

PRACTICE TOK EXHIBITION

Practise TOK exhibition in the pre-IB TOK course simulates the real TOK exhibition held during the IB1 year. The practice TOK exhibition primes the students for the real exhibition.

The TOK exhibition explores how TOK manifests in the world around us. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests.

TOK exhibition is an *individual task* where specific **objects** of real-life and personal importance are connected with **IA prompts** within one of the **TOK themes**.

The objects in the TOK exhibition can be digital or physical, but the most important thing is that they should have a specific real-world and personal context. Examples of objects suitable for TOK exhibition include the following:

- A tweet or post in X from the President of the United States
- An image of the painting *Guernica* by Pablo Picasso
- The student's own extended essay (EE)
- A basketball used by the student during their physical education lessons
- The graphic novel *The Colour of Earth* by Kim Dong Hwa
- A painting that the student created in their DP visual arts course
- A refillable water bottle provided to each student in a school as part of a sustainability initiative
- A news article from the popular website *Buzzfeed*
- A photograph of the student playing in an orchestra

For the practise TOK exhibition you can bring the real object to school, if possible, or take a picture of it and present it with your laptop or with a printout.

IA prompts are 35 high-level knowledge questions (see the list of 35 IA prompts on page 4). **One** IA prompt should be selected for the TOK exhibition. The chosen IA prompt must be used exactly as given; it must not be altered in any way.

TOK exhibition should be connected to **one** of the TOK themes, the **core theme** (knowledge and the knower) or **one** of the **optional themes** (technology, language, politics, religion and indigenous societies). The chosen objects should fit one of these themes. If you don't want to limit yourself too much, just choose the core theme. You can incorporate all TOK ideas into this theme. You can use any theme, even the ones you haven't studied during the pre-IB course.

In the real TOK exhibition three objects should be chosen, but in the practice TOK exhibition, only one object is enough.

The TOK exhibition is assessed with the **TOK exhibition assessment instrument** (see page 5). The main question in the assessment process is: “*Does the exhibition successfully show how TOK manifests in the world around us?*” In other words, has the student been able to explore the link between the chosen knowledge question and the world around him/her? Students of TOK should thoroughly internalise the assessment principles of the TOK exhibition. Using the **knowledge framework** and the **12 core concepts** can help you internalising the idea of the TOK exhibition.

In the practice TOK exhibition each student should provide a max 300-word text to accompany the chosen object. *The document should contain the picture of the object and written commentary on the object.* The text should briefly (a) *identify the chosen object with its real-world context and with the chosen theme* and (b) *explain the link between the chosen object and the IA prompt.* Naturally the chosen **IA prompt** and the chosen **theme** should be part of the text. Furthermore, the student should prepare to briefly present the exhibition to others. The small presentation and the interaction between the other students enable you to elaborate the link between the chosen object and the IA prompt.

Step by step guide to the practice TOK exhibition

- **Step 1:** Choose **one** of the TOK themes, the **core theme** (knowledge and the knower) or **one** of the **optional themes** (technology, language, politics, religion and indigenous societies). You can use any theme you want, and if you can't fit your ideas into the options, just choose the core theme.
- **Step 2:** Choose **one** object that fits your TOK ideas. *The object should exemplify how TOK manifests in the world around us. Make sure no one else is using the same object! Use the Excel provided by the TOK teachers to avoid clashes.*
- **Step 3:** Choose **one** IA prompt (see page 4) that links with your chosen object
- **Step 4:** (a) Reflect how the object should be identified in its real-world context. (b) Reflect how the object links to your chosen IA prompt (and your chosen TOK theme).
- **Step 5:** Start writing the written commentary of your practice TOK exhibition. The text should (a) *identify the chosen object with its real-world context and with the chosen theme* and (b) *explain the link between the chosen object and the IA prompt*. Don't forget to implement the **knowledge framework** and the **12 core concepts** (if applicable). *The length of the text should be max 300 words.*
- **Step 6:** Write down auxiliary notes related to your document and prepare to present your exhibition to other during the long lessons day.
- **Step 7:** Prepare to self-assess your practice TOK exhibition and peer-review others' practice TOK exhibitions with the help of the TOK exhibition assessment instrument (see page 5).
- **Step 8:** For the actual practice TOK exhibition, take the object with you to school, if possible, or take a picture of the object for display. Present your core argument to others and prepare to receive feedback and take notes.
- **Step 9:** After the actual practice TOK exhibition, finalise your practice TOK document with the feedback you got and upload your document to ManageBac.

TOK Exhibition 1A 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?

TOK Exhibition assessment instrument

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	