1.1 Knowledge and the knower

Name: _____ Class: _____ Date: _____ **Total: 28 marks**

KEY WORDS knowledge question • exhibition

Knowledge and the knower

Objective

Supported preparation: Turn first-order questions into knowledge questions; Build an essay and an exhibition that argue them. This is original rehearsal, not completion of the assessed task.

1 Key knowledge and worked examples

> **TOK toolkit.** The knowledge question: second-order, open, contestable (about knowing, not the thing known). Five areas compared by method: history (evidence read), human sciences (models on people), natural sciences (experiment replicated), arts (interpretation argued), mathematics (proof within axioms). Essay: unpack the title, argue with counterclaims, two areas, perspectives, implications. Exhibition: three real objects, one prompt, three different links. Worked: the ranking list; the experts prompt.

2 Practice

2.1 What makes a question a KNOWLEDGE question (three features)? [3]

2.2 Name the five areas of knowledge. [5]

2.3 Name the two assessment tasks and their weightings. [2]

2.4 Name the three essay failure modes. [3]

2.5 What must every exhibition object carry, and how many objects? [2]

3 Exam-style questions

3.1 *(Second-order style.)* Turn the question "why did the bridge collapse?" into a knowledge question, and justify the turn. [3]

3.2 *(Areas style.)* The same ranking list is read by a historian, a mathematician and a human scientist. Draft the three reads. [6]

3.3 *(Exhibition style.)* On the experts prompt, a student exhibits three objects that all show experts REPLACED. Diagnose the weakness, and recommend a fix. [4]

Solutions

2.1 Open (multiple plausible answers) (1); general (about an area or method, not one case) (1); contestable (worth arguing both ways) (1).

2.2 History (1); the human sciences (1); the natural sciences (1); the arts (1); mathematics (1).

2.3 The essay on a prescribed title (two thirds) (1); the exhibition of three objects (one third) (1).

2.4 The patched summary (course notes stapled to a title) (1); the one-area essay (1); the example-free argument (1).

2.5 A commentary linking it to the chosen prompt (1); three objects (1).

3.1 Knowledge question: what would count as KNOWING why the bridge collapsed, and how would engineering, regulation and witness differ in meeting that standard? (or equivalent) (2); justification: the turn moves from the event to the knowing of it (first-order to second-order) (1).

3.2 Historian: the list as a trace, evidence only when asked a question about the past (2); mathematician: the ordering exact within its definition, empty of persons (2); human scientist: the rank as model output, the weights chosen and contestable (2).

3.3 Weakness: three objects with one relation to the prompt explore a single route; the exhibition's range collapses (2). Fix: keep one replaced-expert object, add the expert made invisible (the app icon) and the expert translated (the label): three different relations, one prompt (2).

Local review guidance: (R1) 3.1 reaches second order; 3.2 names each area's method; 3.3 widens the routes. Authored guidance.