

TOK Essay Subject Report Comments 02-07 (italics = important)

SCORING:	E	D	C	B	A
Overall	0-18	19-28	29-37	38-47	48-60
Presentation	0-8	9-12	13-15	16-18	19-20
Essay	0-10	11-16	17-22	23-29	30-40

Overview Issues

- There were 200 examiners who assessed the +/- 30,000 TOK essays. (07)
- Respond to the title exactly as given; do not alter it in any way. Answer all parts of the prompt. Students must **UNPACK** the terms of the prompt. (07)
- Students should use at least size 12 font in 1.5 or double spacing. Students must add their names and page numbers to all sheets. (06)
- Teachers are reminded that referencing must be such that the original document can be traced, so that references to particular teachers' handouts, or to websites without a date, are not satisfactory. (06)
- Additional care should be given to connect material within the text of the paper with the sources identified in the bibliography. (03)
- While the TOK essay is not a research essay, facts that are not "common knowledge" should be traceable. The term "common knowledge", while somewhat open to interpretation, is intended to distinguish between cases such as "Roger Federer is a champion tennis player" and "Scientists believe the wind-farms are a threat to eagles". The former needs no reference, but the latter does, and if in doubt it is wise to include a reference from a reputable source. (07)
- Reputable news or academic sources are very much preferred to blogs or personal websites. (07)

General Tips

- Choose examples carefully and vary your sources. (03)
- Foster in students deeper and richer understandings of knowledge problems and issues. (04)
- Students seem quick to deconstruct knowledge, but then are unable to reconstruct it – to make a measured judgement noting that although there are dangers, there are times when we DO claim to have knowledge. An overly deconstructive approach focusing solely on problems of knowledge to the detriment of strengths of knowledge is a recurring issue that we hope will to some extent be addressed by the new assessment model in which a focus on "Knowledge Issues" replaces "Problems of Knowledge". Students and teacher should closely consult the new TOK subject guide. (07)
- Teachers should work with students to ensure sensible interpretations, particularly of central terms. "Reason" for example, can be taken to mean the psychological motivation behind an action, or a way of knowing; "perception" can be used in the sense of "perspective" or of "sense perception". In each case the latter interpretation is strongly recommended as likely to lead to more sophisticated responses. (07)
- An introduction should not reiterate the prescribed title in detail; nor should it spell out in great detail the exact course of an essay. Introductions should, instead, show a sense of what the question is about and provide an indication of the directions chosen. Some of the more sophisticated essays used a specific example in the introduction to highlight an issue/topic and then returned to the example in the conclusion to show what progress had been made. (07)
- The strongest conclusions do not simply reiterate the main points of the essay, but instead put the findings into context and take a broader perspective on the significance of the issue. (07)
- Some students had good TOK points in individual paragraphs, but did not manage to make them cohere. Attention to the narrative flow through an essay was often lacking, and further guidance from teachers in this area is advised. (07)
- Over-reliance on rhetorical questions is to be avoided. (07)
- It is worth noting that a high score under the new criterion C, "Quality of Analysis", requires identification of assumptions within a question. (07)
- The use of examples is clearly a difficult area for many students. Some avoid them altogether, resulting in essays which are often very difficult to understand and likely to score poorly. (06)
- Another problem is over-reliance on hypothetical examples. Students would be well-advised to rely on specific real-life examples than fictional cases such as "Imagine, for example, a man with a starving family. It would be moral for him to steal some bread." The examples need to be specific to avoid gross generalizations, which are often little more than stereotypes – e.g. 'All scientists believe...' (06)
- Examples provide one way for the voice of the knower to come through strongly and to relate the ideas to everyday experience. **ORIGINALITY** is strongly encouraged. (06)

What you should do / Strengths

- ✓ Examiners are often full of admiration for the best essays, which were sophisticated, reflective and showed a remarkable level of intellectual inquiry. (07)
- ✓ The best TOK essays are genuinely remarkable constructions for students at this stage (of their life). One examiner describes them as "creative in approach, sophisticated in tone and profound in thought" and another notes the "passion and interest" shown by some of the candidates. These students were clearly well aware of the specific assessment requirements of the essay, and teachers are advised to ensure that all students are familiar with the criteria before they embark on the essay. (06)
- ✓ Only the very best essays managed to avoid an insipid "so there are many forms of knowledge" conclusion which added little to what preceded it. (06)
- ✓ The best essays explored possible links in a **branching manner**, coming to a conclusion via extended analysis rather than by fiat (06)
- ✓ Assessors were impressed and felt privileged to have had the opportunity to read work they described as *insightful, thoughtful, careful and mature*. The best essays are characterized by a strong sense of the candidate's voice, and engagement with the topic, clear connections to the candidate's experience of the world, critical reflection about knowledge claims and an exploration of the relationships between Ways of Knowing and Areas of Knowledge. (07)
- ✓ The stronger essays grounded arguments in examples and made links to Areas of Knowledge... Weaker essays tended to lack a range of examples so tended toward the abstract and general. (03)
- ✓ Very good essays were by candidates who appreciated how different Areas of Knowledge might operate in distinct and specific cultural contexts (05).
- ✓ Assessors stated "it was enjoyable to have a glimpse at the wisdom of candidates as they grapple with the complexities of evaluating, analysing, reflecting on and discussing **knowledge issues**"; "it is a mark of these students' developing skills of critical thinking and analysis that they were able to respond to the topics with a **PASSION** and **INTEREST** beyond the ordinary" (04).
- ✓ The best essays were truly outstanding and **A PLEASURE TO READ** and demonstrated great sensitivity towards problems of knowledge and a sophisticated, rigorous and critical treatment of them. (03)
- ✓ Higher quality essays do not simply list the elements of the TOK diagram but instead define, explore and compare Ways of Knowing and Areas of Knowledge in a purposeful manner. Teachers would do well to encourage candidates to select the Ways of Knowing and Areas of Knowledge that are relevant to the prescribed title they have chosen to pursue, and to develop a sustained comparison between and amongst these. (03)
- ✓ Conceptual clarity is an integral part of what constitutes sound analysis. (03)
- ✓ Students do well when examples are actual, personal and documented, for example when a candidate describes her expertise on the above, what happened when interviewing victims of Hiroshima, or when a candidate uses quotations from their own reading." In contrast, essays went up in flames when examples did not move beyond Hitler, hypothetical cases, etc... (03)
- ✓ The best candidates showed **personal, complex, creative and critical thinking & personal involvement** with the problems of knowledge being written about. (02)

Tok Essay Guidelines

John Allum



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THEORY OF KNOWLEDGE ASSESSMENTS Ultimate Guide Bahador Shirazian, 2022-07-05 TOK Discussions was founded in 2020 as an online community for students to discuss a variety of topics. By time it evolved into the biggest online Theory of Knowledge community for all IBDP students and has helped thousands of students since. This book is the first publication of the TOK Discussions community written by its founder, a TOK teacher whom you may also know from Nail IB's video course. You can follow step by step detailed methods clearly explained for you to choose your essay title, IA prompt and to write your TOK essay and to create your exhibition. With the help of numerous sample texts from assessed works, suggested AOKs and objects and by taking advantage of 14 analytical texts written in a variety of ways in regard to language and approach, you can make sure you receive a high mark in both Theory of Knowledge assessments. The ToK Essay: Earning Full Marks on Your Theory of Knowledge Essay Mr. Slosberg, 2017-02-12 *Theory of Knowledge for the IB Diploma: Skills for Success* John Sprague, 2017-05-02 Exam Board IB Level IB Subject English First Teaching September 2014 First Exam June 2016 Build confidence in a range of key Theory of Knowledge skills with this practical companion full of advice and guidance from an experienced TOK expert. Learn to apply analytical skills with Deeper Analysis showing you how to go beyond simply identifying and explaining. Develop awareness of the practical application of knowledge with In Practice pointers offering guidance on how topics can be used in TOK activities. Improve skills for formulating genuine knowledge questions for use in activities, a crucial part of assessment success. Avoid making the mistakes that others make in the assessment with TOK Traps that highlight common errors and misconceptions. **Theory of Knowledge Third Edition** Nicholas Alchin, Carolyn P. Henly, 2014-05-30 A unique narrative through the latest TOK guide from two of the IB's most respected experts. Guides students by helping them examine the nature of knowledge and ways of knowing. Develops diverse and balanced arguments by raising questions in a variety of contexts. Provides complete support assessment. Includes all the new ways of knowing and areas of knowledge. Also available. This Student's Book is supported by Dynamic Learning which offers Teaching and Learning Resources that include a guide to teaching the course and classroom activities plus a unique lesson builder tool to help teachers collate and organise a range of resources into lessons. The Dynamic Learning package also includes a Whiteboard eTextbook version of the book for front of class teaching and lesson planning. Also from later in the year, please look out for assignable and downloadable Student eTextbooks. *Theory of Knowledge for the IB Diploma: Skills for Success Second Edition* John Sprague, 2020-06-08 Build confidence in a range of key Theory of Knowledge skills with this practical companion full of advice and guidance from an experienced TOK expert. Learn to apply analytical skills with Deeper Thinking showing you how to go beyond simply identifying and explaining. Develop awareness of the practical application of knowledge with In Practice pointers offering guidance on how topics can be used in TOK activities. Improve your ability to respond to knowledge questions, a crucial part of assessment success. Avoid making the mistakes that others

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Perspectives on the IB Diploma Core Jeff

Thompson, Judith Fabian, Mary Hayden, 2019-10-15 The Diploma Programme was the first programme to be devised and implemented by the International Baccalaureate over fifty years ago Since its creation the curriculum upon which the programme is based has been continuously developed to take into account the rapidly changing needs of students schools higher education and employment contexts For much of that time the programme has included three essential components that must be undertaken by students who wish to graduate with the Diploma Theory of Knowledge Extended Essay and Creativity Activity Service CAS Taken together over time these have come to be regarded as a core of the Diploma Programme although they were not described as such at the outset This edited collection is intended to provide input into the current review of the IB Diploma Programme It comprises contributions from experienced authors researchers and practitioners who were invited to reflect upon the nature of the core as it exists at present to raise issues in relation to the future development of the core and to share experience in the learning and teaching of the core components across a wide range of schools in both national and international systems of education Questions concerning the concept of the core as a whole developing students as internationally minded thinkers and the challenges of bringing coherence to the core in establishing a holistic approach to the curriculum underpin the individual chapters throughout Contributors Edward Allanson Tom Brodie John Cannings Christian Chiarenza Mary Donnellan Jenny Gillett Robin Julian Julian Kitching Justin Laleh Ann Lautrette James MacDonald Shona McIntosh Heather Michael Paul Regan John Royce John Sprague George Walker

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