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| **Subject** | **IB TOK** |
| **Year group** | **UPPER 6th** |

**Christmas Term**

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| Week | Date | Aims for Assessment | **FLIP THE CLASSROOM**: FOR PREP |
| 1 | September 11 | **Pick a first and second choice:**  **1.** “The fields of study of academic disciplines can overlap, but adopting interdisciplinary approaches to the production of knowledge leads only to confusion.” Discuss this claim.  **2.** “We know with confidence only when we know little; with knowledge doubt increases” (adapted from JW von Goethe). Discuss this statement with reference to two areas of knowledge.  **3.** “Without the assumption of the existence of uniformities there can be no knowledge.” Discuss this claim with reference to two areas of knowledge.  **4.** “Suspension of disbelief” is an essential feature of theatre. Is it essential in other areas of knowledge? Develop your answer with reference to two areas of knowledge.  **5.** “The quality of knowledge produced by an academic discipline is directly proportional to the duration of historical development of that discipline.” Explore this claim with reference to two disciplines.  **6.** “Robust knowledge requires both consensus and disagreement.” Discuss this claim with reference to two areas of knowledge. | Unpack the titles using the following tool:  Process for Writing a TOK Essay  *PREP IS ONLY THE FIRST 6 STEPS. The following is a “how to” guide to write a TOK essay. For this “unpacking” assignment.*  *Step 1*: Identify the **command terms** (Evaluate, to what extent agree, discuss) and describe what that term(s) requires you to do!  *Step 2*: Identify **KEY WORDS AND PHRASES**  *Step 3*: Choose 2 appropriate **AOKs** and explain your choices  *Step 4*: Identify **WOKs** present (or choose WOKs to elucidate discussion)  *Step 5*: What are the **knowledge issues** (in regard to humanity at large as well as the **individual knower**)?  *Step 6*: What **assumptions** are present?  *Step 7*: What stance will you take?  *Step 8*: Examples present in AOKs or WOKs?  *Step 9*: Address Counter Claims  *Step 10*: Address implications for the stance taken.  *Step 11*: Write  **Access time** for those still to do their presentations |
| 2 | September 18 | In groups – sharing ideas related to your chosen question (steps 1-6) – hand out –choose 2 areas | Hand out [knowledge framework template.pdf](http://sohowdoweknow.weebly.com/uploads/1/7/2/6/17262330/knowledge_framework_template.pdf)  Fill out template for your 2 chosen areas  **Access time** for those still to do their presentations |
| 3 | September 25 | Within your chosen AOKs – what Real Life Situations are pertinent to your PT? AREAS OF KNOWLEDGE The arts Ethics History Human sciences Indigenous knowledge systems Mathematics Natural sciences Religious knowledge systems  Do these tap into shared or personal knowledge? | ANSWER THE FOLLOWING FOR YOUR CHOSEN PT  **Thoughts to consider with essay 1 include:**  What questions are distinctive of each academic discipline?  What methods of enquiry are distinctive of each discipline?  Can different disciplines share common conceptual schemes?  **Thoughts to consider with essay 2 include:**  What is a paradox?  To what extent is the growth of knowledge the growth of our conceptual schemes?  Is the ability to ask new questions simply increased ignorance or increased doubt?  **Thoughts to consider with essay 3 include:**  What are the different kinds of uniformity?  Is the possession of a concept knowing a rule?  Do laws of nature exist in reality or only in our minds?  **Thoughts to consider with essay 4 include:**  What is the relation between belief and imagination?  Is supposition a kind of imagination?  How do we detect inconsistency in our belief systems?  **Thoughts to consider with essay 5 include:**  How can knowledge have "quality"?  How, if at all, do we measure the quantity of knowledge?  How are new academic disciplines born?  **Thoughts to consider with essay 6 include:**  Isn’t all knowledge robust? Isn't it belief that is not?  Does knowledge rely on opinion?  What is the difference between rational and non-rational disagreement?  **Access time** for those still to do their presentations |
| 4 | October 2 | Highlight essays – identifying the structure beneath  WRITE YOUR OWN ESSAY PLAN | Read through exemplar essays - Compare and contrast our approach to knowledge about the past with our approach to knowledge about the future AND In expanding the field of knowledge we but increase the horizon of ignorance  **Access time** for those still to do their presentations |
| 5 | October 9 | Using the ‘areas of knowledge and knowledge frameworks’ handout, identify SCOPE/APPLICATIONS, Concepts/Language, METHODOLOGY, Historical Development, LINKS TO PERSONAL KNOWLEDGE within your 2 chosen AOKs and in relation to your PT | Talk to any of your other IB teachers who teach either of your two chosen areas of knowledge. Show them the PT. Ask them to share their thoughts. Remember, you are looking for yes AND no, for shades of grey. Can they think of any conflicting theories or relevant RLSs? |
| 6 | October 16  ASSESSMENT  WEEK | WRITE YOUR INTRODUCTIONS | **FINAL PRESENTATIONS** |
| 7 | October 23 | Half term | **RESIST PASSIVITY! QUESTION EVERYTHING! JUST BECAUSE THE VIDEOS AND ARTICLES here contain expert witness etc., doesn’t mean they’re right. Being a TOK sensei means you need to question everything, revealing weaknesses, limitations, bias, playing devil’s advocate!**  **Revise all notes**  **PT 1. READ:** <http://www.sciencemag.org/careers/2012/04/troubled-interdisciplinarity>  On . . . ‘Interdisciplinary research’ . . . not fitting into . . . ‘traditional academic structures’ (Science)  **PT 1. READ:** <http://www.mdmag.com/journals/pain-management/2012/february-2012/the-challenges-and-benefits-of-an-interdisciplinary-approach-to-pain-management-a-qanda-with-cam-kneeland-md>  Pain management (medicine) – the dangers of a NON-Interdisciplinary approach (see opioid comment etc)  **PT 1 READ**: <http://public.vrac.iastate.edu/~gilbert/interdisciplinary_research_talk.pdf>  The Pros & Cons of Interdisciplinary Research  **PT 2. READ**: <https://www.thestage.co.uk/news/2017/arts-must-embrace-uncertainty-to-thrive-itc-conference-2017/>  Uncertainty in The Arts  **PT 2. READ**: <https://www.wired.com/2009/01/st-thompson-14/>  How increased knowledge leads to increased ignorance  **PT 3. READ**: <https://books.google.co.uk/books?id=SjgTI8uhNH8C&pg=PA142&lpg=PA142&dq=the+relationship+between+uniformity+and+knowledge&source=bl&ots=FpLcu6g4w9&sig=FA_4xgbUCh8V5RRSpyLbwFY_p1M&hl=en&sa=X&ved=0ahUKEwjunKfqn5rWAhWDfFAKHagBCmoQ6AEIRzAE#v=onepage&q=the%20relationship%20between%20uniformity%20and%20knowledge&f=true>  Uniformity and diversity (SEE HANDOUT)  **PT 3. READ:** <https://books.google.co.uk/books?id=-oM9BAAAQBAJ&pg=PA29&lpg=PA29&dq=the+relationship+between+uniformity+and+knowledge&source=bl&ots=Pum4VvVFxw&sig=7-4sLc4DeHJjcSv61uePiKRAf-I&hl=en&sa=X&ved=0ahUKEwiN7uTVoprWAhUPEVAKHQ1NCII4ChDoAQgnMAA#v=onepage&q=the%20relationship%20between%20uniformity%20and%20knowledge&f=false>  Science and the Sociology of Knowledge. Uniformity, science and the laws of nature (SEE HANDOUT)  **PT 4. Read**: <http://www.iep.utm.edu/hume-ima/>  Philosophy – Hume – belief and imagination  **PT 5. READ**: <https://io9.gizmodo.com/5881149/technologies-that-weve-lost---and-the-quest-to-find-them-again>  Technologies that have been lost – does knowledge always march on, or does it sometimes take a step backwards?  **PT 6. Watch**: <http://www.bbc.co.uk/history/british/tudors/reformation_debate_01.shtml>  History – Consensus and disagreement  **PT 6. Watch**: <http://www.nature.com/news/2011/111005/full/478007a.html>  Science – Consensus and disagreement |
| 8 | October 30 | WAYS OF KNOWING  Emotion Faith Imagination Intuition Language Memory Reason Sense perception  PT 1. Do the WoKs play a greater, lesser or even different role when it comes to different academic disciplines?  PT 2. When we ‘know’ more, how is the relationship we have with our different WoKs changed or complicated?  PT 3. Does the idea of a uniformity mean rigidity, sameness of experience? If we react differently – via our WoKs – themselves affected by our historical and social standpoints (time, class, geographical location, education etc) – does that affect our concepts of uniformity or even the uniformity itself? | **RESIST PASSIVITY! QUESTION EVERYTHING! JUST BECAUSE THE VIDEOS AND ARTICLES here contain expert witness etc., doesn’t mean they’re right. Being a TOK sensei means you need to question everything, revealing weaknesses, limitations, bias, playing devil’s advocate!**  **Useful WOK Videos and articles (make notes on the following):**  Watch: <https://www.youtube.com/watch?v=NAy-qkRP-vo&list=PL846LBJTd-zh2NSmMsONqC7hWe2hRCkIY> (**language** and **emotion** – Sapir-Whorf hypothesis)  Watch: <https://www.youtube.com/watch?v=ImQrUjlyHUg&list=PL846LBJTd-zh2NSmMsONqC7hWe2hRCkIY&index=4> (**language**)  Watch: <https://www.youtube.com/watch?v=gwtM9fekv1c>  (On **faith**)  **Watch**: <https://www.youtube.com/watch?v=MTPHXNMi9tA>  (On **faith** and **reason** (and **language**))  Watch: <https://www.youtube.com/watch?v=QIS7qKe_O14> (**imagination**) |
| 9 | November 6 | PT 4. If we ‘suspend disbelief’, do we rely more heavily on imagination and intuition? And if so, does that mean, we rely less on our other WoKs? And if so . . . what are the implications?  PT 5. Have there been times when our WoKs have been ‘sharper’? Now, for example, with computers, the Internet, virtual reality and global networking . . . or in a time when human beings were more socialised due to no television or computers?  PT 6. Has the concept of ‘robustness’ changed over time? Is our concept of knowledge more robust now than ever before? And are there WoK influences that affect why and how we concede or disagree? (think of Plato’s cave) | Watch: <https://www.youtube.com/watch?v=_FfypyFsGhk&list=PLZbVESc4rBHmhFx8uLN5Y0zTL3Xp0oFky>  (**Intuition – research the books mentioned**)  Watch: <https://www.youtube.com/watch?v=HVWbrNls-Kw&list=PLgfJ3DcAMg_xyW3St5bPgFuF9PJ0s_Kpg>  (**Memory**)  **Watch**: <https://www.youtube.com/watch?v=XgRlrBl-7Yg&list=PLgfJ3DcAMg_xyW3St5bPgFuF9PJ0s_Kpg&index=4>  The riddle of experience vs. memory – COGNITIVE TRAPS  Watch: <https://www.youtube.com/watch?v=uk7gKixqVNU&list=PLgfJ3DcAMg_wWt7mmQ0prlYw-yjl7D1Rl>  (The pros and cons of **Reason**)  WATCH: <https://www.youtube.com/watch?v=CYfq4epSRgc>  (Good student video on **Sense perception)**  **Watch:** <https://www.youtube.com/watch?v=bs2pTBkJCxQ>  (Paradoxes in **sense perception**) |
| 10 | November 13 | **Preparation of RLSs, AoKs and WoKs related to PT** | **RESIST PASSIVITY! QUESTION EVERYTHING! JUST BECAUSE THE VIDEOS AND ARTICLES here contain expert witness etc., doesn’t mean they’re right. Being a TOK sensei means you need to question everything, revealing weaknesses, limitations, bias, playing devil’s advocate!** |
| 11 | November 20 | **Presentation of RLSs, AoKs and WoKs related to PT** |  |
| 12 | November 27 | **Write an 800 word practice essay** | write a rough draft of essay |
| 13 | December 4 | INDIVIDUAL FEEDBACK SESSIONS on essays – unpacking the questions? Any inferred, relevant knowledge questions? Word count? AoKs? WoKs? RLSs? |  |
| 14 | December 11 | *School exams*. | Second draft of essay |

**Easter Term**

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| Week | Date | Aims for Assessment | **FLIP THE CLASSROOM**: FOR PREP |
| 1 | January 8 | Write rough draft of 1600 word essay | Revise how to present Bibliographies |
| 2 | January 15 | Work in PT groups in advising on essay structure and content |  |
| 3 | January 22 | Work in PT groups in advising on essay structure and content |  |
| 4 | January 29 | INDIVIDUAL FEEDBACK SESSIONS on essays – unpacking the questions? Any inferred, relevant knowledge questions? Word count? AoKs? WoKs? RLSs? |  |
| 5 | February 5  ASSESSMENT  WEEK | Personal time to rewrite essays | Access time |
| 6 | February 12 | Half term |  |
| 7 | February 19 | Personal time to rewrite essays | Access time |
| 8 | February 26 | Personal time to rewrite essays | Access time |
| 9 | March 5 | Personal time to rewrite essays | Access time |
| 10 | March 12 | Personal time to rewrite essays | Access time |
| 11 | March 19  ASSESSMENT  WEEK | HAND IN FINAL COPY OF ESSAY |  |

**Summer Term**

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| Week | Date | Aims for Assessment | **FLIP THE CLASSROOM**: FOR PREP |
| 1 | April 16 | *FEEDBACK – FINISHING TOUCHES* |  |
| 2 | April 23 | *School exams*. |  |
| 3 | April 30 | *School exams*. |  |
| 4 | May 7 | *School exams*. |  |
| 5 | May 14 | *School exams*. |  |
| 6 | May 21  ASSESSMENT  WEEK | *School exams*. |  |
| 7 | May 28 | Half term |  |
| 8 | June 4 | *School exams*. |  |
| 9\* | June 11 | *School exams*. |  |
| 10 | June 18 | *School exams*. |  |
| 11 | June 25 | *School exams*. |  |
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**Prescribed Titles:**

**1.** “The fields of study of academic disciplines can overlap, but adopting **interdisciplinary approaches** to the production of knowledge leads only to confusion.” Discuss this claim.

**2.** “We know with confidence only when we know little; **with knowledge doubt increases**” (adapted from JW von Goethe). Discuss this statement with reference to two areas of knowledge.

**3.** “Without the assumption of the existence of **uniformities** there can be no knowledge.” Discuss this claim with reference to two areas of knowledge.

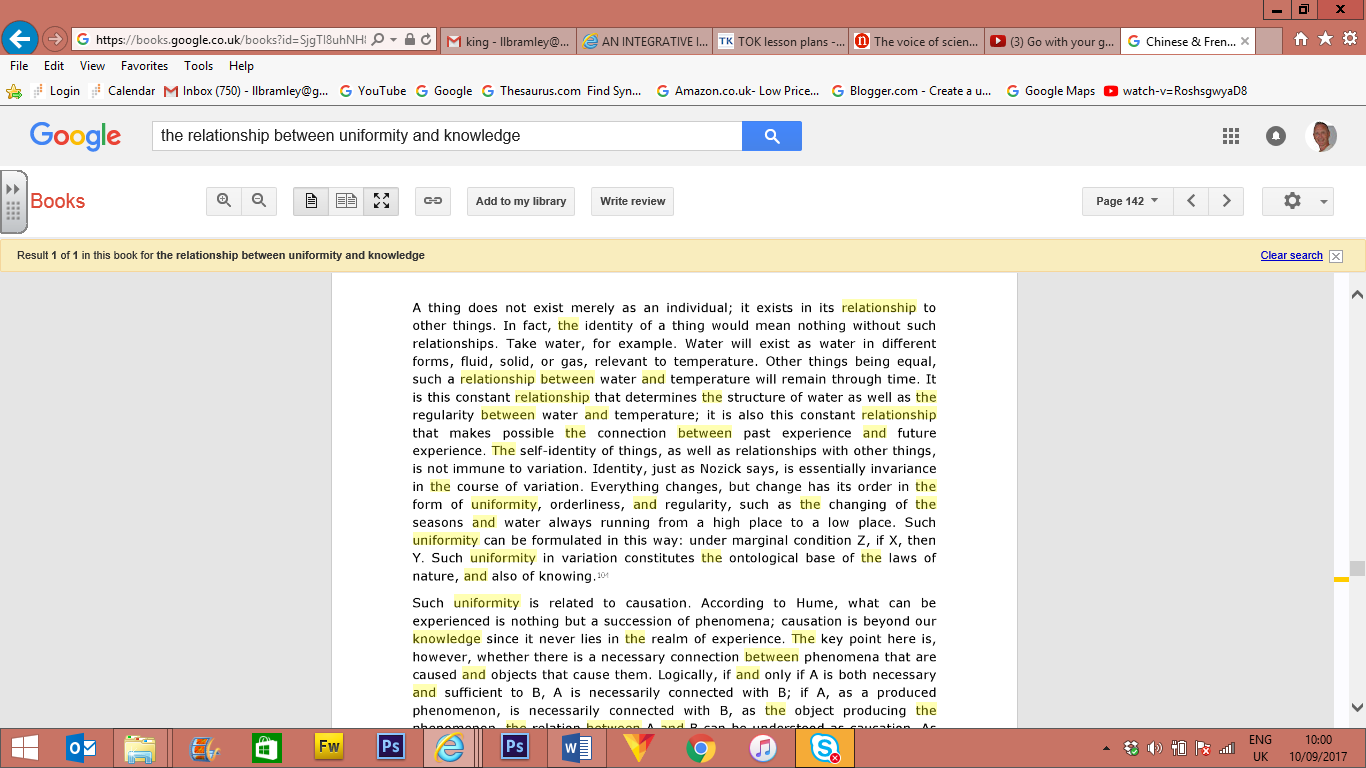
**4.** “Suspension of **disbelief**” is an essential feature of theatre. Is it essential in other areas of knowledge? Develop your answer with reference to two areas of knowledge.

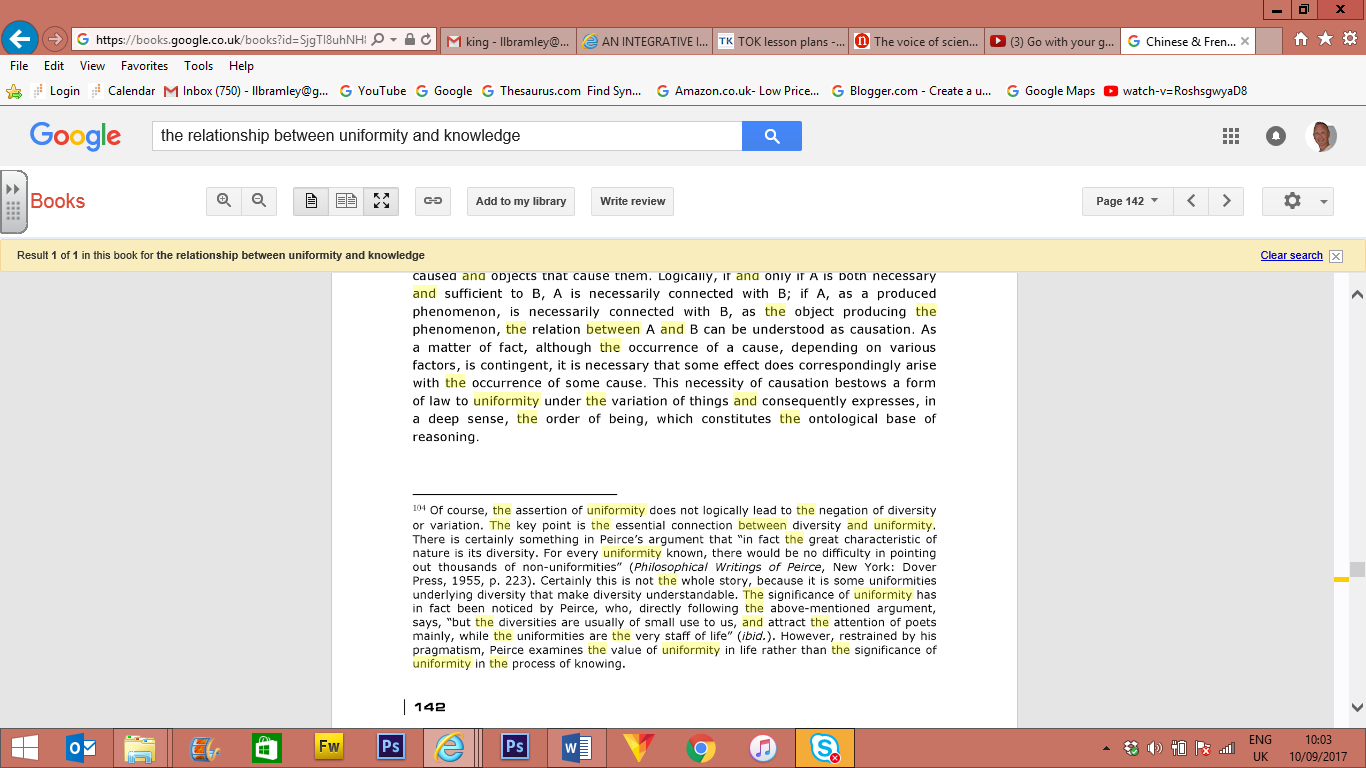
**5.** “The quality of knowledge produced by an academic discipline is directly proportional to the **duration of historical development** of that discipline.” Explore this claim with reference to two disciplines.

**6.** “Robust knowledge requires both **consensus and disagreement**.” Discuss this claim with reference to two areas of knowledge.

**Yes and No and everywhere inbetween!**

**PT 3. Uniformity and diversity:**





**PT 3. Science and the Sociology of Knowledge (uniformity, science and the laws of nature):**

