



**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:

Having completed the TOK course, students should be able to:

- demonstrate TOK thinking through the critical examination of knowledge questions
- identify and explore links between knowledge questions and the world around us
- identify and explore links between knowledge questions and areas of knowledge
- develop relevant, clear and coherent arguments
- use examples and evidence effectively to support a discussion
- demonstrate awareness and evaluation of different points of view
- consider the implications of arguments and conclusions.

CAS:

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

1. Identify own strengths and develop areas for growth

- Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

2. Demonstrate that challenges have been undertaken, developing new skills in the process

- A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.

3. Demonstrate how to initiate and plan a CAS experience

- Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

4. Show commitment to and perseverance in CAS experiences

- Students demonstrate regular involvement and active engagement in CAS.

5. Demonstrate the skills and recognize the benefits of working collaboratively

- Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

6. Demonstrate engagement with issues of global significance

- Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.

7. Recognize and consider the ethics of choices and actions

- Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences

EE:

Knowledge and understanding

- To demonstrate knowledge and understanding of the topic chosen and the research question posed.
- To demonstrate knowledge and understanding of subject specific terminology and/or concepts.
- To demonstrate knowledge and understanding of relevant and/or appropriate research sources and/or methods used to gather information.

Application and analysis

- To select and apply research that is relevant and appropriate to the research question.
- To analyse the research effectively and focus on the research question.

Synthesis and evaluation

- To be able to discuss the research in terms of a clear and coherent reasoned argument in relation to the research question.
- To be able to critically evaluate the arguments presented in the essay.
- To be able to reflect on and evaluate the research process. A variety of (research) skills
- To be able to present information in an appropriate academic format.
- To understand and demonstrate academic integrity.





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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 Exhibition: students are required to create an exhibition that explores how TOK manifests in the world around us. Students complete the exhibition in Year one. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

The essay: students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners. 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:

- Sustained collaboration (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.

IB Concepts and Considerations

- **THEORY OF KNOWLEDGE (TOK):** Students will connect theory of knowledge to other Core components throughout the course.
- **CREATIVITY, ACTIVITY, SERVICE (CAS):** Students will be encouraged to consider ways they can take meaningful action in their CAS activities connected to topics learned in TOK and their Extended Essay.
- **APPROACHES TO LEARNING (ATL):** Thinking, Social, Communication, Research, and Self-Management skills will be developed and encouraged throughout the course.
- **LEARNER PROFILE ATTRIBUTES (LP):** Connections will be made to the IB Learner Profile Attributes (**Inquirer, Knowledgeable, Thinker, Communicator, Principled, Open-minded, Caring, Risk-taker, Balanced, and Reflective**) throughout the course. Students are encouraged to embody these traits as IB learners.

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.

In accordance with this policy, students can use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if instructor permission is obtained in advance. Unless permission is given to use the aforementioned tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools. Additionally, if students are allowed to use advanced automated tools on assignments in this course, that use must be properly documented and credited. For example, text generated using ChatGPT-3 should include a citation such as: "Chat-GPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. <https://chat.openai.com/>" Material generated using other tools should follow a similar citation convention.[1]

[1] Adapted from <https://learninginnovation.duke.edu/ai-and-teaching-at-duke-2/artificial-intelligence-policies-in-syllabi-guidelines-and-considerations/>

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

