

Deerfield Beach High School
I.B. Theory of Knowledge
Application Assessment #5-2
Ethics as an Area of Knowledge

DIRECTIONS

CONTEXT: In this unit, we have discussed ethics with the intent of understanding right and wrong action/decisions with a sense of certainty. Both of these task choices require you to consider real-life contexts in terms of the knowledge questions being asked.

PREPARATION: You will need to choose **one** of the two sets of questions in the task. You should answer the questions in one of the task choices after researching the websites provided and applying what you learn to answer those questions through the lens of Theory of Knowledge concepts and analysis. *You should identify your choice clearly at the beginning of your task assignment.*

TASK: Read carefully the set of questions associated with your task choice and consider the concepts we've discussed in class. Answer each of the questions in the task choice with a well-argued and supported response. Such a response should include evidence of a personal connection, demonstrated understanding of key concepts, careful consideration of the explicit and implicit aspects of the questions, and clear examples drawn from the website research to support your claims. Please refer to the learning scale for this assignment.

Choice #1: When the moral codes of individual nations conflict, can criteria be developed for an international morality that transcends them? What are the justifications for, and functions of, such ethical and political documents as the Geneva Conventions for warfare or the United Nations Universal Declaration of Human Rights? Consider both of these documents in their historical context and how they are applied today, while discussing key concepts and ethical perspectives we discussed in class discussions.

* **RESOURCES for Choice #1:**

Geneva Conventions for Warfare

< http://www.law.cornell.edu/wex/geneva_conventions >

U.N. Universal Declaration of Human Rights

< <https://www.un.org/en/universal-declaration-human-rights/index.html> >

Applications of Universal Human Rights Instruments

< <http://www.ohchr.org/EN/ProfessionalInterest/Pages/UniversalHumanRightsInstruments.aspx> >

Choice #2: To what extent are political systems such as autocracy, democracy, theocracy, and any political system associated with communism, in their ideal forms, allied with ethical ideas of the 'right' way for people to live in a society? To what extent might each system embody different concepts of justice and social responsibility? Compare and contrast 2 different systems in 2 different countries for analysis, while considering carefully how these systems represent ethical paradigms within the cultural context of these countries.

* RESOURCES for **Choice #2:**

The Five Most Common Political Systems in the World

< <https://www.politicalsciencedegree.com/the-five-most-common-political-systems-around-the-world/> >

Who Rules? Types of Government

< <https://www.youtube.com/watch?v=pvPCYqKZP3Y> >

Current Theocratic Governments

< <https://www.worldatlas.com/articles/countries-with-theocratic-governments-today.html> >

FORMAT: Your response must be typed into the body of an email sent to Mr. Collazo. The subject title must be **YourLastName-Period-AA#5-2** (so if it were my assignment: *Collazo-Period1-AA#5-2*). The response and analysis, must be **at least 500 words**. *Failure to comply with these formatting specifications and requirements will result in an immediate 2-point deduction before scoring commences.*

DEADLINE: **Submit by 11:59pm on 5/6/2019 (M), sent to dbhssensei@gmail.com**

Failure to meet this deadline will result in a 4-point deduction for each day it is late, beginning at 12:00am on 5/7/2019 (T).

Assessment Application #5-2: Learning Scale for Task

<p>Standard: LAFS.1112.L.3.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p><i>Based on Depth of Knowledge (DOK) Levels</i></p>	
<p>DOK Level 4</p> <p>Score: 19-20</p>	<p>In addition to Score 3, in-depth inferences and applications that go beyond instruction are demonstrated by the student in a well-developed, critical response.</p> <p>The student's response includes evidence of a personal connection and identifies key knowledge questions in which the student describes and applies ideas/concepts within the context and therefore demonstrates mastery.</p>
<p>DOK *Level 3*</p> <p>Score: 17-18</p>	<p>In addition to Score 2, the student identifies and applies specific terminology noted at Score 2.</p> <p>The student research clearly addresses the category questions and he/she responds to the questions in the task with a well-argued and supported response. The response includes evidence of a personal connection, demonstrates a careful consideration of the explicit and some implicit aspects of the question, and utilizes a clear example to support the student's claims.</p>
<p>DOK Level 2</p> <p>Score: 15-16</p>	<p>The student recognizes and describes specific terminology such as ethics, morality, universalism, relativism, utilitarianism, deontology, ethical egoism, divine command, secular ethical codes, perspectives, knowledge claims and knowledge questions.</p> <p>The student's research is adequate, but not thorough. No major errors or omissions regarding the simpler details of the above noted ideas/concepts, but major errors or omissions regarding the more complex ideas/concepts.</p>
<p>DOK Level 1</p> <p>Score: 13-14</p>	<p>With help, a partial understanding of some of the simpler details and implications of the more complex ideas/concepts being assessed in the question or task. The student's research may not be completely adequate for the task.</p>
<p>DOK Level 0</p> <p>Score: 0-12</p>	<p>Even with help, little to no understanding or skill demonstrated; or Student did not respond to this question/task; or Student submitted the assignment beyond the 4-day late grace period.</p>