

Diploma Programme course outline – TOK				
School name	Gymnazium a SOS Rokycany			School code 061768
Time distribution	Starting date of TOK course in year 1 of the Diploma Programme	September	Ending date of TOK course in year 2 of the Diploma Programme	April
Name of the teacher who completed this outline	Bártová Kamila		Date of IB training	March, 2021 March, 2024
Date when outline was completed	February 2026		Name of workshop <i>(indicate name of subject and workshop category)</i>	Cat 2 TOK

1. Course outline

- Use the following table to organize the topics to be taught in the course. Add as many rows as you need.
- This document should not be a day-by-day accounting of each unit. It is an outline showing how you will distribute the topics and the time to ensure that students are prepared to comply with the requirements of the course.
- This outline should show how you will develop the teaching of the course. It should reflect the individual nature of the course in your classroom and should not just be a “copy and paste” from the TOK guide.

Topic/unit (as identified in the IB subject guide) <i>State the topics/units in the order you are planning to teach them</i>	Contents	Allocated time			Assessment instruments to be used	Resources <i>List the main resources to be used, including information technology if applicable.</i>
		One class is	45	minutes.		
		In one week there are	2	classes.		

Year 1	Core theme Knowledge and the Knower Initial Explorations	What is TOK? - The purpose and position of TOK within the IB Diploma Programme - Introduction to the TOK assessment (TOK Essay, TOK Exhibition), assessment criteria, academic honesty - Establishing TOK as a dialogical and inquiry-based subject - Emphasis on open, respectful discussion and shared construction of understanding - Students and teacher participate as equal contributors to the inquiry - Introduction of the metacognitive learning journal as a core working tool of the course: regular use of the <i>Journal</i> to record moments of uncertainty and doubt, identify the changes in understanding and perspective, reflect on feedback and revisions of arguments, examine assumptions and personal viewpoints, trace the development of individual thinking and knowing over time - The metacognitive journal supports continuous reflection on the question “How do I know?” - The nature of knowledge and knowledge claims - The role of the individual knower, the relationship between personal and shared knowledge - The existence and significance of different perspectives - How knowledge is gained, challenged, revised, lost and transferred - Introduction to TOK Key Concepts and Knowledge Framework	8 hours (4 weeks)	Formative assessment: through structured whole-class and small-group discussions focused on explicit TOK concepts and knowledge questions. through targeted questioning during lessons to monitor students’ understanding of key epistemic ideas and reasoning processes. through repeated use of the question “How do you know?” both in class discussions and individually through individual teacher-student discussions based on the metacognitive journal , focusing on student’s reasoning strategies, the use of evidence and justification, awareness of bias and assumptions, the development of intellectual responsibility Formative and summative: through individual and group presentations analysing real-life cases, objects and knowledge situations using TOK Concepts and the KF.	<i>Theory of Knowledge for the IB Diploma</i> , 4th ed., Henly & Sprague, Hodder Education. Thinking tools (cards/posters) from The Thinking Shop – for structured inquiry and metacognitive routines Selected TED Talks – targeted case provocations for knowledge and justification YouTube – curated short clips illustrating knowledge situations across AOKs. Films: Hidden Figures, The Truman Show
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	Optional themes: Knowledge and language, Knowledge and Religion	Knowledge and Language - Language as a medium for constructing and sharing knowledge, the power of language in shaping understanding and public knowledge - Meaning, interpretation and ambiguity - Translation and loss/transformation of meaning (in sacred texts: e.g. Book of Genesis, <i>timshol</i>, <i>bereshit</i>): limits of language, interpretive choices and their impact on knowledge claims - Metaphor and narrative - Film case - <i>Smoke Signals</i>: storytelling, narrative authority and language, how knowledge is produced, communicated and justified Knowledge and Religion - Sources of religious knowledge (experience, testimony, revelation, tradition) - Authority, interpretation and community in religious knowledge systems - Personal religious experience vs shared and institutional knowledge - Exercise “Secret Gardener” thought experiment: inference, belief, indirect evidence and hidden causes - Film case: <i>The Man from Earth</i>: testimony, extraordinary claims and limits of verification - or Film case: <i>The Saga of Biorn</i>: used to explore how narrative conveys and justifies religious worldviews, and how language and storytelling shape what a culture accepts as meaningful knowledge.	10 hours (5 weeks)	<u>Formative assessment:</u> through structured whole-class and small-group/pair discussions: Short film-based discussion tasks and a short metacognitive journal entry. Secret gardener - pair work	<i>Theory of Knowledge for the IB Diploma</i> , 4th ed., Henly & Sprague, Hodder Education. Films - <i>Smoke Signals</i> , <i>The Man from Earth</i> , <i>The Saga of Biorn</i> Sefaria.org TED talks youtube.com online articles
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	Areas of knowledge Overview of all the AOKs	<u>Making knowledge - me, others and the disciplines</u> - How do you, as an individual, build your own knowledge? (at school and in your everyday life) - How does your personal knowledge influence which AOKs you find convincing or valuable? - In what ways is the way you build knowledge similar to, or different from, how other people build knowledge? - What might you overlook or misunderstand when you evaluate knowledge outside your preferred discipline? What biases about other disciplines can you identify? - What counts as knowledge in mathematics, the natural sciences, the human sciences, history and the arts? Areas of Knowledge: SCOPE - What motivates the pursuit of knowledge in these AOKs? - What practical problems can be solved through the application of knowledge from these AOKs? - What are the current open or unanswered questions in these areas of knowledge? - What makes this area of knowledge important?	2 hours (1 week)	<u>Formative assessment:</u> Whole-class and small-group/pair discussions Tableau vivant - “importance”, value of and relationships between the subjects <u>Formative/summative:</u> Short presentations of the scope of the AOKs based on the selected knowledge questions. Interactive symbolic installation: students create a small “altar” representing the values, methods and standards of justification of a chosen Area of Knowledge, using objects available in the classroom or personal items they have with them on that day, accompanied by a short “invocation” articulating what counts as knowledge within that discipline.	<i>Theory of Knowledge for the IB Diploma</i>, 4th ed., Henly & Sprague, Hodder Education.
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	TOK Exhibition	Students explore how TOK manifests in the world around us. - analysis of the TOK Exhibition prompts, assessment criteria and selected past exhibitions, with explicit attention to epistemic focus and the use of TOK concepts. - Guided identification and justification of suitable objects - Deadlines - Drafting and revising exhibition commentaries (at home and in class) - TOK exhibitions presented to two pre-IB classes in the form of an interactive “treasure hunt” activity.	10 hours (5 weeks)	<u>Formative assessment:</u> “Treasure Hunt” TOK Exhibition for pre-IB students	<i>Theory of Knowledge for the IB Diploma</i>, 4th ed., Henly & Sprague, Hodder Education. IB.org Theory of Knowledge Guide Sample Exhibitions
	Areas of knowledge History	What is history? Scope: Possibilities and limits of knowing the past; history as knowledge from traces and sources. Language & concepts: Evidence, fact, interpretation, narrative, cause and consequence, truth. Methodology: Historical method: source evaluation, contextualisation and cross-checking of independent sources Perspectives: Competing narratives of the same event (Wounded Knee: “massacre” vs “battle”). Individual history/microhistory: How a single life can be used to build historical knowledge (e.g. <i>The Cheese and the Worms</i> by Carlo Ginzburg; <i>Legenda o Ostojovi</i> by Zdeněk Smetánka). Ethics: Censorship, denial and responsibility in historical representation. Links to personal knowledge: How education, media and national narratives shape students’ historical understanding.	8 hours (4 weeks)	<u>Formative assessment:</u> Whole-class and small-group/pair discussions <u>Formative/Summative assessment:</u> Individual/group presentations/projects	<i>Theory of Knowledge for the IB Diploma</i>, 4th ed., Henly & Sprague, Hodder Education. Film: Denial Books: <i>The Cheese and the Worms</i>, <i>Legenda o Ostojovi</i> TED talks youtube.com online articles

		Core tasks: Film case: <i>Denial</i> (evidence, burden of proof, historical justification); perspective task on Wounded Knee. Knowledge questions: Is the goal of history to discover what really happened, or to produce the most justified and meaningful interpretation of the past? To what extent do individual choices made by historians (what to include, what to omit, how to frame a story) shape the knowledge we have of the past? Can studying the life of a single person meaningfully contribute to reliable historical knowledge about a wider society? Knowledge framework: Analysis through scope, perspectives, methods and tools, and ethics.			
	Areas of knowledge Natural Sciences	What are the natural sciences? Scope: What natural sciences can explain and predict; limits of scientific investigation; science vs pseudoscience. Language & concepts: Model, hypothesis, theory, evidence, uncertainty, reliability, causation. Methodology: Experimental design, measurement, replication, modelling and peer review; the role of technological and material tools. Perspectives: Expert disagreement, disciplinary specialisation and institutional influence on scientific judgement. Ethics: Ethical practice in research and ethical use and communication of scientific knowledge. Links to personal knowledge: Students' everyday reliance on scientific claims (health, risk, technology, media). Core task: Film case - <i>Contagion</i>: uncertainty, modelling, expert disagreement and decision-making under incomplete evidence. Knowledge questions: How is reliability established in the natural sciences? Is there a single scientific	8 hours (4 weeks)	<u>Formative assessment:</u> Whole-class and small-group/pair discussions <u>Formative/Summative assessment:</u> Individual/group presentations/projects	<i>Theory of Knowledge for the IB Diploma</i>, 4th ed., Henly & Sprague, Hodder Education. Film: <i>Contagion</i> Book: <i>Double Helix</i> (James D. Watson), TED talks (Changing Education Paradigms, Finding Life Elsewhere) youtube.com online articles

		method? How does scientific knowledge change over time? What kinds of knowledge lie beyond scientific investigation? Knowledge framework: Analysis through scope, perspectives, methods and tools, and ethics.			
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	Areas of knowledge Human Sciences	What are the human sciences? Scope/application: Explaining and understanding human behaviour and social practices; limits of prediction. Language & concepts: Positive vs normative claims; correlation vs causation; culture, behaviour, identity. Methodology: Fieldwork, participant observation, interviews, surveys and experiments; comparison of qualitative and quantitative approaches. Observer effect. Perspectives: The role of the researcher, cultural position and insider/outsider viewpoints. Anthropology focus: Fieldwork and interpretation (Margaret Mead, Bronisław Malinowski, Victor Turner, Kate Fox). Psychology focus: Studying behaviour and mental processes through experiments and observational studies; limits of generalisation. Ethics: Informed consent, power relations, representation of communities, use of findings. Links to personal knowledge: Students reflect on how culture and social norms shape their own behaviour and interpretations. Core tasks: Comparative analysis of Mead, Malinowski and Fox as contrasting fieldwork approaches; short case study from psychology on correlation vs causation and research design. Knowledge questions: Can the human sciences discover laws in the same way as the natural sciences? How reliable are predictions about human behaviour? Can the influence of the researcher be eliminated? Knowledge framework: Analysis through scope, perspectives, methods and tools, and ethics.	8 hours (4 weeks)	Formative assessment: Whole-class and small-group/pair discussions Formative/Summative assessment: Individual/group presentations/projects	<i>Theory of Knowledge for the IB Diploma</i>, 4th ed., Henly & Sprague, Hodder Education. Film: Nanook of the North Documentary: Tales from the Jungle (BBC) BBC Radio4 programme <i>From Savage to Self</i> (2017). TED talks youtube.com online articles
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	Areas of knowledge Mathematics	What is mathematics? Scope/application: What counts as mathematical knowledge; abstract objects and idealisation; certainty and limits of applicability to the real world. Language & concepts: Symbolic language, definition, proof, axiom, model, consistency. Methodology: Deduction and proof; conjecture, counter-example, formal justification (contrast with experimental testing in the natural sciences). Historical development: How mathematical ideas change over time; the role of individual mathematicians. Links to personal knowledge: Students' experience of learning, understanding and trusting mathematical results. Links to other AOKs: Mathematics as a tool in the natural and human sciences; modelling and simplification. Core task: Film case <i>The Man Who Knew Infinity</i>: intuition vs proof, authority of the mathematical community, justification of new knowledge. Knowledge questions: Should mathematics be regarded as a language? Why is mathematics so powerful in other AOKs? Does mathematics produce knowledge independently of experience? How does mathematical certainty differ from scientific reliability? Knowledge framework: Analysis through scope, perspectives, methods and tools, and ethics (academic responsibility and attribution).	8 hours (4 weeks)	Formative assessment: Whole-class and small-group/pair discussions Formative/Summative assessment: Individual/group presentations/projects	<i>Theory of Knowledge for the IB Diploma</i>, 4th ed., Henly & Sprague, Hodder Education. Film: <i>The Man Who Knew Infinity</i> Book: <i>Fermat's Last Theorem</i> (Simon Singh) TED talks youtube.com online articles
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	Areas of knowledge The arts	What is art? Scope/application: What counts as art and good art; who decides; boundaries of the arts. Language & concepts: Interpretation, meaning, expression, aesthetic value, originality, intention. Methods & tools: Artistic practice, experimentation, technique, medium and creative process. Perspectives: Artist, audience and institutional viewpoints; cultural and historical context. Ethics: Authorship, appropriation, representation and responsibility. Links to personal knowledge: Students' own aesthetic judgements and creative experience. Core task (film case): <i>Exit Through the Gift Shop</i>: authorship, authenticity, authority and interpretation in contemporary art. Knowledge questions: Are the arts a way of knowing or mainly a way of expressing meaning? How does interpretation shape knowledge in the arts? Can art change how we understand the world? Knowledge framework: Analysis through scope, perspectives, methods and tools, and ethics.	8 hours (4 weeks)	Formative assessment: Whole-class and small-group/pair discussions Formative/Summative assessment: Individual/group presentations/projects	<i>Theory of Knowledge for the IB Diploma</i>, 4th ed., Henly & Sprague, Hodder Education. Film: Exit through the Gift Shop TED talks youtube.com online articles
		END OF YEAR 1. TOTAL HOURS: 70			
	AOKs revisited	Comparative review of the AOKs using the knowledge framework (scope, perspectives, methods and tools, ethics). Re-examination of key case studies and films from Year 1 to compare how knowledge is produced and justified across AOKs. Metacognitive reflection on how students' understanding of disciplinary knowledge and their own knowing has developed since Year 1.	4 hours (2 weeks)	Formative assessment: Whole-class and small-group/pair discussions Formative/Summative assessment: Individual/group presentations/projects	Sources used in YEAR 1

	TOK Essay Prescribed Titles	Unpacking the PTs - Close reading of prescribed titles: unpacking command terms, key concepts and assumptions - Identifying the knowledge question(s) embedded in each title - Distinguishing claims, counterclaims and underlying/alternative perspectives - Mapping titles to AOKs. TOK concepts and KF (scope, perspectives, methods and tools, ethics) - Guided construction of epistemic tensions (what makes judgement difficult, not just debatable) - Finding and developing real-world examples suitable for different AOKs - Modelling and practising TOK-style argument structure (not subject essays - focused on analysing knowledge claims rather than demonstrating subject content) - Short comparative discussions of alternative interpretations of the same title - Regular metacognitive journal entries focusing on how students interpret the title, how their understanding changes, and how their personal assumptions influence their reading of the question - Individual and small-group conferencing focused on refining focus, scope and line of inquiry	10 hours (5 weeks)	Formative assessment: Whole-class and small-group/pair discussions Formative/Summative assessment: individual thinking visible through annotated title analysis, argument maps, mind-maps and short oral justification of proposed lines of inquiry	IB TOK Essay Prescribed Titles
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	Planning and structuring a TOK Essay	How to write your TOK essay - Structuring sustained TOK arguments across the whole essay - Developing depth of analysis through comparison of perspectives and AOKs - Refining the use of real-world examples to support epistemic claims - Integrating sources appropriately to support examples and analysis - Guidance on academic honesty and consistent referencing - Regular metacognitive journal reflection on the development of the argument and personal positioning - Individual consultations focused on clarity of argument, focus, and scope	8 hours (4 weeks)	Assessment instrument	<i>Theory of Knowledge for the IB Diploma</i> , 4th ed., Henly & Sprague, Hodder Education. Sample Essays IB.org , TOK Guide
	Writing the TOK Essay	Dedicated class time for research and drafting of the TOK essay	16 hours (8 weeks)	Assessment Instrument	

	Final Reflections – Core Theme Revisited	- Revisiting the core theme, <i>Knowledge and the Knower</i>, in light of two years of study - Synthesising insights from the AOKs, OTs and TOK essay - Identifying patterns in how knowledge is produced, justified and challenged - Reflecting on the limits of certainty, objectivity and perspective - Considering intellectual responsibility and judgement beyond the IB context Concluding activity - Students bring a personal object representing knowledge - Collaborative construction of a symbolic “altar to knowledge” - Intentional arrangement of objects to reflect relationships and tensions across AOKs - Brief collective articulation of shared principles about responsible knowing	7 hours (9 classes)	Formative assessment: Whole-class and small-group/pair discussions Concluding activity: symbolic installation “altar to knowledge”	Personal items connected to knowledge
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2. Links with Diploma Programme teachers

As the TOK guide indicates, it is an IB requirement that all Diploma Programme teachers are familiar with TOK as they have to make connections with TOK questions in their own courses. They can also suggest some theoretical concerns that could be taken further in the TOK classroom. Within this context, how do you plan to work with your colleagues to ensure that TOK becomes a real link among all of them?

- Throughout the year, I provide colleagues with selected TOK questions linked to the Area of Knowledge we are currently studying, and invite them to use or adapt them in their own classes if possible and appropriate.
- I aim to maintain regular communication with DP teachers, both formally and informally, in order to discuss knowledge-related issues that emerge in subject teaching and that could be further explored in TOK.
- DP teachers are encouraged to approach me with examples, disciplinary tensions or theoretical concerns that may have a strong knowledge

dimension and could be brought into the TOK classroom.

- Whenever possible, I welcome short collaborative sessions or team-teaching moments that help students see how knowledge questions operate across different disciplines.
- Whenever possible, I provide updates on the aims and development of TOK within the DP and offer support to new or less experienced colleagues who would like clarification on key TOK concepts and processes.

3. TOK assessment components

Briefly explain how and when you will work on them. Include the date when you will first introduce the assessment components to your students. Explain the different stages, the timeline and how students will be prepared to undertake both.

Year 1 - TOK Exhibition

The TOK Exhibition event takes place in May.

November: I introduce the exhibition and the IA prompts. We discuss what it really means for TOK to “manifest in the world around us” and look at examples of objects that work (and those that don’t).

December/January: We go through the assessment criteria together. Students analyse sample exhibitions and try to see the difference between description and actual analysis.

Beginning of February: Students choose their IA prompt and start working with possible objects. We discuss their ideas individually and I help them refine their focus.

Beginning of March: Students submit a working file including their selected prompt, images of the three objects, draft commentaries (max. 950 words in total), and references.

April: I provide written feedback on one full draft. The feedback focuses mainly on the strength of the knowledge question, the justification of claims and the clarity of argument. Students then revise their work.

June: TOK Exhibition Day - “Treasure Hunt” - for the two pre-IB classes.

Throughout the first year, we practise object analysis regularly and students reflect in their metacognitive journals on how their interpretations develop. The exhibition is therefore not a separate project, but the result of ongoing work. Before submission, students also prepare the Exhibition “Treasure Hunt” for pre-IB students, using their developing exhibition texts to design an interactive activity through which they introduce and explain the TOK exhibition, which in turn strengthens and clarifies their own understanding.

Year 2 - TOK Essay

(IB submission in mid-March)

- **End of September:** We revisit the assessment criteria and clarify what makes a TOK essay different from the TOK Exhibition and essays in other subjects.

- **Beginning of October:** We unpack the prescribed titles together. Students analyse key terms and assumptions before choosing a title that genuinely interests them. *(First teacher-student interaction)*
- **End of October:** Students confirm their chosen title and present an initial line of argument. *(Second teacher-student interaction)*
- **November-January:** We work on structuring arguments, selecting appropriate AOK examples and developing evaluation. Academic honesty and referencing are reviewed again.
- **Beginning of February:** Full draft due.
- **February:** I provide written feedback on one complete draft, focusing on coherence, depth of analysis and evaluation of perspectives. *(Third teacher-student interaction)*.
- **Early March:** Final essay submitted.

4. Approaches to learning

Every IB course should contribute to the development of students' approaches to learning skills. As an example of how you would do this, choose one topic from your outline that would allow your students to specifically develop one or more of these skill categories (thinking, communication, social, self-management or research).

Topic	Contribution to the development of students' approaches to learning skills (including one or more skill category)
AOKs - Human Sciences	Anthropology (Nanook / observer effect lesson) In the Human Sciences unit, students work with selected scenes from <i>Nanook of the North</i> (1922) and a related cartoon illustrating the observer effect (Gary Larson, <i>The Far Side</i> – e.g. https://anthropologizing.com/2011/06/20/anthropologists-anthropologists/). At first, students treat the film as straightforward evidence and write confident claims about what it shows. When they later learn that some scenes were staged, they must reconsider and rewrite their original claims. This process helps students practise critical thinking, as they learn to separate observation from interpretation and to revise their judgement when new information appears. The cartoon is used to highlight the epistemic problem of the observer effect and to encourage students to think about possible methodological responses. Through discussion and short written reflections (e.g. comparing original and revised claims), students develop thinking skills, communication skills (explaining and justifying their ideas clearly) and self-management skills (becoming aware of their own assumptions and how their confidence changes).

5. International mindedness

Every IB course should contribute to the development of international mindedness in students. As an example of how you would do this, choose one topic from your outline that would allow your students to analyse it from different cultural perspectives. Briefly explain the reason for your choice and what resources you will use to achieve this goal.

Topic	Contribution to the development of international mindedness (including resources you will use)
AOK - Human Sciences	Cultural Anthropology (Mead / Malinowski) In the Human Sciences unit, students explore early anthropological fieldwork through figures such as Mead and Malinowski. Using selected material from the BBC <i>Tales from the Jungle</i> series, we analyse how anthropologists attempted to understand cultures different from their own, and how their interpretations were shaped by their historical and cultural context. Students discuss how easily behaviour can be misinterpreted when judged only through one's own norms, and reflect on insider/outsider perspectives, ethnocentrism and the challenge of suspending judgement. This topic supports international-mindedness because students are required to examine their own assumptions and recognise that practices which may initially appear unfamiliar or irrational can have coherence and meaning within a different cultural framework. Activity: "Anthropologists of the un/familiar" Students adopt the perspective of "outsider anthropologists" and produce fieldnotes describing familiar school practices without using insider labels, thereby experiencing how language, categorisation and cultural assumptions shape interpretation and understanding.

6. Development of the IB learner profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. As an example of how you would do this, choose one topic from your course outline and explain how the contents and related skills would pursue the development of any attribute(s) of the IB learner profile that you will identify.

Topic	Contribution to the development of the attribute(s) of the IB learner profile
AOKs - Introduction	Introduction to Areas of Knowledge (tableau vivant + knowledge questions discussion) At the beginning of the AOK unit, students create a tableau vivant (a still image created by the group) representing assigned disciplines such as mathematics, physics, biology, chemistry, geography, history, ethical philosophy, cultural anthropology, art criticism or economics. The focus is not only on what defines each discipline, but mainly on the relationships between them: who stands close to whom, who is central, who is distant, where there might be tension or cooperation. Through positioning and brief explanation, students try to express how different disciplines relate to one another within the wider landscape of knowledge. We then move into a discussion based on key knowledge questions: how we build knowledge as individuals, what counts as knowledge in different disciplines, and what biases we might have towards subjects we prefer or find less convincing. This sequence supports several IB learner profile attributes in a natural way. Students act as thinkers, as they consider how disciplines connect rather than treating them separately. They practise being open-minded, especially when they realise that different disciplines operate according to different criteria and that their own preferences shape their judgement. The discussion also strengthens being reflective, as students become more aware of their assumptions as knowers. Through group work and dialogue, students develop as communicators, as they explain their choices and respond to alternative perspectives. The activity sets the tone for the course by encouraging curiosity, intellectual humility and responsibility in relation to knowledge.