

THEORY OF KNOWLEDGE

	Topic/unit	Contents	Allocated time	Assessment instruments to be used	Resources
			One class is <input type="text" value="95"/> mins. In one week there is <input type="text" value="1"/> class.		
Year 1	Introduction to TOK	<ul style="list-style-type: none"> → Why do TOK? → Personal versus shared knowledge → Introduction to WOKs (<i>focus on: language, sense perception, reason, emotion</i>), AOKs (<i>mathematics, natural sciences, human sciences, history, arts, ethics</i>) and the Knowledge Framework → Tools for TOK: knowledge questions, real life situations and logical fallacies. 	5 weeks	<ul style="list-style-type: none"> → Pupils will be required to submit an essay during or at the end of each unit → During their first year, pupils will also have practice presentations in June. They will receive feedback from their teachers and peers. 	<p>Books & Essays (extracts from):</p> <ul style="list-style-type: none"> → <i>What we cannot know</i>, Marcus du Sautoy (2016) → <i>Ethics: A Very Short Introduction</i>, Simon Blackburn (2003) → "Of the Standard of Taste", David Hume (1757)
	Unit 1: The Arts	<ul style="list-style-type: none"> → Defining the arts: what is art and what is its purpose? → The role of language in art (creation and criticism) → Art and its influence on our beliefs (personal & shared) 	7 weeks	<ul style="list-style-type: none"> → Less formally, pupils will regularly do presentations and participate in class/group 	<p>Videos, including:</p> <ul style="list-style-type: none"> → TED Talks (e.g., 'Symmetry, reality's riddle' by Marcus du Sautoy, 'The emotion behind invention' by

Unit 2: Mathematics	<ul style="list-style-type: none"> → Defining mathematics → Issues with proofs in mathematics → Sense perception and mathematics in nature and in other fields, leading to: → Comparison with another AOK: the Arts (personal knowledge in Mathematics v. the Arts) 	7 weeks	discussions and debates, for which they will receive feedback.	Dean Kaman, ‘ <i>A better way to talk about love</i> ’ by Mandy Len Catron, and others) → Extracts from the Monty Python (The Witch scene: fallacious reasoning) → Video on the Milgram Experiment → ‘What is Fermat’s Last Theorem’, published by the University of Oxford Articles, including: → David Attenborough’s ‘Can animals be artists?’ → ‘Does the past predict the future?’ in The Economist Visual Support → Museum websites, such as The Louvre’s: https://www.louvre.fr/en/selections/major-events-history → Exhibitions at local museums, including the British Museum, Brunei Gallery, Grant Museum of Zoology, Petrie Museum,
Unit 3: Human Sciences	<ul style="list-style-type: none"> → Human behaviour: possible to predict? → Issues with evidence gathering in the human sciences: the limitations of questionnaires and polls; issues with models and statistical evidence (link to Mathematics AOK); the effect of the observer. 	7 weeks		
Unit 4: History	<ul style="list-style-type: none"> → Writing historical narratives: historiography & the reliability of sources. → The past: an influence on how we understand the present? → Links to another AOK: human sciences (methodology) 	7 weeks		
TOK week: overview & skills	<ul style="list-style-type: none"> → Overview of the year: linking AOKs and WOKs → Practice presentations: reviewing the assessment criteria & feedback → Essay skills & preparation 	1 week (roughly 15 hours will be spent on TOK during this week; the rest of the time, pupils will focus on writing their EE)		

Year 2	Unit 5: Natural Sciences	<ul style="list-style-type: none"> → How is the system of knowledge developed in the natural sciences? → Issues with induction; → A counter-intuitive WOK: the place of emotion in the natural sciences. 	7 weeks		Wellcome Collection, etc.
	Unit 6: Ethics	<ul style="list-style-type: none"> → Overview of various ethical theories: utilitarianism, virtue ethics, deontology, consequentialism etc. → The role of emotion v. reason in ethics → Rule-making in ethics v. natural sciences → Links to other AOKs: truth in ethics versus other AOKs 	7 weeks		
	Essay & Presentation skills	<ul style="list-style-type: none"> → Presentation & Essay writing skills sessions, including review of the assessment criteria and feedback → These sessions will also give pupils the opportunity to focus on one specific aspect of topics seen in class 	7 weeks (these will be spread out throughout the year, as and when needed by the pupils)		

1. Links with Diploma Programme teachers

TOK will be taught by subject-specialists in conjunction with the TOK coordinator. While the subject-specialist teachers will only occasionally participate in lessons, they will be available during the TOK lesson time slot to join the TOK teacher should this be necessary. Each unit will also be prepared in close consultation with the relevant subject-specialist teacher. This will ensure a high standard of content in the TOK classroom and will also help DP teachers include links to TOK within their own lessons.

At the start of every year, there will be a meeting specifically about TOK for all DP teachers. The purpose of this meeting will be to explain the nature of the TOK course to other DP teachers as well as suggest ways in which they can include TOK within their own lessons.

TOK will also be discussed during the IB meetings that will take regularly place across the year.

2. TOK assessment components

Pupils will be introduced to the assessment method for TOK during the introductory module. While the introductory module may not cover what is expected in a strong TOK essay/presentation, pupils will already be expected to start formulating knowledge questions and analysing real life situations, a skill that they will refine throughout the course.

Pupils will produce one essay per unit. They will be introduced to the essay assessment criteria after having completed their first essay and will be encouraged to refer to it when writing essays subsequently.

Pupils will regularly do presentations in class. Although these will not always take the format of a TOK presentation, this will help them develop their presentation skills.

Practise presentations (including completion of the TK/PPD) will take place at the end of June, with preparation starting roughly a month before. They will be introduced to the formal assessment criteria when they start preparing for these presentations and will use the assessment criteria to give their peers feedback during the actual presentations.

The final essay will be due at the start of February and the presentations will take place at the end of March.

3. Approaches to learning

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
Introduction to TOK: thinking skills	<p>TOK, by its very nature, develops pupils' critical thinking skills, as they will be required to critically evaluate how knowledge is constructed across a variety of areas.</p> <p>The introductory module will help set up this analytical approach to knowledge claims and their justifications through a range of different means. As an example, pupils will be asked to examine how personal and shared knowledge overlap and the implications this has for the acquisition and development of knowledge as a whole. They will also review (or discover) different types of logical fallacies by analysing a dialogue featuring various types of fallacies. This will help to prepare them for the rest of the course which will continuously require for them to challenge their own assumptions in order to form a wider picture of how knowledge is acquired or developed.</p>

4. International mindedness

Topic	Contribution to the development of international mindedness (including resources you will use)
Art	<p>All the TOK modules will have an international outlook; it is not possible to form a coherent picture of how knowledge is constructed without looking beyond one's own culture. As an example, the module on the Arts will invite pupils to examine how definitions of 'art' vary across cultures (i.e. 'artwork', 'artefact', or even 'object of religious devotion'). Students taking Art at SL and HL will already have explored how definitions of art (and indeed, who makes the decision that an object is a work of art) have evolved over time and vary across cultures. Students will also be asked to consider how this applies to works of literature.</p> <p>In order to refine their understanding of these varying definitions of art, they will access several resources, including extracts from Hume's <i>Standard of Taste</i>. They will also visit neighbouring museums such as SOAS' Brunei Gallery or the British Museum, which recently hosted exhibitions on South African art and Hokusai. When doing research for this module, pupils will always be encouraged to consider examples from different time periods and places, thereby contributing to the development of their international mindedness.</p>

5. Development of the IB learner profile

Topic	Contribution to the development of the attribute(s) of the IB learner profile
History	<p>The TOK course will help pupils to develop their open-mindedness. As discussed above, pupils will always be encouraged to look for examples and sources from a variety of origins. The module on History will be particularly helpful to cultivate their open-mindedness as it will invite them to consider how historical knowledge is constructed. More specifically, we will look at the variations in historical narratives that exist across cultures (e.g., linked to their History curriculum, the American Civil Rights Movement as viewed in different countries).</p> <p>Encouraging them to consider the subjective nature of historical narratives will help them refine their understanding of how their own cultural and personal histories influence their outlook on the world, and how this is also true of others around them.</p> <p>As the TOK course will be taught largely through class/group discussions, debates and presentations, it will also help pupils to grow as communicators. Not only will they be expected to articulate their ideas clearly and confidently but so too will they need to take into account the feedback of their peers in order to progress and develop.</p>