digital Society textbook* (ISBN 978-1-3983-5841-6). This has a chapter with a detailed description of how to create/guide an *Inquiry Project*.

Further comments

It is recommended that the following resources be consulted on My IB Programme Communities, the Programme Resource Centre (PRC) and DP Resources Assessment:

- *Digital Society Guide* (download the most recent version from PRC)
- *Diploma Programme Assessment procedures 2024 (Section C3.8 Uploading coursework)*
- ITGS/DS Discussion Forum for posting questions about any aspect of the Inquiry Project

Additional external sources:

- IB co-published Digital society textbook (ISBN 978-1-3983-5841-6)

Standard and higher level paper one

Recommendations and guidance for the teaching of future students

- Students must understand the meaning of each of the command terms used in the external examinations.
- Students should be taught how to develop their ideas and incorporate enough detail and terminology to use examples of work and annotate them to show examples of Digital Society terminology, social and/or ethical issues, stakeholders, and concepts.

Extended response questions mean all part c questions and any part b questions that require analysis. For extended response questions:

- The introduction should not restate the question.
- Responses that only identify/list points are not appropriate for extended response questions, even for a question that focuses on “advantages” and “disadvantages”.
- ‘Transition words’ such as ‘whereas’, ‘likewise’, ‘however’, ‘therefore’ and ‘in addition’ should be used to ensure the analyses and conclusions have depth.
- The use of Digital Society vocabulary is required.
- Explicit references to the scenario and/or real world examples are required.
- Explicit references to the concepts are required.
- The conclusion should not restate the analysis.
- Students should be given opportunities to practice examination questions and focus on two areas - handwriting and time management. Students should practice handwritten responses within a given time limit. This would allow students to improve on handwriting legibility and practice writing responses proportional to the marks available for each question. Examiners can only mark they can read (on screen).
- Teachers should use the *Markband guidance for all exam papers* document posted on My IB.
- Teachers should subscribe to the IB *Questionbank*. This provides numerous examples of Paper 1s written in the style used for the May 2024 (and subsequent) examination sessions.

In the examination for extended response questions:

- Candidates should spend time
 - reading the questions carefully to ensure they answer the question that is asked
 - identifying the stakeholders in the scenario
 - identifying the digital systems in the scenario
 - identifying the concepts that are linked to the scenario.

Additional recommendations and guidance for the teaching of future students HL Paper 1, Section B

- The Section B questions will address the Higher-Level Topics on pages 41 - 43 of the Guide: 5.1 (Global Wellbeing), 5.2 (Governance & Human Rights), 5.3 (Sustainable Development).
- Students should use paragraphs to organize their claims and counter-claims that form the analysis, in addition to providing substantiated conclusions.

Changing from ITGS to Digital Society

In May 24 ITGS will be succeeded by Digital Society (DS). There are some similarities between the ITGS paper 1s and DS paper 1s, as well as some differences.

Similarities

- SL Paper 1 is identical in terms of number of questions, marks available, time allocation and overall weighting. All comments relevant to ITGS SL Paper 1 apply to DS SL Paper 1.
- HL Paper 1, Section A is identical in terms of number of questions and marks available. All comments relevant to the common questions in ITGS HL Paper 1, Section A apply to DS HL Paper 1, Section A.
- The standard expected in DS SL Paper 1, and the common questions in DS HL Paper 1, Section A will be the same as expected in ITGS SL Paper 1, and the common questions in ITGS HL Paper 1, Section A.
- In HL Paper 1 Section A, candidates choose two questions from three.
- HL Paper 1 has the same time allocation as ITGS HL Paper 1 (2 hours 15 minutes).

Differences

HL Paper 1 structure

- HL Paper 1, Section B is a new format (a 12 mark essay question).
- The relative weights of the three questions attempted in HL Paper 1 have changed. For DS the maximum marks for the questions attempted are 20, 20 and 12. This is different to ITGS HL Paper 1 with 20, 20 and 20.
- Candidates answer one question from two in HL Paper 1, Section B (instead of one out of three in ITGS HL Paper 1, Section B).

Markbands

- The markband for SL Paper 1, part c (and HL Paper 1, Section A, part c) questions has been reworded.
- The markband for HL Paper 1, Section B is different to that used for HL Paper 1, Section A, part c questions.

Teachers should subscribe to the IB *Questionbank*. This provides many examples of adapted ITGS Paper 1s written in the style used for the May 2024 (and subsequent) examination sessions.

Higher level and standard level paper two

Recommendations and guidance for the teaching of future students

- Students need to be taught how to make direct comparisons between sources. This is in preparation for answering Question 3 and Question 4.
- Students should understand that to achieve higher marks in Question 4 responses should:
 - Use 'transition words' such as 'whereas', 'likewise', 'however', 'therefore' and 'in addition' should be used to ensure the analyses, comparisons and conclusions have depth.
 - Use of Digital Society vocabulary is required.
 - Make explicit references to the scenario and/or real world examples.
 - Make explicit references to the concepts.
 - Synthesize the information in the sources to create a coherent response.
 - Ensure the response goes beyond the information provided in the sources.
- Students should be given opportunities to practice examination questions and focus on two areas - handwriting and time management. Students should practice handwritten responses within a given time limit. This would allow students to improve on handwriting legibility and practice writing responses proportional to the marks available for each question. Examiners can only mark they can read (on screen).
- Teachers should use the *Markband guidance for all exam papers* document posted on My IB.

The May 2024 session will be the first examinations of the new Digital Society (DS) course. The new DS Paper 2 will have some similarities to ITGS Paper 2 but will also have some noticeable differences.

Similarities

- The paper is a common paper (i.e., both SL and HL candidates sit the same paper).
- The examination is 1 hour 15 minutes.
- There will be four questions.
- Candidates will respond in an answer booklet.

Differences

- The new DS Paper 2 has total of 24 marks (in comparison to 26 marks for ITGS Paper 2).
- The questions will change every examination session (unlike the static questions in ITGS Paper 2).
- There will be four sources with a range of formats from images, diagrams, stakeholder quotes, infographics, tweets, blogs, email and other image and text sources.
- The emphasis of the questions will be different:
 - Question 1 – knowledge and understanding related to a source (usually Source A) - 2 marks.
 - Question 2 – application and analysis related to the sources (usually Source B) – 4 marks.
 - Question 3 – comparing and contrasting Source C and Source D – 6 marks.
 - Question 4 - evaluation and synthesis that integrates [the] sources [provided] with knowledge from the course – 12 marks.
- Teachers should use teaching scenarios that use multiple sources in preparation for this paper.
- Teachers could adapt some previous ITGS Paper 2s to develop a range of sources about the technology, the impacts and the stakeholders. The various articles combined with their markschemes are a very good source of ideas. For example:
- The ITGS Question 1s could be adapted to develop DS Question 1s.
- The ITGS Question 2s could be used develop DS Question 2s that analyse the technological and other reasons for the impacts.
- The impacts from the ITGS Paper Question 3s can be adapted for the DS Question 3 using a variety of sources about the impacts on various stakeholders.
- The DS concepts can be applied to the scenario to develop a range of Question 4s – a discussion of concept/s applied to the scenario.
- Teachers should subscribe to the IB *Questionbank*. This provides two examples of Paper 2s written in the style used for the May 2024 (and subsequent) examination sessions.

Higher level paper three

Recommendations and guidance for the teaching of future students

With this November session, being the last one for ITGS, recommendations and guidance for the teaching of future candidates will be directed at Paper 3 Digital Society. There are certain similarities and differences between ITGS Paper 3 and Digital Society Paper 3.

- Further guidelines should be provided for students that focus on the wording of each question. Developing skills on deconstructing questions, would aid students in knowing how to approach the question as well as identifying what the question is asking so that existing knowledge and research can be applied. This would help students who have made revision notes, apply what they have learned to the question, instead of re-producing the boilerplate answer that they had prepared as part of their revision.
- Students should be given opportunities to practice examination questions and focus on two areas; handwriting and time management. Students should practice handwritten responses within a given time limit. This would allow students to improve on handwriting legibility and practice writing responses proportional to the marks available for each question. Examiners can only mark they can read (on screen).
- Teachers should use the *Markband guidance for all exam papers* document posted on My IB.
- Teachers should subscribe to the IB *Questionbank*. This provides two examples of HL Paper 3s written in the style used for the May 2024 (and subsequent) examination sessions.

Similarities

- The structure of the paper is identical to ITGS HL Paper 3
 - Question 1 and Question 2 will still be short answer questions to target the candidates' knowledge of the challenge and interventions.
 - Question 3 will still be an extended response question targeting the impacts of the interventions and/or requiring candidates to apply one of the concepts.
 - Question 4 will still require the incorporation of independent research (IR).
- Teachers and students should take notice of the “additional terminology” listed at the end of the “Pre-release statement” and make sure these terms are fully understood and can be used correctly; these terms are connected with each other and with the topic of the HL Paper 3 exam.
- Teachers should direct students' IR and remind them that they must refer to it explicitly in their answer to Question 4. When mentioning their individual inquiries and independent research, students should state as clearly as possible the details of their research and use it to support the arguments being made (for example, about sources they have read, or real-world examples).
- Teachers should remind students of the importance of the command terms (for example “recommend” for Question 4).
- Students when using IR should state as clearly as possible the details of their research and use it to support the argument being made. It is not adequate to mention incidents where

retail technologies were being used or say “research shows that”, without then applying it to the argument or point being made. Surveys can be a good source of primary research. However, these need to be carefully designed and sent to an appropriate sample size to provide meaningful results.

- Developing students’ evaluative comments and conclusions should still be a focus for teachers for questions 3 & 4. Ensuring that the conclusion is more than a summary of the comments made or an unsupported judgement. Instead, include judgements that are supported by the arguments, that may be based on a long- or short-term benefit, or based on how many stakeholders would be affected.
- Students in HL classes would benefit from collaborating with other students, within and outside of their class, when conducting in-depth research. This broadens the research and allows the sharing of ideas.

Differences

- The ITGS Case Study was several pages long and consisted of a theme and detailed scenario whereas the Digital Society pre-release is one to two pages long and outlines the global challenge as well as two interventions.
- For ITGS the theme would have been based around a technology applied in the given scenario. However, for Digital Society, the theme will be based on one of the Higher-Level Topics on pages 41 - 43 of the Guide: 5.1 (Global Wellbeing), 5.2 (Governance & Human Rights), 5.3 (Sustainable Development).
- For ITGS, a specific scenario was given in detail to form the case study. This enabled candidates to research similar scenarios based on real world examples so they could apply their knowledge from the course to the specific scenario set. In contrast, in Digital Society, students are expected to research their own real-world scenarios based on the information given on the pre-release. Then once they sit for the examination, they will be given a specific scenario and four sources.
- For ITGS, the technology at the heart of the case study would have been outlined in enough detail, so that candidates knew the depth of understanding required about the technology but at the same time provide the opportunity for candidates to research and build their knowledge of this. Whereas in Digital Society, two interventions will be outlined. Candidates will then be expected to research these interventions in depth, including how the digital systems work, where they are being applied, their impacts and real-world examples.
- Under the older syllabus for ITGS there were no explicit concepts to apply, but instead social and ethical issues. These social and ethical issues can now be seen through the Digital Society course in different areas of the syllabus including 3.1I Data Dilemmas, 3.2E Algorithmic dilemmas 3.4G Internet dilemmas, 3.5D Digital media dilemmas 3.6E AI dilemmas and 3.7D Robot and autonomous technology dilemmas. In addition, Section 2 includes Concepts which are to be used as a lens to further investigate the impact of the interventions. For example, 2.1 Change and how the intervention is changing the way society lives or 2.7 Values and Ethics.
- Teachers should help students understand the difference between (i) the materials included in the “pre-release statement” and (ii) the “source booklet” which includes the four sources students must use in their answers.