

Essay 1—Level 5: Excellent (9)

There is a sustained focus on knowledge questions confirming and contradicting that “doubt is the key to knowledge”, as the prescribed title demands. A clear approach using different perspectives shown in real-life examples related to different areas of knowledge can be easily identified.

The first examples, regarding mathematics move from a personal example on how the student visualizes her own learning in class to a more sophisticated topic like the way conjectures are dealt with, emphasizing effective links to ways of knowing, especially reason.

Then there is an insightful investigation about religion, viewing it from different perspectives, focusing on Christianity, Islam and a way of proving that God exists, showing how doubting in that context might be a key to knowledge and how not.

Arguments are carefully and clearly developed. Every assertion is effectively evaluated giving a proper place to authority, experience, the search of truth, among other relevant TOK issues. The student definitely acknowledges the implications drawn in each of the examples.

It is worth pointing out that in spite of the effective and well-supported examples, the fact that they were not fully evaluated resulted in a mark of 9 being awarded instead of the highest possible mark of 10.