

TOK DP Networking with Bill Roberts

Notes taken by: Jennifer Navarrete, IB DP Coordinator at Spotsylvania High School, VA

Look for next Curriculum Report in April/May then another around the end of December.

Knowledge Questions

- It's a single question
- Open-ended -- How, To what extent(use this one properly!), Why
- Answerable -- may need scaling up or down
- About knowledge
 - WOKs, AOKs
 - Personal and shared knowledge
 - Methodology
 - Certainty, reliability, justification
 - Perspectives and bias
 - Validity
 - Truth, value, expertise, authority, proof
 - Belief, opinion
 - Paradigms
 - Use/utility
 - Context
 - Correspondence
 - Coherence
 - Community
 - Conjecture
 - Consistency
 - Accountability
 - Accuracy
 - Production/Acquisition
 - Culture
 - Understanding

Presentations

- Do NOT mention RLS in the KQ
- NOT a bad idea to use the word knowledge in the question
- Use the above words to make the link between the RLS and the KQ on the form
- If students are going to discuss the WOKs or AOKs make sure they talk about how they interact or network with each other.
- On TK/PPD -- make sure there is coherence between what the student writes, what the teacher writes, and the grade given.
- Make sure teacher comments on the TK/PPD are extensive

- Make sure the form is filled out for all meetings with the student -- don't leave it until the end.
 - First three sections max of 200 words
 - Last two sections min of 300 words
- Moderation
 - All presentations are done by same moderator but not necessarily in order
 - After 3, if they are all within tolerance, it's the end,
 - If after 3, if they are not within tolerance, the rest are released.
 - Then the moderation report is released --system decides on moderation factor based on some sort of math algorithm. (Dynamic sampling)

Essay

- TK/PPF is far less important than TK/PPD -- doesn't go to the examiner only to IB.
- Need to practice because it is a different kind of essay than those written in other subjects
 - Ideal is 4 practice essays throughout the course (over two years)
 - #1 November of year one -- still require 1600 words -- all answer on one prescribed title
 - Argumentative focus
 - Mark on modified global impression marking criteria (Arguments, examples, links) ← see *PPT sent by Jeannie*
 - #2 February of year one -- still require 1600 words -- all answer one title
 - Comparative focus
 - Different (slightly more complex) modified global impression marking criteria ← see *PPT sent by Jeannie*
 - #3 May of year one -- still require 1600 words -- choice of two titles
 - Mark against full global impression marking criteria
 - #4 October of year two -- write on previous year's titles as mock exam
 - Mark against full global impression marking criteria
- Writing a TOK essay
 - The scope of the essay is set -- by the title -- do not change it; do not be creative
 - What AOKs, WOKs are you going to use? How many? -- decide if not told (generally two)
 - Note that this May's titles do **NOT** mention the WOKs -- November will not, as well.
 - Unpack the title
 - KQs can be implicit in the essay not explicit. ← as long as they can be identified by the reader, they don't need to be explicitly stated.
 - KQs should be stepping stones to get from one part of the essay to another instead of the focus of the essay.

- “What do you want to tell me about this title?” ← ask this question instead of asking students to write KQs initially
 - Decide what stance you want to take -- thesis -- position -- this is a position paper, ultimately
 - Find examples to back up your unpacking (KQs)
 - Personal experience
 - DP courses
 - TOK course
 - Avoid hypothetical examples
 - Acknowledge counterclaims if they exist
 - Acknowledge different perspectives
 - What are the implications of what you have to say? (So what??)
 - Citations!!
 - **Don't spend pages saying that the title has different interpretations or raging against the title**
 - **Don't spend pages analyzing quotations from the title**
- **Knowledge Framework**
 - Can't be asked about in an assessment
 - Is a tool to be used to help students with assessment
 - Can be used to bring TOK into the other subject classrooms
 - Ask teachers where in their courses they potentially answer any of the questions
 - See activity on p. 37 of packet -- do this early in year one
 - Use the questions in reflection at the end of units -- seeing through the lenses of the AOKs and WOKs
 - See activity on p 41 of packet
 - Teaches kids to unpack