



TOK EXHIBITION

Student's Guide

Introduction

TOK Exhibition according to the IB “explores how TOK manifests in the world around us.” This component of the assessment is internally graded by the teacher and externally moderated by the IB at the end of the TOK course. TOK Exhibition being an internal assessment “enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests.”

Since the TOK exhibition explores how TOK manifests in the world around us, “it is strongly recommended that students base their exhibition on one of the TOK themes (either the core theme or one of the optional themes).”

Core theme:	Knowledge and the Knower
Optional themes:	Knowledge and Technology
	Knowledge and Religion
	Knowledge and Politics
	Knowledge and Language
	Knowledge and Indigenous Societies

According to the IB Theory of Knowledge Guide, the TOK exhibition task has been explicitly designed to be completed during the first year of the Diploma Program. Therefore, you are expected to complete this task in the first year of the program which is Form 5 in context of the school. It is important to follow strictly the school's overall schedule of internal deadlines for the completion of the TOK Exhibition. You will be guided in this process.

For this internal assessment, students are required to create an exhibition comprising three objects, or images of objects, and an accompanying written commentary on each object. These objects must connect to one of the 35 “IA prompts” provided in the “IA prompts” section of the IB TOK guide. Students must select just one IA prompt on which to base their exhibition, and all three objects must be linked to the same IA prompt.

Each student must create an individual exhibition. Group work **MAY NOT** be undertaken by students. Multiple students in the same TOK class are permitted to create exhibitions on the same IA prompt. However, students in the same class are **NOT PERMITTED** to use any of the same objects.

(some of the texts in the content are taken or adapted from the IB TOK Guide)

IA prompts

The IA prompts are a set of 35 high-level knowledge questions. Students must select one of the following IA prompts on which to base their exhibition, and all three objects must be linked to the same prompt. These IA prompts apply for all examination sessions for the life of this guide—they do not change from session to session.

Students are required to create an exhibition of three objects that connect to one of the following IA prompts.

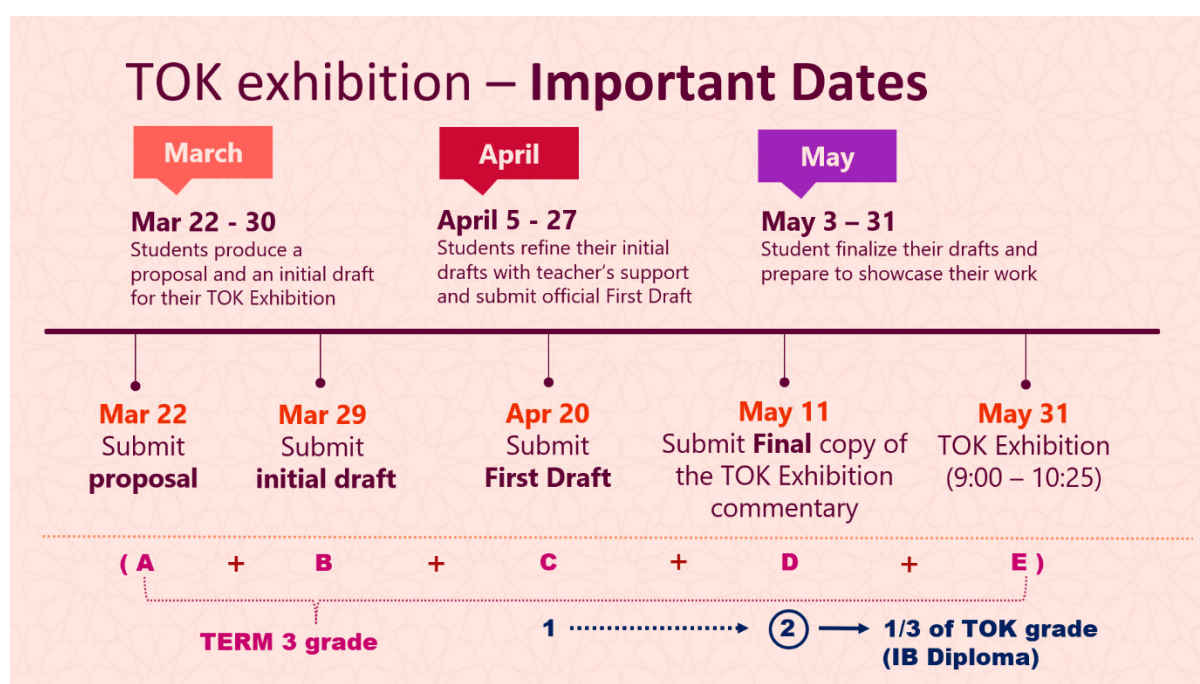
1. What counts as knowledge?
2. Are some types of knowledge more useful than others?
3. What features of knowledge have an impact on its reliability?
4. On what grounds might we doubt a claim?
5. What counts as good evidence for a claim?
6. How does the way that we organize or classify knowledge affect what we know?
7. What are the implications of having, or not having, knowledge?
8. To what extent is certainty attainable?
9. Are some types of knowledge less open to interpretation than others?
10. What challenges are raised by the dissemination and/or communication of knowledge?
11. Can new knowledge change established values or beliefs?
12. Is bias inevitable in the production of knowledge?
13. How can we know that current knowledge is an improvement upon past knowledge?
14. Does some knowledge belong only to particular communities of knowers?
15. What constraints are there on the pursuit of knowledge?
16. Should some knowledge not be sought on ethical grounds?
17. Why do we seek knowledge?
18. Are some things unknowable?
19. What counts as a good justification for a claim?
20. What is the relationship between personal experience and knowledge?
21. What is the relationship between knowledge and culture?
22. What role do experts play in influencing our consumption or acquisition of knowledge?
23. How important are material tools in the production or acquisition of knowledge?
24. How might the context in which knowledge is presented influence whether it is accepted or rejected?
25. How can we distinguish between knowledge, belief and opinion?
26. Does our knowledge depend on our interactions with other knowers?
27. Does all knowledge impose ethical obligations on those who know it?
28. To what extent is objectivity possible in the production or acquisition of knowledge?
29. Who owns knowledge?
30. What role does imagination play in producing knowledge about the world?
31. How can we judge when evidence is adequate?
32. What makes a good explanation?
33. How is current knowledge shaped by its historical development?
34. In what ways do our values affect our acquisition of knowledge?
35. In what ways do values affect the production of knowledge?

The chosen IA prompt must be used exactly as given; it must not be altered in any way.

The Schedule and internal deadlines

TOK lessons on the TOK Exhibition and its requirement will take place in the mid of Term 2 after you have completed your exploration of the *Core Theme* (completed in Term 1) and the *Optional Themes*. You will be guided in unpacking the IA prompt of your choice. Time will be given for you to curate objects that may be used for your exhibition. You are expected to produce a proposal detailing how and what you will do to prepare for the assessment. You will then write a draft. It is important for you to understand your teachers “are permitted to provide feedback on **one** draft of this work.” Thus, your first draft must be substantial. Avoid presenting your teachers a skeleton draft with possibilities and potential directions for your exhibition. Upon receiving feedback (either orally or in written form), proceed to finalize your commentaries of your exhibition and submit it by the deadline. Once that is done, you will put up display your work to the school community on a date agreed upon by the school.

The diagram below shows some of the internal deadlines that you have to be aware of.



Do note that certain work during this process will contribute to the Term 3 grade that will be reflected in your school report card. The first draft and the final copy meant for the IB DP internal assessment will not be used for any school related grading or reporting. These are strictly for the TOK grade for your IB Diploma Program only.

Global Impression Marking

The TOK exhibition is marked using a global impression marking approach. This means that the assessment this task is envisaged as a process of holistic or global judgment rather than an analytical process of totaling the assessment of separate criteria. The assessment instruments present five described levels of performance. These levels are to be seen as global and holistic descriptors rather than as a checklist of necessary characteristics. When marking, the aim is to find the descriptor that conveys most accurately the level attained by the student. It is not necessary for every single aspect of a level descriptor to be met for a mark in that level to be awarded. Your teacher will explain more in class. Do make sure you pay extra attention during the session so that you know how your work will be graded.

TOK exhibition assessment instrument

The TOK exhibition is an opportunity for students to explore links between knowledge questions and the world around us. The assessment of this task is underpinned by the following single driving question –

“DOES THE EXHIBITION SUCCESSFULLY SHOW HOW TOK MANIFESTS IN THE WORLD AROUND US?”

The assessment instrument provided describes five levels of performance in response to this driving question. These levels are to be seen as holistic descriptors rather than as a checklist of characteristics. It is crucial that you include three objects in your exhibition. If only images and accompanying commentaries for two objects are provided, only a maximum of 6 marks could be awarded. However, if only an image and accompanying commentary for one object is provided, a maximum of 3 marks could be awarded.

Does the exhibition successfully show how TOK manifests in the world around us?					
Excellent 9-10	Good 7-8	Satisfactory 5-6	Basic 3-4	Rudimentary 1-2	0
The exhibition clearly identifies three objects and their specific real-world contexts. Links between each of the three objects and the selected IA prompt are clearly made and well-explained. There is a strong justification of the particular contribution that each individual object makes to the exhibition. All, or nearly all, of the points are well-supported by appropriate evidence and explicit references to the selected IA prompt.	The exhibition identifies three objects and their real-world contexts. Links between each of the three objects and the selected IA prompt are explained, although this explanation may lack precision and clarity in parts. There is a justification of the contribution that each individual object makes to the exhibition. Many of the points are supported by appropriate evidence and references to the selected IA prompt.	The exhibition identifies three objects, although the real-world contexts of these objects may be vaguely or imprecisely stated. There is some explanation of the links between the three objects and the selected IA prompt. There is some justification for the inclusion of each object in the exhibition. Some of the points are supported by evidence and references to the selected IA prompt.	The exhibition identifies three objects, although the real-world contexts of the objects may be implied rather than explicitly stated. Basic links between the objects and the selected IA prompt are made, but the explanation of these links is unconvincing and/or unfocused. There is a superficial justification for the inclusion of each object in the exhibition. Reasons for the inclusion of the objects are offered, but these are not supported by appropriate evidence and/or lack relevance to the selected IA prompt. There may be significant repetition across the justifications of the different objects.	The exhibition presents three objects, but the real-world contexts of these objects are not stated, or the images presented may be highly generic images of types of object rather than of specific real-world objects. Links between the objects and the selected IA prompt are made, but these are minimal, tenuous, or it is not clear what the student is trying to convey. There is very little justification offered for the inclusion of each object in the exhibition. The commentary on the objects is highly descriptive or consists only of unsupported assertions.	The exhibition does not reach the standard described by the other levels or does not use one of the IA prompts provided.
Possible characteristics					
Convincing Lucid Precise	Focused Relevant Coherent	Adequate Competent Acceptable	Simplistic Limited Underdeveloped	Ineffective Descriptive Incoherent	

Step 1: Initial exploration – Keeping a TOK Exhibition Journal

Students, individually, prepare a TOK Exhibition Journal during the winter break:

- Shortlist **THREE** IA Prompts that interest you.
- Divide these IA prompts into different categories such as Core theme: *Knowledge and the Knower*; Optional themes: *Knowledge and Technology*; *Knowledge and Religion*
- Select 6 to 9 objects of potential for each of the prompt you are interested in
- Make an initial analysis of the objects and the IA prompts
- Incorporate the 12 TOK Concepts into the commentaries
- Consider the elements of the knowledge framework

Use the table below to organize your data.

NOTE: make good use of your winter break to curate suitable objects and think through your approach to your TOK Exhibition. Read the resources made available to you by your teachers.

Prompt No.	IA Prompt	Theme	Relevant TOK concepts	Elements of the knowledge framework	6 – 9 Possible objects to use	Useful notes or reference materials
					#1	
					#2	
					#3	
					#4	
					#5	
					#6	
					#7	
					#8	
					#9	
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					#2	
					#3	
					#4	
					#5	
					#6	
					#7	
					#8	
					#9	

Step 2: Making a proposal for your TOK Exhibition

Now that you have completed your study on the Core Theme and 2 Optional Themes, using the notes you have taken in your journal and make a proposal for your TOK Exhibition.

Refer to the proposal template attached.

Step 3: Writing your first draft

Since your teachers can only give feedback on ONE draft only, do make sure your first draft is of good quality with substantial content. You should produce a single file containing your TOK exhibition that include:

- a title clearly indicating their selected IA prompt
- images of their three objects
- a typed commentary on each object that identifies each object and its specific real-world context, justifies each object's inclusion in the exhibition and links to the IA prompt (maximum 950 words). Each commentary is about 315 words.
- appropriate citations and references – choose either APA or MLA

Consult the study and reference materials provided by your teachers.

Make sure your file follows the format attached.

Step 4: Finalize your TOK Exhibition and submit it

After receiving the official feedback from your teacher, you will have about 2 weeks to finalize your TOK Exhibition. It is for this reason that your draft must be of a good quality and substantial since you hardly have time to repeat the process all over again. If for whatever reason you decide to rewrite the whole commentaries, you have to bear the consequence since your teacher will not longer providing any feedback to you.

The final product should follow the same format as the draft.

Step 5: Display your work

Customarily, after the submission of your final work, you will be given the opportunity to display your exhibition as a whole class and interact with the school community. This is usually done in one of the TOK lessons. You will have time in class to prepare for this. The following photographs give you an idea what to expect on that day.



TOK Exhibition

Student Proposal

Name of student: _____ Class: _____ Date: _____

INDIVIDUAL PLANNING SPACE

A. Theme (Core or Optional)

- ☐ knowledge and the knower
- ☐ knowledge and technology
- ☐ knowledge and language
- ☐ knowledge and religion
- ☐ knowledge and politics
- ☐ knowledge and indigenous societies

B. IA Prompt

No.	Knowledge question

C. Explain briefly how you would unpack this IA Prompt or answer the question in the prompt

D. Objects researched for the IA Prompt you selected and discuss their relevance to it. (Include the image of the objects if possible)

- Description of object #1:
- How may this object link to the theme and IA Prompt chosen? What contribution does it make? How can this contribution be justified?
- What interesting questions/points could be raised in discussing the prompt through the object? What evidence can be used to support the inclusion of this object in the commentary?
- How may TOK manifest in the world around us through this object discussed in the context of the prompt?
- What is the specificity of this object and its real-world context?

- Description of object #2:

- How may this object link to the theme and IA Prompt chosen? What contribution does it make? How can this contribution be justified?

- What interesting questions/points could be raised in discussing the prompt through the object? What evidence can be used to support the inclusion of this object in the commentary?

- How may TOK manifest in the world around us through this object discussed in the context of the prompt?

- What is the specificity of this object and its real-world context?

TOK INTERNAL ASSESSMENT – THE EXHIBITION	
950 words	27. Does all knowledge impose ethical obligations on those who know it?
Theme:	

Object 1: Description of object 1 goes here (keep it precise and concise)

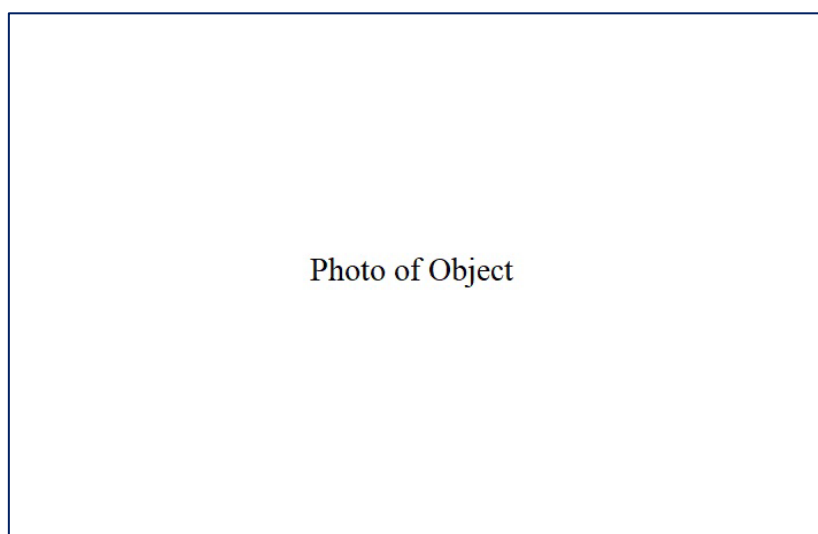


Photo of Object

Photo taken by student

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Object 2: Description of object 2 goes here (keep it precise and concise)

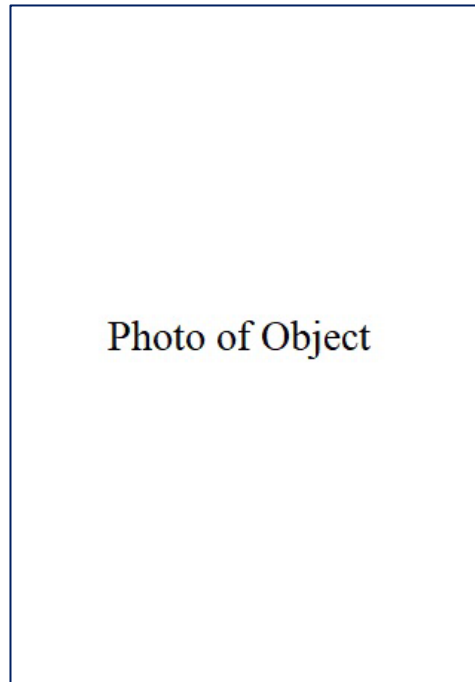


Photo of Object

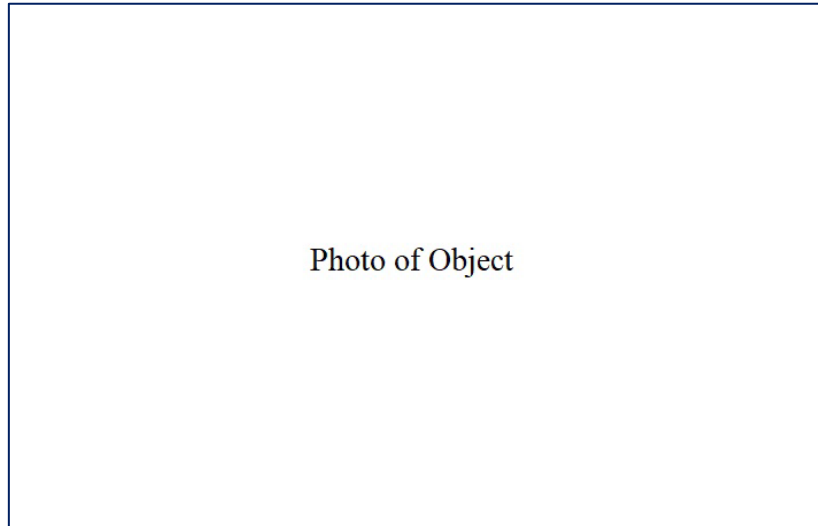
Hopper, E. (1942). Nighthawks [Painting]. Art Institute of Chicago, Chicago, IL, United States.
<https://www.artic.edu/artworks/111628/nighthawks>

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Object 3: Description of object 3 goes here (keep it precise and concise)



Ryan, S. (2019). Sea smoke on Lake Michigan [Photograph]. New York Times.
<https://www.nytimes.com/interactive/2019/world/year-in-pictures.html>

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References:

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