

IBDP Theory of Knowledge Year 1 (second semester) and Year 2 (first semester)

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Should you wish to learn more about our course or to discuss your learner's progress, please reach out to the email above to schedule a time to meet.

Course Description and Units of Learning:

Theory of knowledge (TOK) plays a special role in the International Baccalaureate® (IB) Diploma Programme (DP), by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know.

It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP. At AISM, we teach TOK as a one-year course that begins in Semester 2 of Grade 11 and finished in Semester 1 of Grade 12.

TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

It offers students and their teachers the opportunity to:

- reflect critically on diverse ways of knowing and on areas of knowledge
- consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

In addition, TOK prompts students to:

- be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- recognize the need to act responsibly in an increasingly interconnected but uncertain world.

TOK also provides coherence for the student by linking academic subject areas as well as transcending them.

It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.

For a more detailed exploration of this course, [further information is available at this link.](#)

Introduction to TOK

Knowledge is the raw material of the TOK course. It is important that the knower have a clear idea of what might be meant by the term “knowledge”; however, this is not such a

simple matter. Knowledge in TOK is a map, intended to explain one aspect of the world, say, its physical nature, might look quite different to knowledge that is designed to explain, for example, the way human beings interact. Theories of truth and Knowledge questions are used as a starting point to reconcile the differences or the problems of knowledge.

I know vs. We know

I know vs. We know “I know” refers to the possession of knowledge by an individual—personal knowledge. “We know” refers to knowledge that belongs to a group—shared knowledge. It can be useful in TOK to draw a distinction between these two forms of knowledge.

Ways of Knowing

Learners explore a range of Ways of Knowing (WOK) such as Sense Perception, Memory, Reason, Language, Emotion, Faith, Imagination and Intuition. The WOKs are the tools that answer the question ‘how do I know’ and ‘how do we know.’

Knowledge Framework

TOK Presentation

IB External Assessment: Writing a good TOK essay

This year we have begun planning and implementing units of study based on our Critical Learning Outcomes within the IB MYP and DP frameworks. Please see ManageBac for unit overviews as they are taught throughout the year.

Assessment in the Diploma Programme

Assessment is a key component of the learning process as it allows teachers to respond with targeted feedback to learners for continued growth and to revise their instruction to better meet the needs of their learners. In order to provide learners with the opportunity to reach critical learning outcomes and develop a range of approaches to learning skills, our IB Diploma teachers develop rigorous tasks that embrace a variety of strategies in line with desired learning outcomes and with each course’s internal and external assessments.

Working backwards from these assessment components, teachers craft learning experiences which support each learner’s mastery of key content, concepts, and skills in every subject. Learners can expect to receive regular feedback on all three elements, with important culminating experiences such as IA drafts and mock examinations in the second year. For culminating tasks, teachers and learners are guided by criteria provided at least one week prior to the due date. DP teachers also work to ensure that learners not only understand but engage in applying evaluation criteria to their own work as well as that of their peers. Core components such as Theory of Knowledge, CAS, and the Extended Essay support each learner’s progress across the programme, as learners apply critical thinking, the design cycle, and research skills to each subject.

Families and learners at AISM can expect to receive regular reporting of their performance as they work towards mastery of critical learning outcomes.

Learning Management Systems

Across the Secondary School, we utilize ManageBac for sharing key activities and assessments, as a digital workspace, for communication with learners, and for reporting on learner performance to families. Some teachers may supplement the digital learning environment with Google Classroom, and you can expect an emailed invitation to sign up for regular updates from Google Classroom if so.

Homework

Any learning activity which is expected to take place outside of the classroom will appear as assignments and tasks on ManageBac. Homework is most often an extension of activities or projects either begun or included in the classroom, but may include common activities like reading, reinforcement of content or skills within a unit of study, or distributed practice activities, such as flashcards for example, to support learner recall of low-level content.

Reporting

As a rough guide, learners and families can expect an update on performance every few weeks. These updates, available in ManageBac, represent a check-in on learner performance toward mastering critical course objectives and learning outcomes, prior to each unit's culminating assessment.