

Diploma Programme course outline—TOK			
School name	KARTAL ANATOLIAN IMAM HATIP HIGH SCHOOL		School code 050625
Time distribution	Starting date of TOK course in year 1 of the Diploma Programme 2016	Ending date of TOK course in year 2 of the Diploma Programme	2018
Name of the teacher who completed this outline	SAIM OZTURK CAFER YAŞLI	Date of IB training	Feb. 04, 2015 January30-February 1,2015
Date when outline was completed	24 OCTOBER 2015	Name of workshop <i>(indicate name of subject and workshop category)</i>	TOK (new curriculum) Online Category 1 FACE TO FACE/ IB TOK WORKSHOP 2015 / ISTANBUL

1. Course outline

- Use the following table to organize the topics to be taught in the course. Add as many rows as you need.
- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the course.
- This outline should show how you will develop the teaching of the course. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the TOK guide.

	Topic/unit (as identified in the IB subject guide) State the topics/units in the order you are planning to teach them.	Contents	Allocated time	Assessment instruments to be used	Resources List the main resources to be used, including information technology if applicable.
			One class is <input type="text" value="40"/> minutes. In one week there are <input type="text" value="3"/> classes.		
Year 1	<p>Why TOK?</p> <p>hat is knowledge? What types of knowledge are there?</p>	<p>Why TOK?</p> <ul style="list-style-type: none"> • What are we trying to do? • What do you know about knowledge? • How do you know? • Explaining the TOK model. • Eliciting Different points of view from students • how do you know you know? <p>Course Content, Assessment and Expectations How do we know what is happening around us? To what extent is it possible to know about the world? make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world. (Students acquire general idea and understanding of the interconnectedness among different opinions and facts about the world)</p> <p>Introducing WoK. WOK as tools for acquiring knowledge How do people in other countries learn about the world? To what extent do WOK determine our knowledge? Making connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world.</p> <p>What is knowledge? What types of knowledge are there?Others can also be right / Present sample cases. Common Sense Real World links to the topic. Select Current topics To what extent do foreign countries contribute to our perception of what is right? To what extent does our culture influence what we know and what we trust? Does education mean knowledge? Critical reflection on own beliefs and assumptions. Developing an awareness of how individuals and communities construct knowledge and how this is critically examined</p>		<p>Each Semester:</p> <ul style="list-style-type: none"> -TOK Journal 40% -Class Participation 15% -Papers 15% -Presentations: 15% -Additional Assignments: 15% <ul style="list-style-type: none"> • Papers and presentations scored using the 4 assessment criteria set forth in the IBO ToK guide. • Journal prompts taken from knowledge issues and linking questions, as well as materials from other IB courses. Discussions, Contributions, Ongoing, teacher assessed, short essays /responses on the topics issues- formative assessment . TOK individual or group presentations internally marked.) 	<ul style="list-style-type: none"> • van Lagemaat,R. Theory of Knowledge for the IB Diploma. Pp. vii-viii <p>ICT Tools IB QUESTION BANK</p> <ul style="list-style-type: none"> • Bronowski, J.The Origins of Knowledge and Imagination. <p>van Lagemaat,R. Theory of Knowledge for the IB Diploma. Pp vii-viii</p>

	Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach them.</i>	Contents	Allocated time	Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>
			One class is <input type="text" value="40"/> minutes. In one week there are <input type="text" value="3"/> classes.		
Year 1	<p>Knowledge in TOK</p> <p>Knowledge questions and knowledge claims</p> <p>What does a knowledge question consist of?</p>	<p>Knowledge in TOK. Personal Knowledge and Shared Knowledge. Biases. Truth. Beliefs. Second Hand Knowledge. How do I know? How do we know? Can there be any universal knowledge? Develop an interest in the diversity and richness of cultural perspectives. Awareness of personal and ideological assumptions (Division between knowledge of individual and society).</p> <p>Knowledge in TOK. What is personal knowledge? What is shared knowledge? How can we link or separate and balance them? Awareness of our own thinking and of the thinking of others. Knowledge and Information relationship. Authority worship Can other people/countries/communities be right? Developing an awareness of how individuals and communities construct knowledge and how this is critically examined (The role of secondary sources/ second-hand knowledge. The value of secondary sources in research).</p> <p>Forming Knowledge Claims and Knowledge Questions. Defining real life situations. Ways of applying knowledge in one area to real life situation. Defining knowledge questions. Knowledge claims and Knowledge Questions. Real life situations and their relation to knowledge. Cultural tradition and Second-hand knowledge. How do our cultural traditions affect our perspective, as compared to foreign countries? (Internet and Media) Connecting critical approach to the construction of knowledge, the academic disciplines and the wider world (Forming correct knowledge claims and questions)</p> <p>Ways of applying knowledge in one area to real life situation. Defining knowledge questions. How is a knowledge question created? What is a knowledge question? Questioning local and global topics. Connecting critical approach to the construction of knowledge, the academic disciplines and the wider world (Forming correct knowledge claims and questions).</p>		<p>Each Semester:</p> <p>-TOK Journal 40%</p> <p>-Class Participation 15%</p> <p>-Papers 15%</p> <p>-Presentations: 15%</p> <p>-Additional Assignments: 15%</p> <ul style="list-style-type: none"> • Papers and presentations scored using the 4 assessment criteria set forth in the IBO ToK guide. • Journal prompts taken from knowledge issues and linking questions, as well as materials from other IB courses. Discussions, Contributions, Ongoing, teacher assessed, short essays /responses on the topics issues- formative assessment . TOK individual or group presentations internally marked.) 	<p>ICT Tools</p> <p>IB QUESTION BANK</p> <p>TOK Handbook and the new TOK syllabus</p>

	Topic/unit (as identified in the IB subject guide) State the topics/units in the order you are planning to teach them.	Contents	Allocated time		Assessment instruments to be used	Resources List the main resources to be used, including information technology if applicable.
			One class is	minutes.		
Year 1	<p>AOK Human Sciences</p> <p>Concepts and terminology. Laws. Historical Development.Scope and ApplicationsThe Development of Law and Human Sciences across the world. develop an awareness of how individuals and communities construct knowledge and how this is critically examined.</p> <p>Creating Meaning. Stereotypes. Mirror Test. Observation and the Observer Effect. https://www.youtube.com/watch?v=M2I0kwSua44 https://www.youtube.com/watch?v=YBYU1eayaXs Applications of Human SciencesTo what extent does observation influence the behavior of human beings? Critical approach to the construction of knowledge. (Unreliability of experiments)</p> <p>Reductionism. Holism. Reductive fallacy. Verstehen position. Real life issues. Questions in Human Sciences and WOKReal life links Relation between Natural and Human sciences. To what extent is it possible to apply explanations of the Natural Sciences for the phenomena of the Human SciencesCritical evaluation of the interrelation of AOK - academic discipline and the real world connection.</p> <p>Bias. Prediction. Experiments. Free Will problem. Determinism. Economics and Language. Personal knowledge links.Methodology Relation between Natural and Human sciences. To what extent is it possible to apply explanations of the Natural Sciences for the phenomena of the Human SciencesDeveloping an awareness of constructing and critically examining perosnal knowledge , the academic discipline and the real world.</p> <p>AOK Natural Sciences</p> <p>Science and Pseudoscience. Copernicus. https://www.youtube.com/watch?v=NXa8NQR4EpsScope and ApplicationsCopernicus Revolution. How have other countries influenced the knowledge of your country?Reflecting on reality and non-reliability of sciences</p>	40	minutes.	<p>Each Semester:</p> <ul style="list-style-type: none"> -TOK Journal 40% -Class Participation 15% -Papers 15% -Presentations: 15% -Additional Assignments: 15% <ul style="list-style-type: none"> • Papers and presentations scored using the 4 assessment criteria set forth in the IBO ToK guide. • Journal prompts taken from knowledge issues and linking questions, as well as materials from other IB courses. Discussions, Contributions, Ongoing, teacher assessed, short essays /responses on the topics issues- formative assessment . TOK individual or group presentations internally marked.) 	<p>https://www.youtube.com/watch?v=M2I0kwSua44</p> <p>https://www.youtube.com/watch?v=YBYU1eayaXs</p> <p>ICT Tools IB QUESTION BANK</p>	
			In one week there are	3	classes.	

	Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach them.</i>	Contents	Allocated time	Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>
			One class is <input type="text" value="40"/> minutes. In one week there are <input type="text" value="3"/> classes.		
Year 1	<p>AOK Natural Sciences</p> <p>Examination and Assessment/ REVISION</p> <p>AOK Natural Sciences</p> <p>Practice Presentations</p>	<p>Natural Sciences and WOK . Concepts and Language..What is reality? Whose reality? Selectivity of Perception.WOK and AOK / Natural SciencesExamining the contributions of foreign scientists</p> <p>Problems with observation (Relevance. Expectation. Expert Seeing.) Seeing and Believing. X-Ray Sample. Microscope. Real life witness testimony. Methodology. The Scientific Method. Testing. (Testing Hypotheses. Confirmation Bias. The Principle of Simplicity. Background Assumptions. Popper criticism.)Perception and AOKHow far do expectations influence our observations? Should scientists know about the history of their subject? Vocabulary of particular AOK. Concepts</p> <p>MOCK EXAMS</p> <p>The Problem of Induction. Falsification. Conjectures and Refutations. Historical development. Falsification. Science and Truth. Personal Links.International influences on Natural SciencesAcquiring a more general perspective.</p> <p>Science and Truth (Theory of Everything.) Kuhn. Science and Society. Theories of reality. Links to Personal KnowledgeLinks to personal knowledgeDealing with issues concerning all countries - internationally-oriented debatesPersonal Links and associations</p> <p>Preparation for TOK Presentation. TOK Presentation International Requirements Preparing TOK presentation</p>		<p>Each Semester:</p> <p>-TOK Journal 40%</p> <p>-Class Participation 15%</p> <p>-Papers 15%</p> <p>-Presentations: 15%</p> <p>-Additional Assignments: 15%</p> <ul style="list-style-type: none"> • Papers and presentations scored using the 4 assessment criteria set forth in the IBO ToK guide. • Journal prompts taken from knowledge issues and linking questions, as well as materials from other IB courses. Discussions, Contributions, Ongoing, teacher assessed, short essays /responses on the topics issues- formative assessment . TOK individual or group presentations internally marked.) 	<p>ICT Tools</p> <p>IB QUESTION BANK</p>

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			One class is	minutes.		
Year 1	<p>AOK History</p> <p>History and WOK. Why study history - Evidence, Significance. Scope and Applications. What is history.AOK and WOK To what extent do our senses and emotions influence our perception of history? Is it possible to create objective history of the world? WOK and AOK relationship.</p> <p>Identity. Propaganda. How can past be known? Problem of BiasConcepts and terminology. Whose history should be taught at schools? General overview.</p> <p>Primary sources. Selection. Topic choice. The Great Person. Economic Determinism. Theories of History. Methodology.How reliable are the primary and the secondary sources in understanding the past? Different perspectives and points of view.</p> <p>Advantage of hindsight. Confirmation bias. National Bias. Pluralistic Approach. Historical development. Writing HistoryHistorical development Who gets to write history?Falsification. Is it possible to know all history? General Perspectives.</p> <p>Historical development. Samples and Personal Experience. Links to personal knowledge/ History and WOK History not only of Turkey, but knowledge of the historical developments of other countries.Personal Knowledge.</p> <p>AOK Mathematics</p> <p>Paradigms. Axioms.Scope and applications. Concepts. To what extent does Mathematics influence our way of thinking in other AOK? Epistemological Vocabulary.</p> <p>Deductive Reasoning. Theorems. Proofs and Conjectures. Consistency.Historical development. Discovered or invented?Is there only one Mathematics or are there many in the world?Different perspectives and points of view.</p>	<p>40</p>	<p>minutes.</p>	<p>Each Semester:</p> <p>-TOK Journal 40%</p> <p>-Class Participation 15%</p> <p>-Papers 15%</p> <p>-Presentations: 15%</p> <p>-Additional Assignments: 15%</p> <ul style="list-style-type: none"> • Papers and presentations scored using the 4 assessment criteria set forth in the IBO ToK guide. • Journal prompts taken from knowledge issues and linking questions, as well as materials from other IB courses. Discussions, Contributions, Ongoing, teacher assessed, short essays /responses on the topics issues- formative assessment . TOK individual or group presentations internally marked.) 	<p>ICT Tools</p> <p>IB QUESTION BANK</p>	

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			One class is	minutes.		
Year 1	<p>AOK Mathematics</p> <p>Introduction to Assessment</p> <p>Practice Presentations</p> <p>Mock Exams</p> <p>Practice Presentations</p>	<p>Beauty. Intuition. Methodology. Elegance of Mathematics Methodology Origins and development of Mathematics Connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world.</p> <p>Certainty. A priori. A posteriori. Analytic vs synthetic thinking. Is Mathematics timeless? Links to personal knowledge Using knowledge acquired by foreign mathematicians Reflecting on beliefs and assumptions, critically approaching the connection between a real life situation and an academic discipline.</p> <p>Criticism of Platonism. Applied Mathematics. Non-Euclidean Geometry. Case study. Mathematics and WOK. Is Mathematics more certain than perception? Plato. Euclid Criticism and Questioning of concepts.</p> <p>What are we aiming at? Prerequisites of a good essay and presentation. Rubric. Essay and Presentation International Requirements Assessment. TOK Assessment</p> <p>Sample and analysis. Discussion Essay and Presentation International Requirements . Assessment</p> <p>Examination and Assessment</p> <p>Block 2</p>	40	minutes.	<p>Each Semester:</p> <p>-TOK Journal 40%</p> <p>-Class Participation 15%</p> <p>-Papers 15%</p> <p>-Presentations: 15%</p> <p>-Additional Assignments: 15%</p> <ul style="list-style-type: none"> Papers and presentations scored using the 4 assessment criteria set forth in the IBO ToK guide. Journal prompts taken from knowledge issues and linking questions, as well as materials from other IB courses. Discussions, Contributions, Ongoing, teacher assessed, short essays /responses on the topics issues- formative assessment . TOK individual or group presentations internally marked.) 	<p>ICT Tools</p> <p>IB QUESTION BANK</p>

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			One class is	minutes.		
Year 2	<p>TOK Topics for May</p> <p>AOK Ethics</p>	<p>Introduction to TOK topics. Preliminary brainstorming. Sample essays Brainstorming and creating possible TOK knowledge issues Understanding the connection of TOK Assessment to world issues Claims and issues connected to knowledge.</p> <p>Sample grading. Review of critical writing Explaining the grading system. Critical writing and its application in the TOK Assessment International links of TOK Claims and issues connected to knowledge.</p> <p>Rhetoric. Selection and development of ideas for TOK Essay Aligning the style with IB requirements International standards and requirements. Claims and issues connected to knowledge.</p> <p>Moral Reasoning. Self-Interest. Scope and applications Ethics and WOK To what extent is it possible to consider some nations as more ethical than others? Understand that knowledge brings responsibility which leads to commitment and action. (Self-reflection and connection to WOK)</p> <p>Concepts and language. Utilitarianism. Duty theory. Language Framework Are there any universal ethical values? Epistemological Vocabulary and concepts</p> <p>Moral Relativism. Methodology. Theories of ethics. Methodology In what circumstances can we change the concept of being ethical? Is it possible? Different perspectives and approaches to theories.</p> <p>Making moral progress. Historical development To what extent is the knowledge of what is ethical dependent on society? On individuals? General overview and attempt to objective understanding.</p>	40	minutes.	<p>Each Semester:</p> <ul style="list-style-type: none"> -TOK Journal 40% -Class Participation 15% -Papers 15% -Presentations: 15% -Additional Assignments: 15% <ul style="list-style-type: none"> • Papers and presentations scored using the 4 assessment criteria set forth in the IBO ToK guide. • Journal prompts taken from knowledge issues and linking questions, as well as materials from other IB courses. Discussions, Contributions, Ongoing, teacher assessed, short essays /responses on the topics issues- formative assessment . TOK individual or group presentations internally marked.) 	IB QUESTION BANK

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			One class is	minutes.		
Year 2	<p>AOK Ethics</p> <p>Case study: Plagiarism. Real Life Applications Can ideas be owned? Is it possible to determine where and when the idea originated? Understand that knowledge brings responsibility which leads to commitment and action.</p> <p>Personal Knowledge. Influence on society. Ethical experiments. Real Life Applications How do our emotions influence what we consider ethical? Understand that knowledge brings responsibility which leads to commitment and action.</p> <p>Influence on Society. WOK. Real Life Applications To what extent is our perception of things influenced by our society? (Compare different societies) WOK and AOK connections</p> <p>Links to personal knowledge. Is ethics a matter of head or heart? Real Life Applications To what extent is our perception of things influenced by our society? (Compare different societies) WOK and AOK connections</p> <p>TOK Topics</p> <p>TOK Assessment Revision</p> <p>First Draft Submission. Discussions TOK Essay TOK ESSAY FEEDBACK</p> <p>Presentation Presentation Practice as a part of formative assessment MOCK PRESENTATION</p> <p>MOCK PRESENTATION</p> <p>MOCK EXAM WEEK</p> <p>TOK REVISION</p>	<p>One class is</p> <p>40</p> <p>minutes.</p> <p>In one week there are</p> <p>2</p> <p>classes.</p>	<p>Each Semester:</p> <p>-TOK Journal 40%</p> <p>-Class Participation 15%</p> <p>-Papers 15%</p> <p>-Presentations: 15%</p> <p>-Additional Assignments: 15%</p> <ul style="list-style-type: none"> • Papers and presentations scored using the 4 assessment criteria set forth in the IBO ToK guide. • Journal prompts taken from knowledge issues and linking questions, as well as materials from other IB courses. Discussions, Contributions, Ongoing, teacher assessed, short essays /responses on the topics issues- formative assessment . TOK individual or group presentations internally marked.) 	<p>IB QUESTION BANK</p>		

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			One class is	minutes.		
Year 2	<p>AOK Arts</p> <p>Arts and WOK. Search for Meaning. Visual Art. Dance. Written Art. Intention or inspiration? Is everything art? Art from around the world. General concepts and vocabulary</p> <p>SUBMISSION OF TOK ESSAY</p> <p>Scope and Applications. Concepts and Language Arts and WOK To what extent do the arts help us see the world with new eyes? Is art the universal language of emotions? Applications of Art. WOK and AOK.</p> <p>Quality criterion. Art as imitation. Art as communication. Art as education. Concepts and Language How do poets help to keep the languages alive? Quality art. Personal development and preferences.</p> <p>Plato vs Aristotle. Discovered or Invented? Methodology. Historical development. How much can we learn about the past from the history of art? Connections between WOKs.</p> <p>Can art be judged personally? Universal standards in art. What role does reason play in artistic creation? Judging Art Examples of art from around the world Critical approach to art</p> <p>What is beauty? Links to personal knowledge Examples of art from around the world Understand that knowledge brings responsibility which leads to commitment and action.</p> <p>Contemporary Real Life Issue Real life and case study International issue to be considered Understand that knowledge brings responsibility which leads to commitment and action.</p> <p>TOK PRESENTATIONS REVISION EXTERNAL ASSESSMENT</p>	<p>Arts and WOK. Search for Meaning. Visual Art. Dance. Written Art. Intention or inspiration? Is everything art? Art from around the world. General concepts and vocabulary</p> <p>SUBMISSION OF TOK ESSAY</p> <p>Scope and Applications. Concepts and Language Arts and WOK To what extent do the arts help us see the world with new eyes? Is art the universal language of emotions? Applications of Art. WOK and AOK.</p> <p>Quality criterion. Art as imitation. Art as communication. Art as education. Concepts and Language How do poets help to keep the languages alive? Quality art. Personal development and preferences.</p> <p>Plato vs Aristotle. Discovered or Invented? Methodology. Historical development. How much can we learn about the past from the history of art? Connections between WOKs.</p> <p>Can art be judged personally? Universal standards in art. What role does reason play in artistic creation? Judging Art Examples of art from around the world Critical approach to art</p> <p>What is beauty? Links to personal knowledge Examples of art from around the world Understand that knowledge brings responsibility which leads to commitment and action.</p> <p>Contemporary Real Life Issue Real life and case study International issue to be considered Understand that knowledge brings responsibility which leads to commitment and action.</p> <p>TOK PRESENTATIONS REVISION EXTERNAL ASSESSMENT</p>	<p>40</p> <p>minutes.</p> <p>2</p> <p>classes.</p>	<p>Each Semester:</p> <p>-TOK Journal 40%</p> <p>-Class Participation 15%</p> <p>-Papers 15%</p> <p>-Presentations: 15%</p> <p>-Additional Assignments: 15%</p> <ul style="list-style-type: none"> • Papers and presentations scored using the 4 assessment criteria set forth in the IBO ToK guide. • Journal prompts taken from knowledge issues and linking questions, as well as materials from other IB courses. Discussions, Contributions, Ongoing, teacher assessed, short essays /responses on the topics issues- formative assessment . TOK individual or group presentations internally marked. 	<p>IB QUESTION BANK</p>	
			<p>YEAR 1 + YEAR 2 :</p> <p>TOTAL TOK HOURS AND NUMBER OF LESSONS:</p> <p>TOTAL HOURS: 120 HOURS</p> <p>TOTAL LESSONS: 180 LESSONS</p>			

2. Links with Diploma Programme teachers

As the TOK guide indicates, it is an IB requirement that all Diploma Programme teachers are familiar with TOK as they have to make connections with TOK questions in their own courses. They can also suggest some theoretical concerns that could be taken further in the TOK classroom. Within this context, how do you plan to work with your colleagues to ensure that TOK becomes a real link among all of them?

I am planning to start with a meeting with the stakeholders (department representatives, IB teachers to discuss the approach to teaching IB students). I will provide an outline of my course and essential questions we will address in TOK that relate to each area. I will present at least a couple of in-service presentations to the whole IB staff to exemplify sample knowledge issues before I organise joint and individual sittings with IB teachers to communicate constantly and in an open way. We will discuss TOK issues brainstormed by teachers for each course and I will offer my services as a collaborator and a consultant in the development of TOK issues and questions to include in all of IB classes by asking my TOK students to bring their own TOK questions to their classes. This will help us to organise participatory and collaborated lessons. I will also plan to invite IB and non-IB teachers to TOK lessons and reflect on the topics issues. I will try to be helpful in doing interdisciplinary projects at school. To conclude, I will make every effort to be open and available to the staff of both IB and non IB stakeholders.

3. TOK assessment components

Briefly explain how and when you will work on them. Include the date when you will first introduce the assessment components to your students. Explain the different stages, the timeline and how students will be prepared to undertake both.

- Year 1
 1. Introducing sample presentations and TOK criteria for assessing presentations as we discuss knowledge issues during the year.
 2. The students are asked to choose the topic relevant to TOK, agree it with the teacher, concentrate on TOK issue, meet the assessment criteria, use resources correctly and make oral presentation with further debating.
 3. The students fill in 'TOK candidate self-evaluation report' form.
 4. The teacher(s) organises consultations to navigate the process and give presentation tips.
 5. January-April – work on internal assessment,
 6. May – Final internal assessment with feedbacks.
 7. The presentation can be individual or made by a small group and requires a written planning document and presentation marking form.
 8. Assessment is done by the TOK teacher according to the four criteria in the TOK guide.

- Year 2
 1. External assessment. The students choose the topic on the prescribed titles, are aware of the essay criteria, develop their ideas, correct usage of the resources, no teacher's support, organise their work, fulfil in time.
 2. September-December – TOK essay planning, draft essays,
 3. January-February – completion of Final essay,
 4. March – sending the Final essay to the examiner.

June 2016	TOK PRESENTATIONS
FEB 2018	TOK ESSAY DRAFT 1
MARCH 2018	TOK ESSAY FINAL SUBMISSION

IB YEAR 2 / JANUARY 2017/2018 INTERNAL&EXTERNAL DEADLINES SHEDULE

TERM 1

JANUARY WEEK 18 MOCK EXAM WEEK

JANUARY WEEK 19 TOK REVISION WEEK

TERM 2

FEBRUARY WEEK 1 HAND IN TOK ESSAYS

FEBRUARY WEEK 3 TOK PRESENTATIONS

APRIL WEEK 9/10/11/12 REVISION WEEKS

4. Approaches to learning

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
<p>Science and Truth</p> <p>Links to Personal Dealing with issues concerning all countries - internationally-oriented</p>	<p>Through teaching strategies I will use in the TOK course (e.g. lectures, seminars, tutorials, studios, blended learning, practicum), students will be expected to participate and learn in these various components. In terms of the approach to learning, I will encourage active learning : which allows students : to become creators of knowledge rather than passive recipients of information.</p> <p>Such approaches are likely to: encourage questioning and self-directed learning, inspire and motivate students to explore a subject further , enhance interaction and relationships between students, and between staff and students ; highlight links between theory and practice, enhance skill development and promote higher-order thinking, encourage students to reflect on their own learning, attitudes and values. I will not only provide students with opportunities to uncover and process knowledge to provide intellectual excitement, challenge for students, but also accommodate different styles of learning them to adopt a scholarly, evidence-based approach to their decisions to make them feel connected to the learning community in order them to see the disciplinary relevance of their studies. Thus , to some extent , they can adopt a scholarly, evidence-based approach to base their decisions . infusing teaching with the values of research—for example, love of lifelong learning, a questioning intellect and openness to new ideas.</p> <p>All in all, constructivist learning theory says that we learn by actively making our own meanings, not by passively receiving information. Within a constructivist perspective, students enter classrooms not as blank slates but with preexisting world views. New learning occurs when students make connections between their pre-existing world views and new knowledge. These connections make the new knowledge meaningful to them. When you recognise students' prior experience and knowledge, you can develop realistic expectations of your students' learning. In turn, this can help you tailor learning activities to the students' current level of ability—or just beyond it, so that students develop new skills and understandings (“scaffolding”). It can also help you identify whether any students need supplementary learning resources. When you build on students' prior knowledge and experience, you send the message that you have taken time to understand where your students are coming from. This is excellent for students' motivation and morale. Moreover, encouraging students to examine what they already know helps them become more internationally-oriented active learners.</p> <p>https://teaching.unsw.edu.au/guidelines</p>

5. International mindedness

Every IB course should contribute to the development of international mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
<p>Area of Knowing: Aesthetics</p> <p>Specific Topic: Cultural knowledge through art. What is considered “art” in different cultures?</p> <p>Area of Knowing: Human Sciences</p> <p>Specific Topic: In what ways might social, political, cultural and religious factors affect the types of human science research that are financed and undertaken or rejected?</p>	<p>Activity: Virtual Museum Tour--As students begin to explore aesthetics, artistic purpose and aesthetic judgment, they will begin to discover what, historically and geographically, is considered art. Students will present knowledge issues to the class for seminar regarding a specific culture, and globalization through aesthetic knowledge.</p> <p>How does one interpret empirical data developed from an experiment conducted in the same way across cultures? Students will find an example (i.e. measure of happiness in different cultures), and apply ways of knowing to each example—questions might include: How do different values in different cultures affect the measure of happiness? How does economic stability affect the measure in different cultures. Source: BBC World Lectures: “Poverty and Globalization”</p>

6. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
<p>Should art be judged on its ability to please or shock?</p>	<p>According to the IB Learner Profile, IB students must be willing to become Risk Takers and approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. It is my hope to engage this part of the learner profile first. It goes without saying that this is a course that engages knowledge and inquiry and communication, but I find it more interesting that it requires a sort of personal courage to be open to all perspectives and to put your own beliefs, thinking, and bias on the table. Therefore, before students have a chance to see the TOK model on ways of knowing, I want them to bravely and honestly roll up their sleeves and attempt the messy work of being real with their peers. I will ask each of them to build a physical model that presents their foundational, personal and naive understanding of how it is that their individual epistemology works. They will have to present the model to the class. My hope is that this will set the class off in a tone of communal willingness to explore the unfamiliar with an earnest sense of adventure.</p>