

## Course Outline - Theory of Knowledge - 2022 Cohort

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### Course Aims

The aims of the course are:

- to encourage students to reflect on the central question, "How do we know that?", and to recognize the value of asking that question
- to expose students to ambiguity, uncertainty and questions with multiple plausible answers
- to equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations
- to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
- to engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding
- to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge
- to prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.

### Assessment

The primary assessment tools that will be used for determining marks in the course, include

- one exhibition (internally assessed and externally moderated)
- informal presentations
- prescribed title essay (externally assessed)
- Think pieces (argumentative writing assignments on knowledge questions)
- Discussion contributions (socratic webbed discussions, informal discussions, forum contributions)
- Journal submissions\*

For the purposes of determining IB Diploma points, your TOK exhibition and TOK Prescribed Title Essay will only be used. On each report card you will be given a predicted grade ( A, B, C, D, or E) based on the IB marking scale. Your predicted grade represents your instructor's prediction of what your grade is likely to be at the end of the Diploma Programme, given your work to that point in the course. The distribution of TOK final marks from the most recent year were: A-4; B-5; C-10; D-3; E-0. Amongst all IB schools around the world, the most common mark for TOK students is a "C". This mark will be combined with the mark you achieve on the Extended Essay (EE) to determine bonus points towards the 24 required to achieve the IBDP.

|                |            | Theory of knowledge |                   |                   |                   |                   |                   |
|----------------|------------|---------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
|                |            | Grade A             | Grade B           | Grade C           | Grade D           | Grade E           | No grade N        |
| Extended essay | Grade A    | 3                   | 3                 | 2                 | 2                 | Failing condition | Failing condition |
|                | Grade B    | 3                   | 2                 | 2                 | 1                 | Failing condition | Failing condition |
|                | Grade C    | 2                   | 2                 | 1                 | 0                 | Failing condition | Failing condition |
|                | Grade D    | 2                   | 1                 | 0                 | 0                 | Failing condition | Failing condition |
|                | Grade E    | Failing condition   | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition |
|                | No grade N | Failing condition   | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition |

Note: When considered against the points you could potentially earn from your six other courses (7), 1.5 points from TOK may suggest that you give TOK less priority than your other courses. That would be a mistake. TOK is at the core of the IBDP because the learning from TOK transfers to and can improve your performance in your other courses, the EE, your post secondary education, and to your life as a knower. Every year the top IBDP point earner is also one of the top TOK students.

Your BCEd mark will only be calculated at the end of each school year and will be in the form of a percentage. For this mark, your instructor will rely on all assessments with a heavier weight given to your most recent work. This course is **excluded** from consideration for honor roll and other school awards due to the difficulty of the course. See course assessment rubric on the next page.

| Theory of Knowledge Assessment Rubric  |  |  |   |
|--|--|--|---|
|  | A/B  | C  | D   |
| 1. develop relevant, clear and coherent arguments<br>2. use examples and evidence effectively to support a discussion  | fluent, thorough, well-supported with effective examples and evidence, clear arguments, coherent, and well-structured. | some clear arguments supported by examples, fairly coherent and somewhat organized.  | unclear arguments presented with inadequate support.  |
| 3. consider the implications of arguments and conclusions.   | discerning, insightful consideration of the meaning, or significance of the arguments to other contexts                | a useful consideration of the meaning or significance of the arguments to other contexts                                     | plausible, but limited, consideration of the meaning or significance of the arguments to other contexts |
| 4. demonstrate TOK thinking through the critical examination of knowledge questions<br>5. identify and explore links between knowledge questions and the world around us<br>6. identify and explore links between knowledge questions and areas of knowledge | discerning evaluation of the knowledge question(s) with in-depth investigation of connections and concepts             | thoughtful evaluation of knowledge question(s) with reasonably perceptive exploration of connections and concepts            | a limited exploration of knowledge question(s) and a largely descriptive response                       |
| 7. demonstrate awareness and evaluation of different points of view  | effective investigation of other plausible perspectives; examines related biases, assumptions and projections.         | reasonably thoughtful exploration of a few plausible perspectives with comparisons drawn and biases and assumptions explored | aware of different perspectives, uncritical about the biases and assumptions within each.               |

### Effort Marks

Effort marks will be based upon this [effort mark rubric](#).

### Student Materials

Students should maintain a binder for the course. The binder will be used to store notes, assignment write-ups, and other course handouts. However, a lot of the items I distribute will be stored digitally in the google classroom. A package of graphic organizers will be shared with students at the beginning of each unit.