

**DEERFIELD BEACH HIGH SCHOOL**  
**I.B. THEORY OF KNOWLEDGE - W. COLLAZO**

**KNOWLEDGE AT WORK ANALYSIS #1**  
**CORE THEME: KNOWLEDGE AND THE KNOWER**

Assessment Objectives:

- 1) To identify and analyze knowledge concepts & questions that aid in understanding real life situations (real events that happen or have happened in the world).
- 2) To practice identifying and describing appropriate real-life situations for TOK analysis.
- 3) To attempt deliberately to view a particular context through a TOK theme.

Assessment Format:

- **TASK #1:** Post to the K@W Analysis Discussion designated on Canvas. Follow the analysis template post provided, including all sections as assigned. [6 points]
  - **TASK #2:** Respond to a classmate's K@W analysis in a discussion reply; offer another knowledge question for consideration and explain how it might be explored and answered in the context of the RLS. [4 points]
- \* Failure to include any part of the sections outlined below and noted in the template will result in a 1-point deduction for each missing part.*
- \* Additionally, the instructor reserves the right to judge whether a response or question fulfills these requirements adequately.*

Task #1 - Content Requirements:

- **Section 1 [RLS]** - Identify and describe a **real-life situation** of your own choosing and provide the source information (link or attachment is fine). Your RLS should be a specific occurrence of an event or trend represented in some form of media that lends itself to a discussion on a knowledge question or concept/question of your choosing.
- **Section 2 [KQ]** - Identify one **knowledge question** that might be used to explore the scope of the theme as it relates to this RLS; this question should be drawn from the examples provided or may be a carefully developed by you. Explain its relevance to RLS.
- **Section 3 [TA]** - Complete a **thematic analysis** by describing how the knowledge concept(s) in the KQ can be explored and answered in the context of the RLS. Identify and explain the relevance of the TOK theme.

Task #1 - Scoring Rubric:

2 points per section for a total score of 6 points for Task #1→

- Well supported and highly relevant in considering the task; carefully crafted with soundly reasonable connections = 2 pts
- Adequate and completed consideration of the task; provides a relevant and functional explanation, but connections may not be clear = 1 pt
- Failure to complete section or inadequate response = 0 pts

**Task #2 - Content Requirements:**

- **Reply Part 1 [KQ2]** - Read through the posted analyses you find interesting and choose one that you think might be suitable for a 2<sup>nd</sup> **knowledge question** consideration. Choose one of the questions from the list of examples OR carefully develop one of your own. Remember though, a question you create must maintain the 3 characteristics we've discussed.
- **Reply Part 2 [KP]** - Explore the **knowledge perspectives** by attempting to answer the KQ in the context of the RLS. Be sure to identify the key knowledge concept(s) to make a case for its relevance to your classmate. Identify two or more perspectives in this RLS and offer different answers to this KQ.

**Task #2 - Scoring Rubric:**

2 points per part for a total score of 4 points for Task#2 to be added to Task#1→

-----*Reply Part 1:*

- Identified an appropriate KQ for the RLS context = 2 pts
- Provided a question that is not an appropriate KQ for the context = 1 pt
- Failure to complete this part or this post = 0 pts

-----*Reply Part 2:*

- Well supported responses to the KQ in the context of the RLS; identifies 2 or more perspectives through which to address the KQ = 2 pts
- Adequate responses to the KQ in the context of the RLS; these responses may not identify or reflect more than 2 perspectives through which to address the KQ = 1 pt
- Failure to complete this part or this post; inappropriate or irrelevant response to the task = 0 pts

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\* **Best Practices:** Students are expected to do the following for this assessment to score full credit:

1. Adhere to the content format as designated in Task 1 & 2 above; you must not forget the source information for the RLS.
2. Demonstrate understanding of TOK terminology by using these terms in discussing the RLS (e.g. knowledge concepts, areas of knowledge), consistently throughout the analysis.
3. Follow the verbal and prescribed instructions provided by the instructor; there may be some directives for content.
4. Turn in your analysis early or on time. "On time" means by the specified day and time assigned for each analysis. If submitted after the deadline, a 20% deduction will be applied for each day unsubmitted.

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Below is a template format for **K@W Analysis - Task #1 DISCUSSION POST**.

Your post must look like the one below to avoid point deductions at the start of grading. Include the section labels exactly as noted below; the content is your own, but it should include adherence to the content noted, and as scored in the rubric.

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**Section 1 [RLS]:** *Identify and describe a **real-life situation** of your own choosing and provide the source information (a link or an attachment would be perfect). Your RLS should be a specific occurrence of an event or trend represented in some form of media that lends itself to a discussion on a knowledge question or concept/question of your choosing.*

**Section 2 [KQ]:** *Identify one **knowledge question** that might be used to explore the scope of the theme as it relates to this RLS; this question should be drawn from the examples provided or may be a carefully developed by you. Explain its relevance to RLS.*

**Section 3 [TA]:** *Complete a **thematic analysis** by describing how the knowledge concept(s) in the KQ can be explored and answered in the context of the RLS. Identify and explain the relevance of the TOK theme.*

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Below is a template format for **K@W Analysis - Task #2 REPLY POST**.

This reply post to your classmate must look like the one below to avoid point deductions at the start of grading. Include the part 1 & 2 labels exactly as noted below; the content is your own, but it should include adherence to the content noted, and as scored in the rubric.

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**Reply Part 1 [KQ2]:** *Read through the posted analyses you find interesting and choose one that you think might be suitable for a **2<sup>nd</sup> knowledge question** consideration. Choose one of the questions from the list of examples OR carefully develop one of your own. Remember though, a question you create must maintain the 3 characteristics we've discussed.*

**Reply Part 2 [KP]:** *Explore the **knowledge perspectives** by attempting to answer the KQ in the context of the RLS. Be sure to identify the key knowledge concept(s) to make a case for its relevance to your classmate. Identify two or more perspectives in this RLS and offer different answers to this KQ.*

## **KNOWLEDGE AT WORK ANALYSIS #1**

### **Examples of knowledge questions – Knowledge & the Knower Focus**

#### **SCOPE**

- What criteria can we use to distinguish between knowledge, belief and opinion?
- How do we distinguish claims that are contestable from claims that are not?
- Are there situations where “knowing how” is more important than “knowing that”?
- Why should we care about acquiring knowledge?
- Why are the criteria for what counts as knowledge not obvious?
- Can other people know us better than we know ourselves?
- How do our interactions with the material world shape our knowledge?

#### **PERSPECTIVES**

- What shapes my perspective as a knower?
- How much of our knowledge depends on our interactions with other knowers?
- Is the truth what the majority of people accept?
- How do empathy and imagination help us to understand other perspectives?
- Presented with the belief system of a community of knowers, how can we decide what we personally believe?
- Are there types of knowledge that are specifically linked to particular communities of knowers?
- How can we know that current knowledge is an improvement on past knowledge?

#### **METHODS AND TOOLS**

- How do we acquire knowledge?
- What constitutes a “good reason” for us to accept a claim?
- Are intuition, evidence, reasoning, consensus and authority all equally convincing methods of justification?
- Does knowledge always require some kind of rational basis?
- How do our expectations and assumptions have an impact on how we perceive things?
- What are the advantages and disadvantages of requiring that all knowledge is verified by a group?

#### **ETHICS**

- Are there responsibilities that necessarily come with knowing something or knowing how to do something?
- As knowers, do we have a moral duty to examine our own assumptions and biases?
- Under what circumstances, if any, do we have a moral duty to share what we know?
- In what ways do ethical judgments differ from other kinds of judgments?
- Is there knowledge that a person or society has a responsibility to acquire or not to acquire?
- If moral claims conflict, does it follow that all views are equally acceptable?
- What personal traits (such as taking seriously the knowledge of others) do we need in order to be ethical knowers?