



المدرسة الملكية الكندية-القاهرة
Royal Canadian School-Cairo

TOK Handbook

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Welcome note

Welcome to the 2024-2025 school year!

I hope you had a great summer. On behalf of the whole faculty and staff! We at RCS are all eager to start what was predicted to be a very fruitful year. Always keep in mind that we are making every effort to support your inherent curiosity and personal passions. We work to help you develop into future leaders who are tolerant, compassionate, contemplative, creative, and disciplined lifelong learners who contribute to the growth of your communities and serve successfully in a changing world. Being a part of a community where parents, teachers, and students value one another and work to foster relationships that foster social and academic development is a wonderful luxury. We see ourselves as a unit.

This academic year is going to be extraordinary. Fun, enthusiasm, and education will all be present at RCS. You need to understand how much we genuinely care about you. We are eager to get to know you, everyone. You are welcome to visit my office whenever you need to. I'm here for you whenever you need me, and I welcome your thoughts and recommendations. **Head of the school**

Sherein' Batchel

Handbook Use & Purpose

This handbook provides parents with a description of the policies, procedures, and expectations of the Royal Canadian School (RCS). Please go through this document with your children so everyone becomes familiar with the information. This is a 'living' document and its content may be revised and updated over time as needed. Any revisions will be communicated to students and parents.

International Baccalaureate (IB) system

The IB is a very interesting education system. Its goal is to help develop students who create a better world through their intercultural understanding and respect.

The IB system is divided into primary years, middle years, and diploma programs.

The diploma program's main goal is to enhance students who have an excellent depth of knowledge. It helps students succeed physically, intellectually, emotionally, and ethically. The DP curriculum consists of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS), and the extended essay.

RCS Vision:

RCS Cairo aims to cultivate future leaders who demonstrate the global understandings, empathy, and skills to solve 21st-century challenges and make their world a better place.

RCS Mission Statement

RCS will nurture intellectual curiosity, academic excellence, environmental awareness and pride in community, host country and home country.

Faculty Team:

Head of School: Sherein' Batchelor

DP Coordinator: Dalia Kamal

CAS Coordinator: Sara Amr

Extended Essay Coordinator: Dalia Kamal

TOK Coordinator: Sara Amr

TOK at a glance

The TOK course's discussion-based foundation is its core. Although TOK aims to find a balance between the common and personal parts of knowledge, the student's experiences outside of the classroom equally matter in these talks.

A critical thinking course, in TOK is focused on developing students' ability to approach knowledge with an awareness of how linked the current world is. "Critical" in this context refers to an analytical approach that is ready to evaluate the evidence for knowledge claims, cognizant of its limitations, aware of its viewpoints, and receptive to alternate approaches to addressing knowledge queries. Although it is a challenging course, it is an important part of both the diploma program and lifetime learning.

Nature of the Subject

By giving students the chance to consider the nature of knowledge, TOK performs a unique function in the Diploma Programme. For the knower to become aware of both his or her viewpoints and those of the numerous groups whose knowledge he or she shares, TOK must emphasize links between knowledge fields and link them to the knower. Therefore, TOK examines the links between the personal and shared facets of knowledge as well as their exploration.

The foundation of TOK is actual knowledge. How do we know that? is the central query of TOK.

The topic of TOK is knowing about knowing. The individual knower must make an effort to comprehend the world and his or her place in it. The concept of knowledge questions forms the core of the course. These include queries like:

- What constitutes evidence for X?
- What qualifies as a solid justification in subject Y?
- How do we determine which Z model is the best?

- How can we be certain that W?
- What does theory X mean in practice?
- How can we tell if doing S is morally appropriate?

The position of TOK in the framework of the IB Diploma Programme:

The TOK course is designed as a comprehensive two-year curriculum which is an inter-disciplinary course meant to elaborate an adequate approach to learning that is supposed to unify the academic areas and inspire respect for other cultures.

The significance of TOK:

The TOK course promotes critical thinking about many knowledge-related challenges. In a world where things are always changing and are impossible to notice or forecast, it is beneficial to learn the process of learning.

The center of the TOK course:

The way that TOK is taught and studied is distinct and different from other academic disciplines. The student, who has gathered a great deal of knowledge in the form of views and ideas from academic subjects and through their 16 years of private and academic lives, is at the core of the TOK course.

The methodology of TOK:

The purpose of TOK talks is to assist students in developing and formulating their opinions on knowledge claims and issues, sharing those opinions with others, and learning from others' perspectives. The student's knowledge of the knowledge questions and their critical thinking is molded and developed during this process of pondering, reasoning, formulating, refuting, arguing, and concluding. Discussions of the TOK may draw connections between information learned in other courses. An endless amount of questions can be raised in a TOK course. Only the most crucial issues are covered in the curriculum, and many more will need to be discussed outside of class.

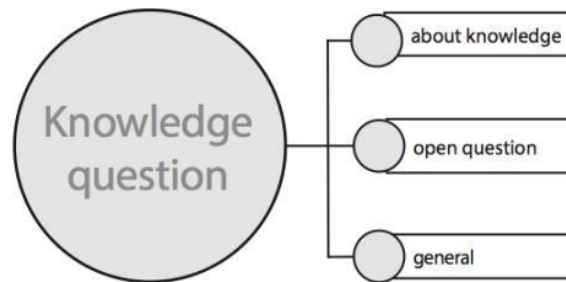
Knowledge questions

The study of knowledge questions is at the heart of the TOK curriculum. Effective TOK discussions depend on students' ability to focus on questions about knowledge itself and how we know things. Knowledge questions ensure that this happens. Questions about knowledge aid students in expanding their understanding of TOK past subject- or situation-specific inquiries. Knowledge questions are inquiries into how knowledge is created, gained, shared, and used; what it is and is not; who possesses it and who does not; and who determines the answers to these inquiries.

Students concentrate on how knowledge is created and assessed rather than subject-specific content or concrete instances. Knowledge-based questions are different from many of the questions that students are asked in their other disciplines in this way.

Knowledge questions are debatable since there are numerous possible solutions. Although dealing with these open-ended questions is a fundamental component of TOK, some students can find it confusing that there isn't a single "correct" response. It is also possible for responses to questions in TOK conversations

to vary; what counts is that the analysis is complete, accurate, and persuasively supported by examples and evidence.



TOK and International- mindedness:

“Teachers open the door, but you must enter by yourself” Chinese proverb

Knowledge is a shared legacy of mankind, shaped and influenced by a wide range of cultures. The IB vision of international-minded individuals implies a global engagement, embodying a commitment to address the 21st-century challenges, TOK exists at the core of the quest, as we strive toward an enlightened and fulfilled humanity.

Curriculum Model

Core theme:

Knowledge and the Knower (32 hours)

- Me as a knower and a thinker
- Where do our values come from?
- How can we navigate the world?
- How can we tell when we are being manipulated?
- What shapes my perspective?

Optional themes (Pick 2)

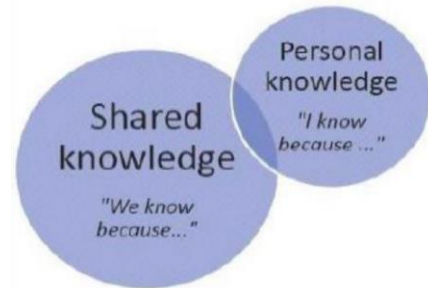
- Knowledge and technology
- Knowledge and language
- Knowledge and indigenous societies
- Knowledge and Politics
- Knowledge and Religion

Areas of Knowledge (50 hours)

- History
- The Human Sciences
- The Natural Sciences
- Mathematics
- The Arts

Aims of TOK

In Theory of Knowledge classes, you will examine knowledge queries connected to a variety of issues. Additionally, you will examine five areas of knowledge that are required: history, humanities, math, sciences, and the arts. While assessing the barriers that separate them, you will draw connections between distinct fields of knowledge. You'll learn more about the techniques we use to assemble information from many fields, identify viewpoints, and identify changes in cognitive paradigms. You will also examine the ethical ramifications of knowledge acquisition and pursuit throughout the course.



The aims of the course are to:

1. Draw interactions between the academic disciplines, the larger world, and a critical approach to the development of knowledge.
2. Gain knowledge of how people and groups create knowledge and how it is critically analyzed.
3. Grow an interest in the depth and diversity of cultural perspectives as well as an awareness of one's own and one's ideology.
4. Critically examine their ideas and presumptions to live more deliberate, accountable, and meaningful lives.
5. Recognize that knowledge includes responsibility, which prompts dedication and action.

What makes TOK different?

As opposed to learning new information as such, TOK classes encourage you to reflect on knowledge and what it means to be knowledgeable. You will encounter a variety of very abstract topics along the way. It could be a little strange for you to think about these ideas than you are used to. You can feel uncomfortable when you investigate TOK principles. Some students initially find this challenging, but ultimately gratifying. The IBO suggests that the notions of evidence, certainty, truth, interpretation, power, justification, explanation, objectivity, viewpoint, culture, values, and responsibility will aid in your exploration of the idea of knowledge.

Assessment tasks

The assessment of the theory of knowledge does not take the shape of a test. The assessment consists of two components instead: an essay on a prescribed topic and, new to this specification, the "TOK exhibition." The externally graded essay is worth 67% of the final grade. The Exhibition receives internal

marking (but external moderation) and is worth 33% of the final grade. On their separate web pages, more details on each component of the assessment can be obtained. The domains of knowledge form the foundation of the essay. The show examines how TOK appears in the environment. The exhibition must be based on one of the prescribed prompts:

1. What counts as knowledge?
2. Are some types of knowledge more useful than others?
3. What features of knowledge impact its reliability?
4. On what grounds might we doubt a claim?
5. What counts as good evidence for a claim?
6. How does the way that we organize or classify knowledge affect what we know?
7. What are the implications of having or not having knowledge?
8. To what extent is certainty attainable?
9. Are some types of knowledge less open to interpretation than others?
10. What challenges are raised by the dissemination and/or communication of knowledge?
11. Can new knowledge change established values or beliefs?
12. Is bias inevitable in the production of knowledge?
13. How can we know that current knowledge is an improvement upon past knowledge?
14. Does some knowledge belong only to particular communities of knowers?
15. What constraints are there on the pursuit of knowledge?
16. Should some knowledge not be sought on ethical grounds?
17. Why do we seek knowledge?
18. Are some things unknowable?
19. What counts as a good justification for a claim?
20. What is the relationship between personal experience and knowledge?
21. What is the relationship between knowledge and culture?
22. What role do experts play in influencing our consumption or acquisition of knowledge?
23. How important are material tools in the production or acquisition of knowledge?
24. How might the context in which knowledge is presented influence whether it is accepted or rejected?
25. How can we distinguish between, knowledge, belief, and opinion?
26. Does our knowledge depend on our interactions with other knowers?
27. Does all knowledge impose ethical obligations on those who know it?
28. To what extent is objectivity possible in the production or acquisition of knowledge?
29. Who owns knowledge?
30. What role does imagination play in producing knowledge about the world?
31. How can we judge when evidence is adequate?
32. What makes a good explanation?
33. How is current knowledge shaped by its historical development?
34. In what ways do our values affect our acquisition of knowledge?
35. In what ways do values affect the production of knowledge?

Assessment Objectives of TOK

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

1. Identify and analyze 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 perspective
7. Explore a real-life situation from a TOK perspective in the Exhibition.

The TOK essay

(10 marks) (67%) engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

Upcoming and past questions include:

"To what extent are areas of knowledge shaped by their past? Consider concerning two areas of knowledge."

"There is no reason why we cannot link facts and theories across disciplines and create a common groundwork of explanation.' To what extent do you agree with this statement?"

"There is no such thing as a neutral question. Evaluate this statement concerning two areas of knowledge."

"The task of history is the discovering of the constant and universal principles of human nature.' To what extent are history and one other area of knowledge successful in this task?"

TOK Exhibition Process 33% of the final grade

Step 1	<p>Students choose one IA prompt and three objects—or photographs of objects—that demonstrate how this issue manifests in the world around us to start their presentation.</p> <p>One IA prompt must be chosen by the students as the foundation for their show. The same prompt must be connected to all three objects.</p>
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<p>Step 2</p>	<p>A single file comprising the students' TOK exhibition is produced.</p> <p>Included in this must be: A title clearly stating the IA question they have chosen; Pictures of their three things; and a written explanation of each item. (In this discussion, students describe each object and its unique setting in real life, as well as the exhibition's inclusion of each object and how it relates to the IA prompt.) 950 words is the maximum word count for this commentary, including the appropriate citations and references.</p> <p>Once finished, the TOK teacher receives this file for marking. The IB is then provided with student work samples for moderation.</p>
<p>Step 3</p>	<p>All students must be given the chance by their teachers to display and exhibit their finished exhibitions in front of an audience. Teachers have a lot of freedom in how they decide to organize these shows because this is not a formal evaluation task.</p> <p>For instance, a group of TOK students may conduct an exhibition as part of their regular TOK sessions; a school could arrange a TOK exhibition for parents and other school personnel; Students might use a "virtual exhibition" (an online virtual gallery space) to present their TOK shows. A school may hold a joint celebration of the TOK exhibition, the personal project from the Middle Years Programme, and the Primary Years Programme exhibition.</p>

Does the exhibition successfully show how TOK manifests in the world around us?

Excellent 9-10	Good 7-8	Satisfactory 5-6	Basic 3-4	Rudimentary 1-2	0
<p>The exhibition identifies three objects and their specific real-world contexts. Links between each of the three objects and the selected IA prompt are made and well explained. There is a strong justification for the particular contribution that each object makes to the exhibition. All, or nearly all, of the points, are well-supported by appropriate evidence and explicit references to the selected IA prompt.</p>	<p>The exhibition identifies three objects and their real-world contexts. Links between each of the three objects and the selected IA prompt are explained, although this explanation may lack precision and clarity in parts. There is a justification for the contribution that each object makes to the exhibition. Many of the points are supported by appropriate evidence and references to the selected IA prompt.</p>	<p>The exhibition identifies three objects, although the real-world contexts of these objects may be vaguely or imprecisely stated. There is some explanation of the links between the three objects and the selected IA prompt. There is some justification for the inclusion of each object in the exhibition. Some of the points are supported by evidence and references to the selected IA prompt.</p>	<p>The exhibition identifies three objects, although the real-world contexts of the objects may be implied rather than explicitly stated. Basic links between the objects and the selected IA prompt are made, but the explanation of these links is unconvincing and/or unfocused. There is a superficial justification for the inclusion of each object in the exhibition. Reasons for the inclusion of the objects are offered, but these are not supported by appropriate evidence and/or lack relevance to the selected IA prompt. There may be significant repetition across the justifications of the different objects.</p>	<p>The exhibition presents three objects, but the real-world contexts of these objects are not stated, or the images presented may be highly generic images of types of objects rather than of specific realworld objects. Links between the objects and the selected IA prompt are made, but these are minimal, tenuous, or it is not clear what the student is trying to convey. There is very little justification offered for the inclusion of each object in the exhibition. The commentary on the objects is highly descriptive or consists only of unsupported assertions.</p>	<p>The exhibition does not reach the standard described by the other levels or does not use one of the IA prompts provided.</p>
Possible characteristics					
<p>Convincing Lucid Precise</p>	<p>Focused Relevant Coherent</p>	<p>Adequate Competent Acceptable</p>	<p>Simplistic Limited Underdeveloped</p>	<p>Ineffective Descriptive Incoherent</p>	

Does the student provide a clear, coherent, and critical exploration of the essay title?

Excellent 9-10	Good 7-8	Satisfactory 5-6	Basic 3- 4	Rudimentary 1-2	0
<p>The discussion has a sustained focus on the title and is linked effectively to areas of knowledge. Arguments are clear, coherent and effectively supported by specific examples. The implications of arguments are considered. It is clear awareness and evaluation of different points of view.</p>	<p>The discussion is focused on The title is linked effectively to areas of knowledge. Arguments are clear, coherent and supported by examples. There is awareness and some evaluation of different points of view.</p>	<p>The discussion is focused on The title is developed with some links to areas of knowledge. Arguments are offered and are supported by examples. There is some awareness of different points of view.</p>	<p>The discussion is connected to the title and makes superficial or limited links to areas of knowledge. The discussion is largely descriptive. Limited arguments are offered but they are unclear and are not supported by effective examples.</p>	<p>The discussion is weakly connected to the title. While there may be links to areas of knowledge, any relevant points are descriptive or consist only of unsupported assertions.</p>	<p>The discussion does not reach the standard described by the other levels or is not a response to one of the prescribed titles for the correct examination session.</p>
Possible characteristics					
Insightful	Pertinent	Acceptable	Underdeveloped	Ineffective	

Convincing	Relevant	Mainstream	Basic	Descriptive	
Accomplished	Analytical	Adequate	Superficial	Incoherent	
Lucid	Organized	Competent	Limited	Formless	

References:

- <https://TOK22.net>
- <https://Schools.wrdsb.ca>
- <https://Ibo.org> "TOK guide 2022"
- <https://Toktopics.com>