

Theory of knowledge - Planning and progress form

Teacher name:	<input type="text"/>	Session:	<input type="text" value="May 2015"/>
Candidate name:	<input type="text"/>	Candidate session number:	<input type="text"/>
School number:	<input type="text"/>	School name:	<input type="text"/>

Completion of this form The completion of this form by each candidate and their teacher for theory of knowledge is a mandatory requirement. This will strengthen the process of writing the essay and support the authenticity of a candidate's work. Each completed form must be submitted to the IB if requested, but will not be marked.

Candidate This form must be completed during the planning and progress of your essay. It is a record of three interactions with your teacher. The first interaction should focus on discussing the prescribed titles and choosing the title for your essay. In your second interaction you should discuss the development of your ideas in relation to your chosen title, and you may present to your teacher an exploration of those ideas in some written form. This will allow you to create a plan for the structure of your essay. For your final interaction you are encouraged to present to your teacher a full draft of your essay. The teacher is permitted to provide written comments on your draft, but will not mark or edit your draft.

Teacher You must have at least three interactions with each candidate; one early on in the process to discuss the prescribed titles, an interim session to discuss progress and a final session at which the candidate should present a final draft. Other interactions are permitted, but only these three should be recorded on this form.

Prescribed title:

Planning and progress	Candidate's comments <i>You are advised to include your comments soon after each interaction</i>	Date
First interaction:	Initially, I struggled quite a bit when deciding which question I was going to tackle. However, after exploring two potential questions, I found myself particularly intrigued by the KQ which addressed 'the way in which shared knowledge can shape personal knowledge'. Therefore, as one whose personal interests and studies are rather polarised, I felt that I would most thoroughly engage with the question if I were to explore it through contrasting my two favourite areas of knowledge, History and the Natural Sciences - especially as I felt most able to draw on shared knowledge experiences as well as my own experiences in these two areas of knowledge.	13/11/14
Second interaction:	Having had time to ponder my prescribed title, I began to explore how scientific method impacts how we obtain shared knowledge in the natural sciences in contrast to the 'Eureka!' moments of individuals, and considered the WOKs associated with this methodology (e.g. reason and sense perception). For History, I looked into the manipulation of shared historical knowledge and the impact of that on personal knowledge. This pushed me to consider the value of historiography and the reason for divide in historical opinion, hence shedding light on how, in contrast to natural sciences, we obtain historical knowledge through different WOKs (e.g. imagination, memory).	04/12/14
Third interaction:	Having written my first draft, I was able to discuss and further develop my initial ideas. However, I explored these concepts on a more personal level as well, linking them to events which I myself have experienced both in my IB lessons, and on a day to day basis. For the natural sciences, a KQ which arose when I was in the process of writing was: how greatly personal knowledge impacted shared knowledge? And for History, a KQ which propped up was whether all history was in fact personal knowledge? Having to deal with these knowledge questions as they arose forced me to fully engage with the prescribed title and to personally reflect on the knowledge issues at hand.	16/01/15

Turn over

Teacher's comments:

X has shown a thorough response in all areas of research for her essay, investigating her Knowledge questions carefully, reflecting on her strength Areas of knowledge from the course and applying her ways of knowing appropriately. The choice of title was scrutinized and chosen to display her interests in her courses. The draft review was a useful exercise when she was able to take advice on board and redirect her responses to reflect a more personal aspect in her answer. This also led to a fuller engagement with the issue of shared and personal knowledge overall.

Completed declarations:

I confirm that my comments above are accurate

Candidate's name:

Date:

Teacher's name:

Date: