



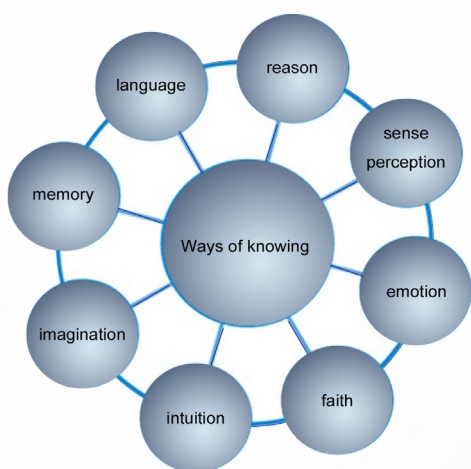
# IB



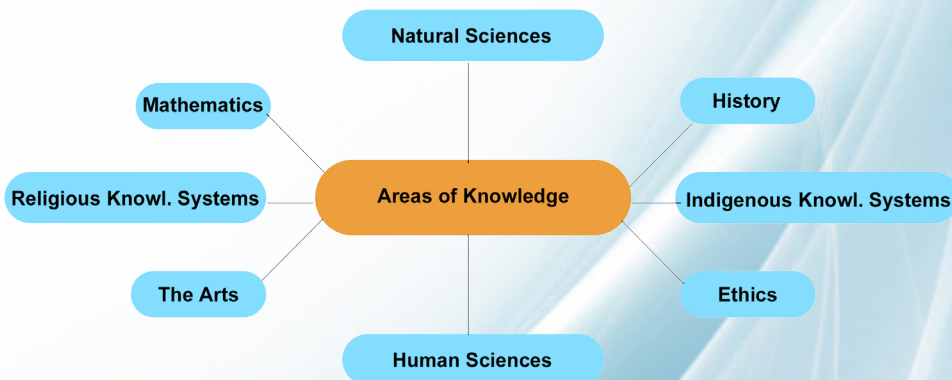
The task of TOK is to emphasise connections between areas of knowledge.

## 1. Theory of Knowledge

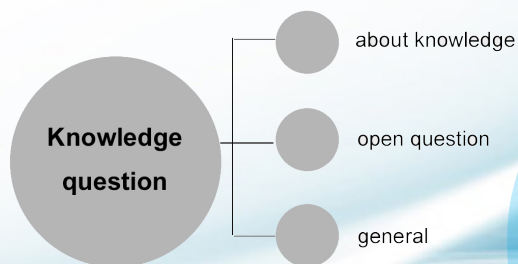
TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all diploma programme students undertake, heightening their critical awareness.



The TOK course analyses Ways of Knowing (WOKs) and their impact on how individuals construct their own personal knowledge.



TOK uses a range of methods of inquiry that incorporate ways of knowing.



Knowledge Questions (KQs) are second-order questions which do not have straightforward answers. The KQs concerned not so much with specific examples, but with underlying principles and criteria.

- Examines how we know and what we claim to know.
- Explores both the personal and shared aspects of knowledge.
- Apply a set of conceptual tools to concrete situations encountered daily.
- Allows the opportunity for students to engage with exciting, stimulating and personally relevant topics and issues.

## 2. Trial TOK in GT College

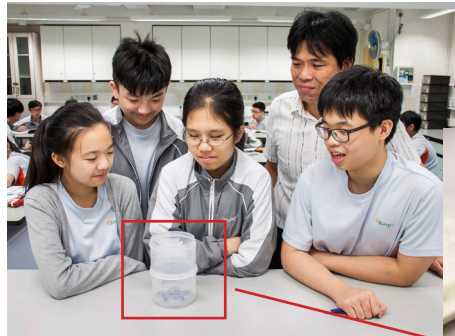
On 3 May, our G9D students explored the relationship between observation and reality. Through pictures of illusion and experiments with unexpected results, our students had a new understanding of observation and reality, widening their perspectives. The following are some of their reflections:

Judge everything we “see”.

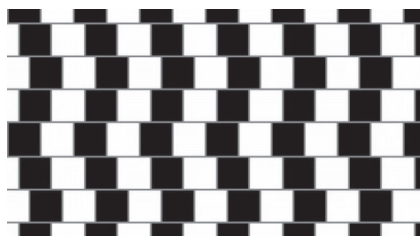
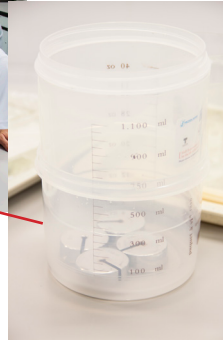
We need to think more.

Different people’s minds affect the observation differently.

Observation is not the “truth”.



Can so little water lift up the slotted masses?



Are the horizontal lines straight?

Imagination is required to make a hypothesis.

We need imagination to think of what we want to investigate.

Everything can be calculated by science and mathematics.

Science is proved by a lot of support from experiments.

The trial lesson, on 18 May conducted in G11D, focused on two particular components among the Ways of Knowing (WOKs) and Areas of Knowledge (AOKs) in the TOK course. They are Ethics (AOKs) and Intuition (WOKs). During the lesson, students were facilitated to explore and tackle some ethical dilemmas. Some of them are hypothetical issues; some of them are Real Life Situations (RLS). Through doing Q&As as well as intensive discussions, students were able to reflect on their own knowledge and values. It was definitely a golden opportunity for their personal growth, broadening their horizons.



Mr Thomas Ma sharing about the concept of Theory of Knowledges



A student giving a quick response to the teacher's question



A student showing vigorous initiative to learn TOK



A student being interactive with the teacher

### Students' Feedback

It is quite surprising to me that the syllabus and the mode of education in the International Baccalaureate (IB) is very different compared with the one of the Hong Kong Diploma of Secondary Education Examination (HKDSE). The IB provides more knowledge about life than that of the HKDSE. I believe that it is a quite new or unfamiliar concept to most students who will sit for the HKDSE.

(Jason Lau, G11D)

When talking about utilitarianism, we should not consider only the physical profit or the mental happiness. Instead the overall gain in “morality” should be considered. Some actions are not justified because although at the end, the majority is happy, the morality of the society was lost.

(York Ye, G11D)

### 3. IB Training Workshop

In April, Principal Tam and three teachers attended IB training workshops in the American International School of Guangzhou, China. These are training for administration, coordination and Theory of Knowledge. As part of the preparation towards authorisation, more teachers will attend various IB training workshops in the coming year, enriching their pedagogical knowledge.



Mr. Thomas Ma, Mr. Anselm Kwok, Principal Dr. Tam and Dr. Vincent Tam taking a photo at the workshop venue.

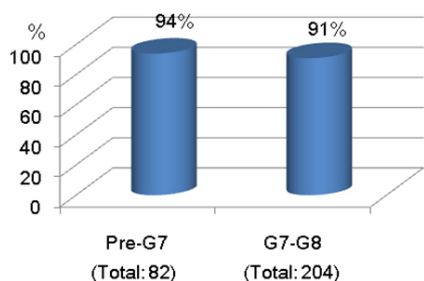


Science Park Campus of the American International School of Guangzhou, China

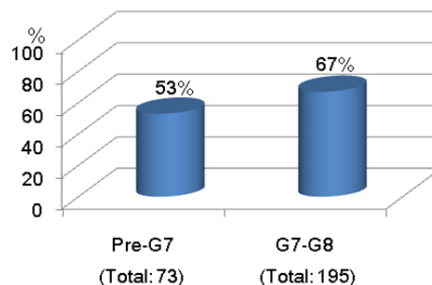
### 4. Parents survey

Parents consultation sessions and follow-up surveys were conducted in 18-19 March 2016. Participants were the parents of pre-G7, current G7 and G8 students. Over 90% of the concerned parents participated in the survey. The majority of parents supported G.T. College to apply for the IB Diploma Programme. About two-thirds of the current G7 and G8 students' parents considered to let their children take the International Baccalaureate Diploma Programme (IBDP) during their senior secondary years (see the figures below). The IBDP is an additional option for students promoting to G10 while the HKDSE is the mainstream curriculum of GTC, providing them an extra choice.

The HKDSE is the mainstream curriculum of GTC.



Percentage of participants supporting GTC to provide the IB Diploma Programme



Percentage of participants may consider to let their children study the IB Diploma Programme

# Frequently Asked Questions (FAQ)



Through the parents survey, many parents raised questions, concerns and comments on GTC offering the IB Diploma Programme (IBDP). In this and the forth coming issues, we will answer and respond to some of the frequently asked questions and concerns from parents, providing more details to them.

## **1. My child is not good at sciences. Is he/she still suitable to study the IBDP?**

**Answer:**

- The IBDP offers an all-round curriculum, not just sciences. There are science and humanity subjects to choose from. If a student is not too interested or good at sciences, he/she can choose studying one science subject at the standard level, likewise, it is for those who are not so interested in humanities.
- For students who do not opt for Arts/Music, they can skip subject Group 6 (The Arts) and choose one more subject from Groups 1 to 5.

To ensure students have sufficient breadth of knowledge, a full diploma of the IBDP must include languages, social sciences (humanities), experimental sciences and mathematics (Groups 1 to 5), enhancing their all-round knowledge.

## **2. Will the establishment of the IBDP take away some of the HKDSE students' available resources?**

**Answer:**

No, a new teaching team will be formed to work on the IBDP. The IBDP will charge school fees and has its own resources.

## **3. How do I know if my child is suitable to take the IBDP or not? How will the school recruit IBDP students?**

**Answer:**

The school will provide experiential learning of the IBDP core curriculum and philosophy to junior grade students so that students can feel what the IB is like. Guidance will be provided to both students and parents at Grade 9 when the students need to choose which curriculum (IBDP or HKDSE) is more suitable to them. On the other hand, the school will also have individual interviews with families who would like to opt for the IBDP curriculum. High English proficiency, good interpersonal communication skills and self-directed learning ability will also be required for IBDP students.

## **4. Will GTC employ new teachers for the IBDP?**

**Answer:**

We will train our existing teachers by sponsoring the teachers to attend administration and subject workshops offered by the International Baccalaureate Organisation (IBO). Teachers will receive a certificate of attendance indicating they have completed the corresponding workshops. New teachers will be hired for both the HKDSE and the IBDP as we expand our teaching team.

## **5. Is Music/ Visual Arts a compulsory subject? If my child is not talented in music/arts, then should he/she not take the IBDP?**

**Answer:**

In the IBDP curriculum, subject Group 6 includes Music and Visual Arts. This is not a compulsory group. Instead, students can choose one subject from one of the other five groups if they don't take Music or Visual Arts. Thus, IBDP students don't have to take Music or Visual Arts. On the other hand, IBDP students can't be pure science or pure arts, as they must take Individuals and Societies as well as Experimental Sciences. They may even take two languages as their major language subjects, supporting their language development.

More FAQs are coming in the next IB issue. If you have any enquiries, please contact Dr. Vincent Tam or Mr. Anselm Kwok on 2535 6867.