

Section A: The Core

All IB Diploma students must take all three subjects.

- Theory of Knowledge
- Extended Essay
- Creativity, Activity and Service

Core: IBDP

Course Title: Theory of Knowledge 知識論

Course Description:

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Programme students undertake and to which all schools are required to devote at least 100 hours of class time. The TOK course examines how we know what we claim to know.

認識論是一門對認識過程進行批判性思考和探究的課程，而不是要學習一個具體的知識體系。它是所有大學預科項目學生都要學習的核心要素之一，要求所有學校都為其安排至少100個課時。認識論課程考察我們如何認識我們聲稱所獲得的知識。

Course Structure / Topics covered:

The ways of knowing 認識方法:

- Language 語言
- sense perception 感官感知
- emotion 感情
- reason 推理
- imagination 想像
- faith 信仰
- intuition 直覺
- memory 記憶

The areas of knowledge 知識領域:

- mathematics 數學
- the natural sciences 自然科學
- the human sciences 人文科學
- the arts 藝術
- history 歷史
- ethics 倫理學
- religious knowledge systems 宗教知識體系
- indigenous knowledge systems 土著知識體系

The **knowledge framework** is a device for exploring the areas of knowledge. It identifies the key characteristics of each area of knowledge by depicting each area as a complex system of five interacting components. This enables students to effectively compare and contrast different areas of knowledge and allows the possibility of a deeper exploration of the relationship between areas of knowledge and ways of knowing.

考察知識領域的一個有效方法是通過**知識框架**進行考察。在這個知識框架中，每一個知識領域的關鍵特徵都通過塑造該領域的五個相互影響的方面確定。要比較和對照知識領域，並深入了解它們之間的關係，知識框架是一種非常有效的工具。

Assessment:

There are two assessment tasks in the TOK course: an essay and a presentation.

Internal Assessment

The presentation can be done individually or in a group, with a maximum group size of three. Approximately 10 minutes per presenter should be allowed, up to a maximum of approximately 30 minutes per group. This will be completed at the end of Year 12.

External Assessment

The essay is externally assessed by the IB, and must be on any one of the six prescribed titles issued by the IB for each examination session. The maximum word limit for the essay is 1,600 words (2000個漢字).

The prescribed titles are released in September of Year 13 and the essay must be completed by February of Year 13.

Resources and Texts:

1. IB Theory of Knowledge Course Book: Oxford IB Diploma Program Course Book
2. IB Theory of Knowledge Skills and Practice: Oxford IB Diploma Program
3. 國際文憑組織: <<大學預科項目認識論指南>>

Teacher(s) to speak to: Mr. Appleby, Ms. Xie, Ms. Zhang and Ms. Tse

Core: Extended Essay

Nature of the Extended Essay

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. This is normally one of the student's six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or *viva voce*, with their supervisor following the completion of the extended essay. An assessment of this reflection process is made under criterion E (Engagement) using the Reflections on Planning and Progress form.

The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

Key features of the extended essay

- The extended essay is compulsory for all students taking the Diploma Programme and is an option for course students.
A student must achieve a D grade or higher to be awarded the Diploma.
- The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Programme.
- When choosing a subject for the extended essay, students must consult the list of available Diploma Programme subjects published in the *Handbook of Procedures for the Diploma Programme* for the session in question.
- The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.
- The third and final mandatory reflection session is the *viva voce*, which is a concluding interview with the supervising teacher.

The extended essay and the IB learner profile

The learning involved in researching and writing the extended essay is closely aligned with the development of many of the characteristics described in the IB learner profile. Students are, to a large extent, responsible for their own independent learning, through which they acquire and communicate in-depth knowledge and understanding. The research process necessarily involves intellectual risk-taking and extensive reflection; open-mindedness, balance and fairness are key prerequisites for a good extended essay.

Students and teachers familiar with the IB Middle Years Programme (MYP) will find that the extended essay is a natural progression from the MYP personal project.

Relationship to theory of knowledge

Whichever subject is chosen, the extended essay shares with the theory of knowledge (TOK) course a concern with interpreting and evaluating evidence, and constructing reasoned arguments. Where the two differ is in the emphasis placed on the research process and its formal outcomes. These aspects are of primary importance in the extended essay but are given much less weight in TOK: in the *Theory of knowledge guide* (updated November 2008) the section describing the TOK assessment tasks states that “neither the [TOK] essay nor the presentation is primarily a research exercise”. At a more abstract level, both TOK and the extended essay promote reflection on the nature of knowledge and on how new knowledge is produced.

International dimensions

Some extended essay subjects include cross-cultural questions within them. Others invite such an approach. Whatever the subject, the extended essay student should strive to find relevant information from a diverse range of sources.

Assessment:

The extended essay is assessed against common assessment criteria for all extended essays.

Criterion A: Focus and method (6 marks)

Criterion B: Knowledge and understanding (6 marks)

Criterion C: Critical thinking (12 marks)

Criterion D: Presentation (4 marks)

Criterion E: Engagement (6 marks)

Teacher(s) to speak to:

Ms. C. Tse, Ms. SK Lee & Ms. M. Xie

Core: Creativity, Activity, Service (CAS)

Course Title: CAS

Level offered: N/A

Course Description:

The CAS programme aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment.

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning from the PYP and MYP.

CAS is organized around the three strands of **creativity, activity** and **service** defined as follows.

Course Structure / Topics covered:

CAS is organized around the three strands of **creativity, activity** and **service** defined as follows.

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

Assessment:

Internal Assessment

Student completion of CAS is based on the achievement of the seven CAS learning outcomes realized through the student's commitment to his or her CAS programme over a period of 18 months. These learning outcomes articulate what a CAS student is able to do at some point during his or her CAS programme. Through meaningful and purposeful CAS experiences, students develop the necessary skills, attributes and understandings to achieve the seven CAS learning outcomes.

LO 1	Identify own strengths and develop areas for growth
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.
LO 2	Demonstrate that challenges have been undertaken, developing new skills in the process
Descriptor	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.
LO 3	Demonstrate how to initiate and plan a CAS experience
Descriptor	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.

LO 4 Show commitment to and perseverance in CAS experiences

Descriptor Students demonstrate regular involvement and active engagement in CAS.

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

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

LO 6 Demonstrate engagement with issues of global significance

Descriptor 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.

LO 7 Recognize and consider the ethics of choices and actions

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

External Assessment (NA)

Resources and Texts: CAS Handbook, CAS portfolio and ManageBac

Internal resources: School staff, students and In-school resources

External resources:

- non-government organizations
- local commerce and industry
- community groups
- youth groups, sports clubs, drama, music and art groups
- social services, health services, government offices
- embassies and consulates.

Teacher(s) to speak to:

Ms. S. Wong (CAS Coordinator), Mr. J. Priest, Ms. S. Gerlach, Mr. J. Ngan and Ms. H. Zhang