

KNOWLEDGE EXHIBITION
IA DEVELOPMENT & PREPARATION

Assessment Objectives:

- 1) To create the IB TOK internal assessment, the TOK Knowledge Exhibition.
- 2) To identify and explain real-life objects within a TOK thematic context through the prescribed prompts.

You will now begin to create the TOK Internal Assessment. Below is an IB explanation of the aims and considerations for completing this assignment (adapted from the 2020 TOK Curriculum Guide):

The TOK exhibition explores how TOK manifests in the world around us. For this reason, 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).

The TOK exhibition is an internal assessment component – it is marked by the teacher and is externally moderated by the IB. Internal assessment is an integral part of all DP courses. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests.

For this task, students are required to create an exhibition of three objects that connect to one of the 35 “IA prompts” provided in the “IA prompts” section of the TOK Curriculum Guide (Listed at the end of this document). **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.**

Students are required to create an exhibition comprising three objects, or images of objects, and an accompanying written commentary on each object. To enable their exhibition to be marked by their TOK teacher and for samples of student work to be submitted to the IB for moderation, **students are required to produce a single file containing:**

- 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 its inclusion in the exhibition and links to the IA prompt (maximum 950 words)
- appropriate citations and references.

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.

Assessment Directions [Adapted from TOK Curriculum Guide 2020, pp.39-40]

Step 1	<p>Students begin their exhibition by selecting one IA prompt and three objects, or images of objects, that show how this question manifests in the world around us.</p> <p>Students must select one IA prompt as the basis for their exhibition. All three objects must be linked to the same prompt.</p> <p>To help them approach this task effectively, students are encouraged to root their exhibition in one of the TOK themes—either the core theme or one of the optional themes. This can help to provide an accessible starting point for students and can provide a focus to help students narrow down their choice of potential objects.</p>
Step 2	<p>Students should produce a single file containing their TOK exhibition. This must include:</p> <ul style="list-style-type: none"> • 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) • appropriate citations and references. <p><i>FYI... Teachers are permitted to provide feedback on one draft of this work. They should provide oral or written advice on how the work could be improved, but should not edit the draft.</i></p> <p><i>* Once complete, this file is submitted to the TOK teacher to be marked. Samples of student work are then submitted to the IB for moderation.</i></p>
Step 3	<p>Teachers are required to provide all students with an opportunity for their completed exhibitions to be showcased and exhibited to an audience. As this does not form part of the formal assessment task, teachers have a great deal of flexibility as to how they choose to hold these exhibitions—as in the following examples.</p> <ul style="list-style-type: none"> • A class of TOK students could hold an exhibition within one of their regular TOK classes. • Two classes of TOK students in the same school, or different schools, could host exhibitions for each other. • A class of TOK students could host an exhibition for younger students in the school. • A school could host a TOK exhibition for parents and other members of the school community. • Students could display their TOK exhibitions in a “virtual exhibition” (by using an online virtual gallery space) • A school could host a combined event celebrating the PYP exhibition, MYP personal project and the TOK exhibition.

Step 1 and the FIRST draft of Step 2 is due on Wednesday, April 28, 2021. The FINAL draft of the Knowledge Exhibition Write Up will be Monday, May 24, 2021

For Step 3, I am asking you, based on our pandemic considerations, to complete a PowerPoint presentation that features your 3 objects and key notes from your written explanation. This will set you up for an in-person exhibition early in your senior year. **This will be due by Wednesday, May 26, 2021.**

KNOWLEDGE EXHIBITION (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.

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 organise 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?

KNOWLEDGE EXHIBITION (IA) OBJECTS

An extremely wide variety of different types of objects are suitable for use in a TOK exhibition. Students are encouraged to choose objects that are of personal interest and that they have come across in their academic studies and/or their lives beyond the classroom.

It is strongly recommended that students base their exhibition on one of the themes (the core theme or one of the optional themes). This can be an extremely useful way to help students narrow down their choice of objects and give a focus to their exhibition.

Digital or Physical Objects

The objects may be digital rather than physical objects. For example, students could include a photograph of an object, such as a historical treaty, where it would not be practical/possible for them to exhibit the physical object. Students may also use digital objects such as a tweet by a political leader. However, they must be specific objects that have a specific real-world context – objects that exist in a particular time and place (including virtual spaces). They may be objects that the student has created themselves, but they must be pre-existing objects rather than objects created specifically for the purposes of the exhibition.

Context of an Object

The specific real-world context of each object is extremely important to the task. It is, therefore, important that students identify specific objects to discuss rather than using generic objects and generic images from the internet. For example, a discussion and photograph of a student's baby brother is an example of an object that has a specific real-world context, whereas a generic image of "a baby" from an internet image search is not.

Examples of the diverse kinds of objects students could select include the following.

- A tweet 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

Images of Objects

The image of each object used in the exhibition must be appropriately referenced. If an object is the student's own original work (for example, a painting that they created in a visual arts class) then this should be identified and acknowledged to ensure that teachers and moderators are clear about the origins of the object.

Kognity Guidance... Key Take-aways

Pick and write about OBJECTS for the IA with these 4 points in mind:

- (1) Identify the object clearly (What it is. What is its function or purpose?)
- (2) Contextualize it (Where would you find it? When?)
- (3) What does it tell or question? (Anything controversial? Something straightforward? Does it raise doubts?)
- (4) To whom does it matter? (Who is involved?)

KNOWLEDGE EXHIBITION (IA) WORD COUNT FOR COMMENTARY

The maximum overall word count for the TOK exhibition is **950 words**. This word count includes the written commentaries on each of the three objects.

It does **not** include:

- any text contained on/ within the objects themselves
- acknowledgments, references (whether given in footnotes, endnotes or in-text) or bibliography.

If an exhibition exceeds the word limit, then examiners are instructed to stop reading after 950 words and to base their assessment on only the first 950 words.

Extended footnotes or appendices are not appropriate to a TOK exhibition.

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\* **Best Practices:** Students are expected to do the following for this assessment to score full credit:

1. Adhere to the content format as designated above.
2. Demonstrate understanding of TOK terminology by using these terms (e.g. knowledge concepts, areas of knowledge) where appropriate in your reflection.
3. Initiate discussions with the teacher to obtain advice and information... Highly encouraged!
4. Turn in your work on time. "On time" means by the specified day and time assigned for this activity.

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KNOWLEDGE EXHIBITION (IA) ASSESSMENT CRITERIA

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.

Please note: If a student only provides images and accompanying commentaries for two objects, teachers should award a maximum of 6 marks. If a student only provides an image and accompanying commentary for one object, teachers should award a maximum of 3 marks.

The next page lists the criteria for assessment. Consider the wording differences you explored in the Knowledge Exhibition Development #3 (Session 4).

When you've completed your written commentary, whether it's the first draft or the final one, review the criteria assessed with this instrument to make whatever adjustments you feel appropriate to improve the anticipated score.

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
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The exhibition does not reach the standard described by the other levels or does not use one of the IA prompts provided.</p>
Possible characteristics					
<p>Convincing Lucid Precise</p>	<p>Focused Relevant Coherent</p>	<p>Adequate Competent Acceptable</p>	<p>Simplistic Limited Underdeveloped</p>	<p>Ineffective Descriptive Incoherent</p>	