

**Gateway International IB Continuum School**

**Padur, Chennai**

**Diploma program**  
**Theory of Knowledge**  
**Handbook**  
**2022-2024**



# **MISSION STATEMENT**

## **IB Mission Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **Vision and Mission Statement of GIS**

### **Vision**

To create responsible global citizens who realise their maximum intellectual and human potential.

### **Mission**

GIS provides a whole education program that balances academic excellence with character building. We foster knowledgeable, unbiased, caring inquirers with an inclusive perspective by inspiring them to become lifelong learners, peace ambassadors and tomorrow's leaders in the local as well as the global context.



# IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

## INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

## KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

## THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

## PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

## OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

## CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

## RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

## BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

## REFLECTIVE

We thoughtfully consider the world and our own ideas and experiences. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



## **Theory of knowledge (TOK)**

The Theory of knowledge (TOK) course plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know.

TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them. It is intended that through this holistic approach, discussions in one area will help to enrich and deepen discussions in other areas.

The course is an opportunity for teachers and students to engage in interesting conversations that cross the boundaries of individual disciplines and that help students to reflect on the knowledge they have acquired from both their academic studies and their lives outside the classroom. Students are encouraged to examine the evidence for claims and to consider, for example, how we distinguish fact from opinion, or how we evaluate the credibility of claims that we are exposed to in the media. They explore different methods and tools of inquiry and try to establish what it is about them that makes them effective, as well as considering their limitations.

The following 12 concepts have particular prominence within, and thread throughout, the TOK course: **evidence, certainty, truth, interpretation, power, justification, explanation, objectivity, perspective, culture, values and responsibility**. Exploration of the relationship between knowledge and these concepts can help students to deepen their understanding, as well as facilitating the transfer of their learning to new and different contexts.

The TOK course embraces the exploration of tensions, limitations and challenges relating to knowledge and knowing. However, it is also intended that TOK discussions will encourage students to appreciate and be inspired by the richness of human knowledge—and to consider the positive value of different kinds of knowledge. Consideration should be given to the benefits of this kind of reflection on knowledge and knowing; for example, in terms of its potential to help us think more subtly, to be more aware of our assumptions, or to overcome prejudice and promote intercultural understanding.

### **The aims of the TOK course are:**

- to encourage students to reflect on the central question, “How do we know that?”, and to recognise 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.

### **TOK Course Outline**

<b>Course elements</b>	<b>Minimum teaching hours</b>
<p><b>Core theme: Knowledge and the knower</b> This theme provides an opportunity for students to reflect on themselves as knowers and thinkers, and on the different communities of knowers to which we belong.</p>	<b>32</b>
<p><b>Optional themes</b> Students are required to study two optional themes from the following five options.</p> <ul style="list-style-type: none"> <li>• Knowledge and technology</li> <li>• Knowledge and language</li> <li>• Knowledge and politics</li> <li>• Knowledge and religion</li> <li>• Knowledge and indigenous societies</li> </ul>	
<p><b>Areas of knowledge</b> Students are required to study the following five areas of knowledge.</p> <ul style="list-style-type: none"> <li>• <b>History</b></li> <li>• <b>The human sciences</b></li> <li>• <b>The natural sciences</b></li> <li>• <b>The arts</b></li> <li>• <b>Mathematics</b></li> </ul>	<b>50</b>
<p><b>Assessment</b> Students are required to complete two assessment tasks.</p> <ul style="list-style-type: none"> <li>• TOK exhibition (internally assessed)</li> <li>• TOK essay on a prescribed title (externally assessed)</li> </ul>	<b>18</b>
<b>Total minimum teaching hours</b>	<b>100</b>

## TOK assessment outline

### First assessment 2022

Assessment component	Weighting
<b>Internal assessment</b> <b>Theory of knowledge exhibition (10 marks)</b> For this component, students are required to create an exhibition that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	<b>1/3 (33%)</b>
<b>External assessment</b> <b>TOK essay on a prescribed title (10 marks)</b> For this component, students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.	<b>2/3 (67%)</b>

## PART I

### The TOK exhibition (10 marks)

It is recommended that a total of approximately **eight** hours of teaching time should be allocated to the TOK exhibition task.

The TOK exhibition explores how TOK manifests in the world around us. For this reason it is strongly recommended that students base their exhibition on one of the TOK themes (either the core theme or one of the optional themes).

The TOK exhibition is an internal assessment component—it is marked by the teacher and is externally moderated by the IB. Internal assessment is an integral part of all DP courses. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests.

For this task, students are required to create an exhibition of three objects that connect to one of the 35 “IA prompts” provided in the “IA prompts” section of this guide. Students must select just **one** IA prompt on which to base their exhibition, and all three objects must be linked to the same IA prompt.

Students are required to create an exhibition comprising three objects, or images of objects, and an accompanying written commentary on each object. To enable their exhibition to be marked by their TOK teacher and for samples of student work to be submitted to the IB for moderation, students are required to produce a single file containing:

- a title clearly indicating their selected IA prompt
- images of their three objects

- a typed commentary on each object that identifies each object and its specific real-world context, justifies its inclusion in the exhibition and links to the IA prompt (maximum 950 words)
- appropriate citations and references.

Each student must create an individual exhibition. Group work may **not** be undertaken by students. Multiple students in the same TOK class are permitted to create exhibitions on the same IA prompt. However, students in the same class are not permitted to use any of the same objects.

The TOK exhibition task has been explicitly designed to be completed during the first year of the DP. To support DP students, it is important that schools have a clear overall schedule of internal deadlines for the completion of the internal assessment tasks for the different subjects. Within this schedule, teachers are strongly encouraged to complete the TOK exhibition in the first year of the programme.

## **PART 2**

### **TOK Essay (10 marks)**

The TOK essay is an external assessment component. Each student's essay is submitted to the IB to be marked by IB examiners. The TOK Essay must be written in standard 12 type size and be double spaced. It is not primarily a research paper, but it is expected that specific sources will be used, and these must be acknowledged.

The IB releases a set of six prescribed titles for each examination session. These titles are published on the programme resource centre (TOK>Assessment>Session-specific material) six months before the submission deadline. It is suggested that 10 hours of teaching time should be dedicated to working on the TOK Essay.

The chosen title must be used exactly as given; it must not be altered in any way.

- If the title has been modified but it is still clear which prescribed title for the current session it refers to, the essay will be marked against that prescribed title. Any lack of relevance in the student's response to the prescribed title arising from this modification will be reflected in the score awarded.

- If it is clear that the title bears no resemblance to any title for the current session, the essay will be awarded a score of zero, in accordance with the TOK essay assessment instrument.

The maximum length of the essay is 1,600 words. Extended footnotes or appendices are not appropriate for the TOK essay.

The word count includes:

- the main part of the essay
- any quotations.

The word count does not include:

- any acknowledgments
- the references (whether given in footnotes, endnotes or in-text) and bibliography
- any maps, charts, diagrams, annotated illustrations or tables.

If an essay exceeds the word limit, then examiners are instructed to stop reading after 1,600 words and to base their assessment on just the first 1,600 words. Students are required to indicate the number of words when the essay is uploaded during the submission process.

### **TOK assessment instruments**

#### **Global impression marking**

The TOK exhibition and the TOK essay are both marked using a global impression marking approach. This means that the assessment of both tasks is envisaged as a process of holistic or global judgment rather than an analytical process of totalling the assessment of separate criteria.

The assessment instruments present five described levels of performance. These levels are to be seen as global and holistic descriptors rather than as a checklist of necessary characteristics. When marking, the aim is to find the descriptor that conveys most accurately the level attained by the student. It is not necessary for every single aspect of a level descriptor to be met for a mark in that level to be awarded.

When using the TOK assessment instruments, it is to be understood that:

- the described levels are not a checklist; it is the overall impression that is most important
- only whole numbers should be recorded; partial marks are not acceptable
- the highest level of the instruments does not imply faultless performance, and examiners and teachers should not hesitate to use the extremes if they are appropriate descriptions of the work being assessed
- teachers and examiners should not think in terms of grades, but should concentrate on identifying the appropriate level descriptor and mark
- the IB recommends that the assessment instruments be made available to students.



**Internal assessment documentation:**

**Details of Submission**

Publishing Questions by Board:

**September 2021**

Final draft submission in School:

**2022 January**

Final Submission of Board:

**15<sup>th</sup> March**

**Grading of TOK for IB Diploma**

		<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E or N</b>
<b>Extended Essay</b>	<b>A</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>*</b>
	<b>B</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>*</b>
	<b>C</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>*</b>
	<b>D</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>*</b>
	<b>E or N</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>Failing candidate</b>

**TOK Essay & Exhibition Assessment Instruments**

**Level 5 – Excellent (9-10)**

**Level 4 – Very Good (7-8)**

**Level 3 – Satisfactory (5-6)**

**Level 2 – Basic ( 3-4)**

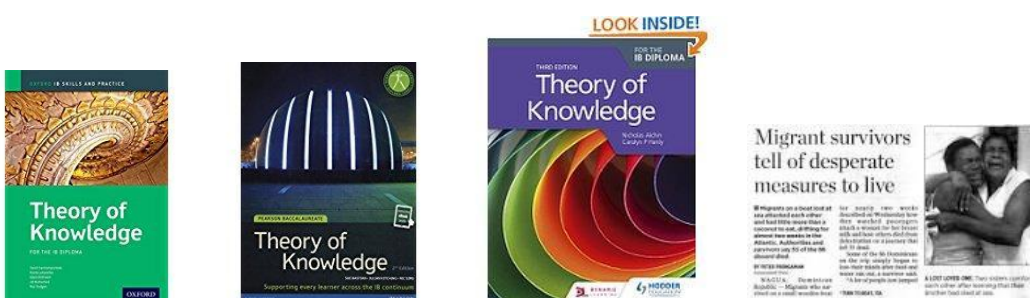
**Level 1 – Elementary (1-2)**

## GIS Academic Honesty

DO's	Does not
<ul style="list-style-type: none"> <li>• Document source material in a formal and appropriate manner</li> <li>• Use direct quotations appropriately.</li> <li>• Understand the concept of plagiarism and academic malpractice.</li> <li>• Understand the consequences of cheating regarding both school-based work and external examinations and assessments.</li> <li>• Acknowledge explicitly and appropriately help provided by another person.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy the work/assessment of other students.</li> <li>• Give another student his/her work to copy.</li> <li>• Do essay for another student.</li> <li>• Present material writing by another student as his/her own.</li> <li>• Purchase and submit pieces written by someone else.</li> </ul>

## Recommendations to students

Students are strongly encouraged to explore their own IB areas of knowledge – their subjects, environment and experiences and engage in deeper reflection of the way of knowing. Furthermore, one of the profiles of an IB learner is being ‘Open-Minded’. Students are required to explore the various perspectives, cultures, values and traditions embodied in being open-minded. A TOK student is aware of current affairs and can engage in thoughtful and balanced exploration of the issues faced in society.





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