



**CARSON GRAHAM
SECONDARY**

COURSE OUTLINE – DP CORE: TOK, CAS & EE

Course Descriptions:

TOK:

Theory of Knowledge (TOK) is a two-year course that is central to the philosophy of the International Baccalaureate Diploma Programme; it is a core requirement for all Diploma candidates. In the TOK classroom, emphasis is placed not on what one knows, but on how one knows, and on the role that knowledge plays in an increasingly global and technological society. Both students and their teacher must be willing to reflect critically on the diverse ways of knowing (perception, language, emotion and reason) and on the varied but interconnected areas of knowledge (Mathematics, Natural Science, Human Sciences, the Arts, History, and Ethics). With thoughtful inquiry as its foundation, TOK is composed almost entirely of questions, both ageless questions on which thinkers have been reflecting for centuries, and new ones, often challenging to accepted belief, which are posed by contemporary life. A specific aim of TOK is to enable students to appreciate the multiplicity of cultural and historical perspectives and to challenge and broaden their global understanding.

CAS:

Creativity Activity Service (CAS) is the heart of the IB Diploma Programme. CAS enables students to enhance their personal and interpersonal development through experimental learning from September of Year 1 to March of Year 2. In CAS, **Creativity** encompasses participation in the fine and performing arts, as well as other experiences that involve creative thinking; **Activity** involves physical exertion that contributes to a healthy lifestyle; and **Service** and service learning encompasses the unpaid, voluntary efforts that have benefits for both the student and others. This core component provides an important counterbalance to the academic requirements of the Diploma Programme, as a strong CAS programme should be both challenging and enjoyable; CAS is a personal journey of self-discovery.

EE:

The Extended Essay is a core component of the IB Diploma; it is an in-depth study of a focused topic chosen from one of the student's six chosen Diploma Programme. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing of approximately 4,000 words, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. The extended essay is externally assessed by examiners around the world using common and subject specific criteria.





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Assessment Objectives:

TOK:

It is expected that by the end of the TOK course, students will be able to:

1. identify and analyse the various kinds of justifications used to support knowledge claims
2. formulate, evaluate and attempt to answer knowledge questions
3. examine how academic disciplines/areas of knowledge generate and shape knowledge
4. understand the roles played by ways of knowing in the construction of shared and personal knowledge
5. explore links between knowledge claims, knowledge questions, ways of knowing and areas of knowledge
6. demonstrate an awareness and understanding of different perspectives and be able to relate these to one's own perspective
7. explore a real-life situation from a TOK perspective in the presentation.

CAS:

As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

1. **Increased their awareness of their own strengths and areas for growth**
They are able to see themselves as individuals with various skills and abilities, some more developed than others, and understand that they can make choices about how they wish to move forward.
2. **Undertaken new challenges**
A new challenge may be an unfamiliar activity, or an extension to an existing one.
3. **Planned and initiated activities**
Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.
4. **Worked collaboratively with others**
Collaboration can be shown in many different activities, such as team sports, playing music in a band, or helping in a kindergarten. At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.
5. **Shown perseverance and commitment in their activities**
At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.
6. **Engaged with issues of global importance**
Students may be involved in international projects but there are many global issues that can be acted upon locally or nationally (for example, environmental concerns, caring for the elderly).
7. **Considered the ethical implications of their actions**
Ethical decisions arise in almost any CAS activity (for example, on the sports field, in musical composition, in relationships with others involved in service activities). Evidence of thinking about ethical issues can be shown in various ways, including journal entries and conversations with CAS advisers.
8. **Developed new skills**
As with new challenges, new skills may be shown in activities that the student has not previously undertaken, or in increased expertise in an established area.

All eight outcomes must be present for a student to complete the CAS requirement.

EE:

In working on the extended essay, students are expected to:

1. plan and pursue a research project with intellectual initiative and insight
2. formulate a precise research question
3. gather and interpret material from sources appropriate to the research question
4. structure a reasoned argument in response to the research question on the basis of the material gathered
5. present their extended essay in a format appropriate to the subject, acknowledging sources in one of the established academic ways
6. use the terminology and language appropriate to the subject with skill and understanding
7. apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of their research





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Grade Descriptors:

Theory of Knowledge Grade Descriptors

Grade A

Knowledge questions are thoroughly explored and clearly related to examples/real-life situations. Effective links are made to areas of knowledge and/or ways of knowing. Analysis is coherent, and well developed. The discussion includes consideration of implications, assumptions, counterclaims and different perspectives.

Grade B

Knowledge questions are explored and related to examples/real-life situations. Links are made to areas of knowledge and/or ways of knowing. Analysis is developed. The discussion identifies some implications and/ or assumptions, and includes some consideration of counterclaims and/or different perspectives.

Grade C

Knowledge questions are considered and related to examples/real-life situations, although these may not always be appropriate. Some links are made to areas of knowledge and/or ways of knowing. Analysis is developed to a limited extent. The discussion is more descriptive than analytical, and counterclaims and different perspectives are identified but not explored.

Grade D

There is little consideration of knowledge questions related to examples/real-life situations. Superficial links are made to areas of knowledge and/or ways of knowing. Analysis is not offered, or lacks coherence. The discussion is simplistic and mainly descriptive. There is minimal reference to counterclaims or different perspectives.

Grade E

There is no consideration of knowledge questions. Few, if any, references are made to areas of knowledge or ways of knowing. The discussion is simplistic and descriptive. Counterclaims or different perspectives are not identified.

CAS Grade Descriptors

Level 7

Demonstrates excellent understanding of strengths and areas for growth

Consistent evidence of critical reflective thinking in engaging with issues of global significance

Selects and applies relevant challenges in developing new skills

Demonstrates personal skills, perseverance and responsibility in initiating and planning a wide variety of CAS activities in a very consistent manner

Works very well within a team and approaches CAS activities in an ethical manner, paying full attention to impact of choices and actions

Level 6

Demonstrates detailed understanding of strengths and areas for growth

Consistent evidence of reflective thinking in engaging with issues of global significance

Selects and applies relevant challenges in developing new skills

Demonstrates personal skills, perseverance and responsibility in initiating and planning a wide variety of CAS activities in a very consistent manner

Works well within a team and approaches CAS activities in an ethical manner, paying due attention to impact of choices and actions

Level 5

Demonstrates sound understanding of strengths and areas for growth

Some evidence of reflective thinking in engaging with issues of global significance

Shows sound understanding of how challenges will develop new skills

Demonstrates personal skills, perseverance and responsibility in initiating and planning a variety of CAS activities in a fairly consistent manner

Generally works well within a team and approaches CAS activities in an ethical manner, paying attention to impact of choices and actions

Level 4

Demonstrates secure understanding of strengths and areas for growth

An ability to interpret connections in engaging with issues of global significance

Shows adequate comprehension how challenges will develop new skills but with limited ability to apply them

Demonstrates personal skills, perseverance and responsibility in initiating and planning a variety of CAS activities although displays some inconsistencies

Works within a team and generally approaches CAS activities in an ethical manner, with some attention to impact of choices and actions





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CAS Grade Descriptors cont.

Level 3

Demonstrates understanding of strengths and areas for growth
Some ability to establish links in engaging with issues of global significance
Shows partial comprehension of how challenges will develop new skills with a weak ability to apply them
Initiates and plans CAS activities in an inconsistent manner
Occasionally approaches CAS activities in an ethical manner, but shows very little awareness of impact of choices and actions

Level 2

Demonstrates limited understanding of strengths and areas for growth
Responses are generally limited in engaging with issues of global significance
Demonstrates a limited ability to develop new skills
Shows little ability to initiate and plan CAS activities
Rarely demonstrates personal skills, perseverance or responsibility in some CAS activities

Level 1

Demonstrates rudimentary understanding of strengths and areas for growth
Demonstrates very little ability to develop new skills
Responses are very limited in engaging with issues of global significance
A limited ability to comprehend data or to solve problems
Shows very little ability to initiate and plan CAS activities
Rarely demonstrates personal skills, perseverance or responsibility in some CAS activities

Extended Essay Grade Descriptors

Grade A

Demonstrates sharp focus and good contextualization of the topic through very good knowledge and understanding; a high level of organization and an effective ability to assemble evidence/data/information in an intelligent and academic way facilitating analysis and evaluation, supported throughout by excellent communication, using language appropriate to the subject; clear insight and understanding leading to evidence of independent thinking; consistent, persuasive and effective argument.

Grade B

Demonstrates focus and contextualization of the topic through good knowledge and understanding; clear organization and structure and an ability to assemble evidence/data/information in an intelligent and academic way facilitating analysis and evaluation, supported throughout by good communication using language appropriate to the subject; some evidence of independent thought; some persuasive and effective argument.

Grade C

Demonstrates a satisfactory focus and partial contextualization of the topic through satisfactory knowledge and understanding; some degree of organization and structure and some ability to assemble relevant evidence/data/information, supported throughout by satisfactory communication, generally using language appropriate to the subject; work that is largely descriptive and with limited argument/analysis/ evaluation.

Grade D

Demonstrates limited focus and contextualization of the topic which shows limited knowledge and understanding; limited organization and structure and a limited ability to assemble evidence/data/ information, hindered by unsatisfactory communication which generally does not use language appropriate to the subject; work that is largely descriptive with little evidence of argument.

Grade E

Demonstrates a lack of focus and lack of contextualization of the topic which shows minimal knowledge and understanding; minimal organization and structure and an inability to assemble appropriate evidence/ data/information, hindered by unclear communication which does not use language appropriate to the subject; work that is ineffectively descriptive or irrelevant to the topic; no evidence of argument.





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TOK Assessment Overview & Timeline:

The presentation: students are required to deliver for internal assessment a 10 minute presentation in which they identify and explore a knowledge question raised by a substantive real-life situation. Students present in June of year one.

The essay: students are required to submit for external assessment an essay on any one of six titles prescribed by the IB for each examination session. The titles ask generic questions about knowledge and are cross-disciplinary in nature. They may be answered with reference to any part or parts of the TOK course, to specific disciplines, or with reference to opinions gained about knowledge both inside and outside the classroom. Students write essays in the fall of year two.

CAS Assessment Overview & Timeline:

Each student will develop a CAS project in year one. Students will complete the project plan in June, and complete the project over the summer. The CAS project has the following requirements:

- At least 1 month in length
- An approved proposal addressing each of the 5 stages of CAS
- Demonstration of skill development including collaboration, problem solving, and decision making
- Demonstration of personal initiative
- Demonstration of perseverance
- Addresses 1-3 of the CAS strands (creativity, activity, service)
- Highlighted in the IB exhibition in grade 12

EE Assessment Overview & Timeline:

Extended Essays are assessed externally; however, internally, teacher supervisors assess the progress of each student's research and writing process. The timeline is as follows:

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| • Introduction to the Extended Essay | November year one |
| • Simon Fraser University Library Field Trip | November year one |
| • Skills Based Lesson | December year one |
| • EE Proposal | Due January year one |
| • Skills Based Lesson | January year one |
| • Skills Based Lesson | February year one |
| • EE Detailed Outline | Due February year two |
| • EE Intensive Day of Writing #1 | March year one |
| • EE Intensive Day of Writing #2 | March year one |
| • After school writing session | March year one |
| • EE First Draft (a complete essay) | Due March year one |
| • Skills Based Lesson | April year one |
| • After school writing session | May year one |
| • After school writing session | May year one |
| • EE Second Draft | Due May year one |
| • Viva Voce Interview | Completed by June year one |
| • Final Revisions | September to November year two |
| • EE Final Completed Essay | December year two |





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BC Ministry Requirements:

In line with the philosophy of the IB Diploma Programme, students will be assessed against the course objectives at their current level of achievement on the 7-point scale throughout the course. As required by the Ministry of Education, students will also be given a percentage converted from the IB level that reflects their achievement in relation to the corresponding BC Curriculum course.

Approaches to Learning (ATL)

Approaches to learning across the Diploma Programme refer to deliberate strategies, skills and attitudes which are intrinsically linked with the learner profile attributes, enhance student learning and assist student preparation for the Diploma Programme assessment and beyond.

The five approaches to learning categories in the DP are:

- thinking skills
- social skills
- communication skills
- self-management skills
- research skills

Development of these skills are key to success in the Diploma Programme and will be formally and informally taught and assessed.

Academic Honesty and Personal Integrity

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. As diploma candidates, you are expected to adhere to the school's Policy for Academic Integrity, and also to the principles and practices set out in the IB document, Diploma Programme: Academic Honesty, 2011. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.

<http://www.sd44.ca/school/carson/Documents/Carson%20Graham%20Policy%20for%20Academic%20Honesty%20June%202015.pdf>

