TOK DP Networking with Bill Roberts
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**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