



International Baccalaureate Diploma Program

Theory of Knowledge

Student Guide

2026 - 2027

Dear Students,

This booklet is aimed at understanding fully what Theory of Knowledge -TOK- is and what will be expected from you in the two year Diploma program-DP.

We will be meeting regularly throughout the school year, but you are always welcome to come and talk to me at any time about the TOK program.

I can usually be found **in Room 415.** I can also be contacted at:

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Enjoy your TOK course; it can be one of the most rewarding experiences of your school career.

Good luck!

Fatima Tariq

TOK COORDINATOR

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

IB Vision Statement

The International Baccalaureate's vision is to create a better and more peaceful world through high-quality international education, developing students who are inquiring, knowledgeable, caring, active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

ISE Mission Statement

The International School of Egypt (ISE) continues to affirm its commitment to being a co-educational, multinational, college preparatory school providing an international education founded on educational excellence, rigorous assessment, intercultural understanding, respect, collaboration, and responsible citizenship.

ISE Vision Statement

The International School of Egypt strives to create an inclusive and internationally minded learning environment in which students grow as creative, curious, caring, knowledgeable, and contributing members of a global community

IB Learner Profile

The aim of all IB programs is to develop internationally-minded people who, recognizing their
common humanity and shared guardianship of the planet, and thus help to create a better and more peaceful world.

IB Learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and shows independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize

and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Course description and aims- TOK aims at:

The theory of knowledge (TOK) course plays a special role in the DP by providing an opportunity for students to reflect on the nature, scope and limitations of knowledge and the process of knowing. In this way, the main focus of TOK is not on students acquiring new knowledge but on helping students to reflect on, and put into perspective, what they already know. TOK underpins and helps to unite the subjects that students encounter in the rest of their DP studies. It engages students in explicit reflection on how knowledge is arrived at in different disciplines and areas of knowledge, on what these areas have in common and the differences between them.

What is TOK?

TOK explores questions about knowledge and the process of knowing. TOK emphasizes comparisons and connections between areas of knowledge and encourages students to become more aware of their own perspectives and the perspectives of others. Theory of Knowledge is a course centered on the question "How do we know?" Students are taught to seek out knowledge through critical thinking and analysis of the Ways of Knowing of Language, Sense of Perception, Emotion, Reason, Memory, Faith, Intuition and Imagination. By the end of the course, students should be proficient in formulating arguments and analyzing knowledge claims. The central features of the theory of knowledge course are critical analysis questions called Knowledge Issues**. The following 12 concepts have particular prominence within, and thread throughout, the TOK course**: **evidence**, **certainty**, **truth**, **interpretation**, **power**, **justification**, **explanation**, **objectivity**, **perspective**, **culture**, **values** and **responsibility**.

Exploration of the relationship between knowledge and these concepts can help students to deepen their understanding, as well as facilitating the transfer of their learning to new

and different contexts. The TOK course embraces the exploration of tensions, limitations and challenges relating to knowledge and knowing. However, it is also intended that TOK discussions will encourage students to appreciate and be inspired by the richness of human knowledge—and to consider the positive value of different kinds of knowledge. Consideration should be given to the benefits of this kind of reflection on knowledge and knowing; for example, in terms of its potential to help us think more subtly, to be more aware of our assumptions, or to overcome prejudice and promote intercultural understanding.

Knowledge in TOK

Knowledge is the raw material of the TOK course. Throughout the TOK course, there should be ongoing conversations about the nature, scope and limits of knowledge. However, a detailed technical philosophical investigation into the nature of knowledge is not appropriate in a TOK course. For example, there is no expectation that TOK students will be familiar with specific philosophers or philosophical texts. However, it is useful for students to have a rough working idea of what is meant by "knowledge" at the outset of the course—this can then become more refined throughout the discussions. There are various ways of thinking about knowledge, but one useful way to help students think about knowledge in TOK can be through the metaphor of knowledge as a map. Since a map is a simplified representation of the world, items that are not relevant to the purpose of the map are left out. For example, we would not expect to find detailed street names on a map of a city metro system. This metaphor can help
students to see the importance of considering the context in which knowledge has been sought and constructed. A metaphor such as this can support rich discussions about knowledge and accuracy, about how knowledge grows and changes, and about the difference between producing and using knowledge. It can also prompt interesting wider reflections on the cultural assumptions behind our understanding of what Theory of knowledge and Nature of the subject. Theory of knowledge guide maps are or should be, or the way that the cartographer's perspective is reflected in a map. Maps and knowledge are produced by, and in turn produce, a particular perspective.

TOK and international-mindedness

The term "international-mindedness" is used by the IB to refer to a way of thinking, being and acting characterized by an openness to the world and a recognition of our deep

interconnectedness to others. The TOK course places a great deal of emphasis on elements that are central to the development of international- mindedness. For example, it encourages students to consider the diversity and richness of different perspectives, as well as exploring the interdependent influence of knowledge and culture. The course encourages students to be curious about, and to think deeply and carefully about, complicated issues. It encourages students to avoid shallow and polarized thinking, and to avoid making quick judgments. It highlights that sometimes there really are no simple answers, and "that tensions between conflicting points of view have to be lived with, argued about and frequently left unresolved" (Walker 2004: 135). Through their explorations in TOK, students are encouraged to discover and articulate their own views on knowledge. They are encouraged to share their ideas with others, and to listen to and learn from what others think. Through this process of dialogue and discussion, their own understanding is enriched and deepened as they become more engaged with different beliefs, values and experiences, as well as with alternative ways of answering questions. TOK also challenges students to be intellectual risk-takers and to question what they hold to be true. In this way, it encourages intellectual humility and encourages students to gain and apply their knowledge with greater awareness and responsibility. Reflecting on how we may be wrong and how the world may seem to someone else helps students to become more aware of the assumptions and values that influence our thoughts and actions. In this way, the course helps students to reflect on their growing understanding of themselves and of the world around them.

Specifically, the micro aims of the TOK course are for students to:

1) Make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world

2) Develop an awareness of how individuals and communities construct knowledge and how this is critically examined

3) Develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions

4) Critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives

5) Understand that knowledge brings responsibility which leads to commitment and action.

The Mega aims of the TOK course are:

• To encourage students to reflect on the central question, “How do we know that?”, and to recognize the value of asking that question

• To expose students to ambiguity, uncertainty and questions with multiple plausible answers

• To equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations

• To encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions

• To engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding

• To encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge

• To prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge

The theory of knowledge (TOK) course provides students with an opportunity to **explore and reflect on the nature of knowledge and the process of knowing**.

It is a core element of the Diploma Program (DP) to which schools are required to devote at **least 100 hours of class time.**

In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their years of academic studies and their lives outside the classroom. The course is intended to be challenging and thought provoking—as well as empowering—for students.

The course centers on the **exploration of knowledge questions**, which are a key tool for both teachers and students. These are contestable questions about knowledge itself, such as: “what counts as good evidence for a claim?”, “are some types of knowledge less open to interpretation than others?”, or “what constraints should there be on the pursuit of knowledge?”. While these questions may initially seem slightly intimidating, they become much more accessible when considered with reference to specific examples within the TOK course.

The TOK curriculum is made up of three deeply interconnected parts.

• **The core theme—knowledge and the knower:** This theme encourages students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which we belong. The core theme—knowledge and the knower—provides an opportunity for students to reflect on what shapes their perspective as a knower, where their values come from, and how they make sense of, and navigate, the world around them.

• **Optional themes:** This element provides an opportunity to take a more in-depth look at two themes of particular interest to teachers and students. The given themes all have a significant impact on the world

today and play a key role in shaping people's perspectives and identities. Teachers select **two** optional **themes from a choice of five**:

knowledge and technology, knowledge and language, knowledge and politics, knowledge and religion, and knowledge and indigenous societies.

• **Areas of knowledge:** The areas of knowledge **(AOK)** are specific branches of knowledge, each of which can be seen to have a distinct nature and sometimes use different methods of gaining knowledge.

In TOK, students explore five compulsory areas of knowledge:

- History,
- Human sciences
- Natural sciences
- Mathematics
- Arts.

To help teachers and students explore these three parts of the TOK curriculum, guidance and suggested knowledge questions are provided.

These suggested knowledge questions are organized into a **framework of four elements**:

- **Scope**
- **Perspectives**
- **Methods and tools**
- **Ethics**.

This framework encourages a deep exploration of each theme and AOK. Having these common elements run throughout the different parts of the curriculum also helps to unify the course and helps students to make effective connections and comparisons across the different themes and areas of knowledge.

Curriculum model overview

Course elements	Minimum teaching hours
Core theme: Knowledge and the knower This theme provides an opportunity for students to reflect on themselves as knowers and thinkers, and on the different communities of knowers to which we belong.	**32 teaching hours**
Optional themes Students are required to study **two** optional themes from the following five options. • Knowledge and technology • Knowledge and language • Knowledge and politics • Knowledge and religion • Knowledge and indigenous societies	
Areas of knowledge Students are required to study the following **five** areas of knowledge. • History • The human sciences • The natural sciences • The arts • Mathematics	**50 teaching hours**
Assessment Students are required to complete two assessment tasks. • TOK exhibition (internally assessed) • TOK essay on a prescribed title (externally assessed)	**18 teaching hours**

Total minimum teaching hours	**100 hours**

Assessment model

Students are required to complete **two** assessment tasks for TOK.

• Theory of knowledge exhibition

• Theory of knowledge essay on a prescribed title

Assessment objectives

Having completed the TOK course, students should be able to:

• Demonstrate TOK thinking through the critical examination of knowledge questions

• Identify and explore links between knowledge questions and the world around us

• Identify and explore links between knowledge questions and areas of knowledge

• Develop relevant, clear and coherent arguments

• Use examples and evidence effectively to support a discussion

• Demonstrate awareness and evaluation of different points of view

• Consider the implications of arguments and conclusions

Assessment details

Type of assessment	Format of assessment	Hours	Weighting
External	**Theory of knowledge essay**	**10 hours**	**2/3 or 67%**
Students are required **to write an essay in response to one of the six prescribed titles that are issued** by the IB for each examination session. As an external assessment component, it is marked by IB examiners.			
Internal	**Theory of knowledge exhibition**	**8 hours**	**1/3 or 33%**
Students are required to create an **exhibition of three objects** with accompanying commentaries that explores how TOK manifests in the world around us. This component is			

internally assessed by the teacher and externally moderated by the IB at the end of the course.			

Knowledge Questions

The TOK curriculum centers around the exploration of knowledge questions. Knowledge questions are crucial to effective TOK discussions as they help to make sure that students are focusing on questions about knowledge itself and about how we know things. Knowledge questions help students to move beyond subject-specific questions or specific real-life situations into the realm of TOK. Knowledge questions are questions **about knowledge**—about how knowledge is produced, acquired, shared and used; what it is and what it is not; who has it and who does not; and who decides the answers to these questions. Instead of focusing on subject-specific content or specific examples, students focus on how knowledge is constructed and evaluated. In this sense, knowledge questions are distinct from many of the questions that students encounter in their other subjects. Knowledge questions are **contestable** in that there are a number of plausible answers to them. Dealing with these open contestable questions is a key feature of TOK, although some students can find the lack of a single "right" answer slightly disorienting. In TOK discussions, it is perfectly conceivable that answers to a question may differ—what matters is that the analysis is thorough, accurate and effectively supported by examples and evidence. Knowledge questions also **draw on TOK concepts** and terminology, rather than using subject-specific terminology or specific examples. Knowledge questions draw on central TOK concepts such as evidence, certainty, values, and interpretation.

Examples of knowledge questions

Knowledge questions play a crucial role in helping students to move beyond subject specific questions or specific real-life situations into TOK discussions that are focused explicitly on knowledge.

Specific situations/question	→	**Knowledge question**
Studying the views of two different historians in a DP history lesson	→	How can we decide between the judgments of experts if they disagree with each other?

A newspaper article on predicting future population growth in Africa	→	How can a model be useful even if it is obviously false?
A journal article detailing the outcomes of a medical trial of an experimental new drug	→	What ethical constraints should there be on the pursuit of knowledge?
A discussion of "Pascal's triangle" in a mathematics lesson	→	How significant have notable individuals been in shaping the development of mathematics as an area of knowledge?
Watching a video of a talk on compassion, happiness and inner peace by the Dalai Lama	→	Does some knowledge belong only to particular communities of knowers?
Should driverless cars be programmed to protect the passenger in the car or a pedestrian in the case of an accident?	→	In what ways do ethical judgments differ from other kinds of judgments?

Throughout this guide, examples of knowledge questions are suggested for each of the themes and areas of knowledge. In order to encourage and support students in making comparisons and connections across different elements of the course, the knowledge questions suggested for each theme and area of knowledge are organized into a "knowledge framework" consisting of four common elements: **scope**, **perspectives**, **methods and tools**, and **ethics**.

These four elements provide a structure to help students explore and analyze the different aspects of the course, as well as providing a common vocabulary to help encourage comparisons and connections. They can also provide a useful starting point to help non-TOK teachers make links to TOK in their other DP subjects.

Scope

This element focuses on exploring the nature and scope of the different themes and areas of knowledge. It explores how each theme/area of knowledge fits within the totality of human knowledge, and also considers the nature of the problems that each theme/area of knowledge faces and tries to address.

Examples of knowledge questions relating to scope include the following.

- What motivates the pursuit of knowledge in these themes/areas of knowledge?
- What practical problems can be solved through the application of knowledge from these themes/ areas of knowledge?
- What are the key current open/unanswered questions in these themes/areas of knowledge?
- What makes this theme/area of knowledge important?

Perspectives

This element focuses on the importance and influence of perspectives and context. This includes reflection on the students' own perspectives and what informs them, as well as how different people or groups view or approach knowledge in the different themes/areas of knowledge. It also includes reflection on historical perspectives and how knowledge changes over time.

Examples of knowledge questions relating to perspectives include the following.

• What is the significance of key historical developments within these themes/areas of knowledge?

• What do these themes/areas of knowledge identify about knowledge that is rooted in particular social and cultural groups?

• Are some types of knowledge less open to interpretation than others?

• Is an understanding of the perspective of other knowers essential in the pursuit of knowledge?

Methods and Tools

This element focuses on exploring the methods, tools and practices that we use to produce knowledge. This includes the building of conceptual frameworks, the establishing of traditions and practices, as well as the methodologies employed by formal disciplines. It also includes consideration of the cognitive and material tools that we have available to help us in the pursuit of knowledge, and of how these tools have changed as a result of technological developments.

Examples of knowledge questions relating to methods and tools include the following.

• What assumptions underlie the methods of inquiry used in these themes/areas of knowledge?

• Does what is seen to constitute "good evidence" vary from discipline to discipline and culture to culture? How is knowledge produced and communicated in these themes/areas of knowledge?

• How important are material tools in the production and acquisition of knowledge?

Ethics

This element focuses on exploring ethics and the ethical considerations that have an impact on inquiry in the different themes and areas of knowledge. This includes aspects such as the relationship between facts and values, and how ethical and epistemic values are built into the quest for knowledge. It also includes questions relating to knowledge and inequality and injustice. It is crucial that TOK discussions about ethics focus on the knowledge questions that are woven into, and implied, in the ethical issues being discussed, rather than the focus being on debating the ethical issues themselves.

Examples of knowledge questions relating to ethics include the following.

• Should the pursuit of knowledge in these themes/areas of knowledge be subject to ethical constraints?

• What responsibilities rest on the knower as a result of their knowledge in these themes/areas of knowledge?

• How can we know when we should act on what we know? • Do established values change in the face of new knowledge?

PART I: Essay on a prescribed title (10 marks)- 1600 words

The TOK essay engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. **The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.**

The titles ask generic questions about knowledge and are cross-disciplinary in nature. They may be answered with reference to any part or parts of the TOK course, to specific disciplines, or with reference to opinions gained about knowledge both inside and outside the classroom. The titles are not meant to be treated only in the abstract, or on the basis of external authorities. In all cases, essays should express the conclusions reached by students through a sustained consideration of knowledge questions. Claims and counterclaims should be formulated and main ideas should be illustrated with varied and effective examples that show the approach consciously taken by the student. Essays should demonstrate the student's ability to link knowledge questions to AOKs and WOKs. The chosen title must be used exactly as given; it must not be altered in any way. Students who modify the titles are likely to receive lower scores, since the knowledge questions that are explored in the essay must be connected to the titles in their prescribed formulation. If the title has been modified but it is still clear which prescribed title for the current session it refers to, the essay will be marked against that prescribed title. Any lack of relevance in the student's response to the prescribed title arising from this modification will be reflected in the score awarded. If it is clear that the title bears no literal resemblance to any title for the current session, the essay will be awarded a score of zero.

The role of the teacher during essay writing In relation to the student's essay on a prescribed title, the teacher has three principal responsibilities: to encourage and support the student in the writing of the essay to provide the student with advice on and guidance about the skills needed to ensure that the essay is the student's own work.

These responsibilities should be met through the following interactions.

1. The student should discuss the prescribed titles with the teacher, although the final choice remains with the student who should be encouraged wherever possible to develop his or her own ideas.

2. After choosing the title and unpacking/developing ideas in relation to it, the student may present his or her work (an exploration) to the teacher in some written form. For example, this might resemble a set of notes and ideas, with tentative connections drawn between them, spread over a large piece of paper. Discussion with the teacher should subsequently allow the student to create a plan in which the structure of the essay can be laid out by paragraph.

3. After this, the student is permitted (and should be encouraged) to present to the teacher one full draft of the essay. The teacher is permitted to provide written comments of a global nature, but is not permitted to mark or edit this draft.

4. While the student may seek further advice, for instance, on the appropriateness of a particular example, or on the degree of clarity. It is the student's responsibility to correct mistakes and make improvements. The procedure for uploading the TOK essay can be found in the Handbook of procedures for the Diploma Program.

Academic honesty and Authenticity. Teachers must ensure to the best of their ability that essays are the student's own work. In cases where there is concern, the authenticity of the essay can be checked through a discussion with the student and scrutiny.

Acknowledgments and references:

Students are expected to acknowledge fully and in detail the work, thoughts or ideas of another person if incorporated in work submitted for assessment, and to ensure that their own work is never given to another student, either in the form of hard copy or by electronic means, knowing that it might be submitted for assessment as the work of that other student. The IB does not prescribe which style(s) of referencing or in-text citation should be used by students; this is left to the discretion of appropriate faculty/staff in the school. Regardless of the reference style adopted by the school for a given subject, it is expected that the minimum information given includes name of author(s), date of publication, title of source, and page numbers as applicable.

Specimen essay titles

• How important are the opinions of experts in the search for knowledge? Answer with reference to the arts and one other area of knowledge.

• Is the division of the natural sciences and mathematics into separate areas of knowledge artificial?

• When historians and natural scientists say that they have explained something, are they using the word "explain" in the same way?

• Are there fewer ethical constraints on the pursuit of knowledge in the arts than in the human sciences?

• How do our expectations impact our interpretations? Discuss with reference to history and one other area of knowledge.

• To what extent do you agree with the claim that "knowledge is of no value unless you put it into practice" (Anton Chekhov)? Answer with reference to two areas of knowledge.

PART 2: EXHIBITION of 3 objects- (10 Marks)-950 words

The TOK exhibition **assesses the ability of the student to show how TOK manifests in the world around us.** The IB has introduced the TOK Exhibition to inspire students to relate the knowledge gained in the classroom to the world beyond. **TOK Exhibition** is weighing 33% of your total TOK grade, the TOK Exhibition requires you to **create an exhibition of three objects with accompanying commentaries to highlight your engagement with the concepts you have learnt** in the class. You're supposed to carry out the Exhibition individually and ensure the objects you choose don't overlap with someone else's at your school. The TOK Exhibition is marked internally and then perhaps externally moderated.

The entire process that goes into completing your TOK exhibition includes

1- Preparing the file of work of your exhibition(noun) - Students need to produce a single file comprising the content of their TOK exhibition.
2- Exhibition(verb) of your work

The document you prepare for the work you have done is marked internally and externally moderated.

Your TOK Exhibition file should include

- A clear title that indicates the IA prompt selected,
- Images of the three objects used
- A typed commentary includes identifying the objects, their real-world relation, their relevance to the Exhibition and their link with the IA prompt selected.
- Relevant citations and references.

The Exhibition of your work is not a part of the formal assessment, and there is a great deal of flexibility in how your teacher chooses to go ahead with the Exhibition. A few ideas as listed by the IB are

- A classroom Exhibition,
- A virtual Exhibition (in special circumstances)
- A school held Exhibition open for all parents and other school members.

To understand in detail what the TOK Exhibition covers, let's break it down into points

- The Exhibition is not assessed; only the folder of your work needs to be submitted for grading.
- The file of work should broadly encompass:
    1- The IA Prompt you choose
    2- Images of the three objects you pick,
    3- Typed Commentary.
- The IB strictly permits up to 950 words for your document (not inclusive of the citations, references, bibliographies, footnotes etc.).

- It is also essential to understand the IB TOK Exhibition rubric, which can be found in your TOK subject guide. IB has shared specific characteristics for the score your TOK Exhibition manages to get:

    1- **Excellent (9-10) -** Convincing, Lucid, Precise
    2- **Good (7-8) -** Focused, Relevant, Coherent
    3- **Satisfactory (5-6) -** Adequate, Competent, Acceptable
    4- **Basic (3-4) -** Simplistic, Limited, Underdeveloped
    5- **Rudimentary (1-2) -** Ineffective, Descriptive, Coherent
    6- **Score 0**

- **The exhibition will take place in the first year of TOK teaching, i.e., the first year of diploma.**

Let us elaborate a little more on how you are supposed to pick an IA prompt, choose three relevant objects, go about the commentary and other essential pointers.

- Unlike the essay titles, which change, the IA prompts IB has prescribed the same each year.

Listed below are the 35 standard IA prompts you are supposed to choose from (These prompts should not be altered; use them as prescribed)

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 establish 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 TOK Exhibition Instrument strictly points out that an exhibition that does not reflect one of the prescribed prompts will be awarded zero. You are then expected to base the exhibition on the IA prompt chosen by you.

This brings us to the next step: selecting three relevant objects or images of objects that mean something to you

- Ensure that the chosen object has a real-world context.

- Links among the three objects must also be given.
- All three selected objects should link to the prompt chosen.
- IB encourages students to base their exhibition on one of the TOK themes- either the core or optional.

A few key pointers to note while selecting the three objects

1. Though there can be many options to pick your objects from, it is best to narrow them down by basing your exhibition on the core or optional themes.
2. The objects you pick should be of personal interest to you and should portray their value to you. For example, a regular cricket bat won't hold much significance, but just when the bat belongs to you, it has much more importance and value.
3. Objects can be both physical and digital. However, IB recommends you to use digital objects such as the picture of a painting by a famous artist since it is not possible to produce it physically.
4. IB permits using objects created by the student, but these objects must have an older relevance and should not be made for the Exhibition's sole purpose. The TOK Exhibition objects' very purpose is to relate the theory studied in the classroom to what we see around us every day.
5. A specific real-world connection of the object used is vital since generality does not highlight the object's importance. A few specific yet diverse examples of real-world objects, as mentioned by the IB itself, are:
    - A basketball used by the student during their physical education lessons.
    - A news article from the popular website Buzzfeed
    - The student's extended essay (EE).
6. Identification of the objects or the objects' images is necessary, and proper referencing must be done. If the object is your creation, identify and acknowledge it.

The third very important part of your file work is the typed commentary. Let us understand what it is

- You have to write a short commentary on the objects you have chosen, clearly identifying them, justifying why you included them in the Exhibition of the selected prompt and specifying their real-world context.
- **The 950 words** you have to include in your document include the typed commentaries for each of the three objects chosen by you.
- All the while drafting your document, ensure you follow the assessment rubric as prescribed by the IB. The only surefire way to write a document that gets a top score is one that follows all the points included in the rubric.

The best guidance nonetheless comes from the course teacher; therefore, you are advised to seek your TOK teacher's support, i.e., planning your Exhibition and whilst you are working on it. Verbal and written advice should be sought from the teacher, but taking assistance from them to edit your draft is strictly prohibited. Your TOK teacher will provide you with the TOK Subject Guide and the My IB repository examples for TOK Exhibition.

Reference:

International Baccalaureate Organization. *Theory of Knowledge Guide*. International Baccalaureate Organization, Feb. 2020.