**Exhibition Planning Form**

Your exhibition is worth ⅓ of your overall ToK grade and is internally assessed by your teachers, and then externally moderated by the IB. As with all IB Diploma coursework, your teacher may read and give advice on your work. This will be provided in response to your **draft submitted for the June exhibition.**

**There will be three deadline dates over the end of May and start of June which must be met. The details for these will be provided along with the Showbie code you will need to submit your work.**

However, in the meantime to ensure that you start on the right track, we can provide you with planning guidance on your exhibition ideas to ensure that you have understood the requirements task. To receive this, you need to complete the planning form posted onto historychamps - TOK - Exhibition section, **available via the book icon next to the title.** This planning document will need completing before you can successfully complete your Exhibition prompt responses

**BEFORE** you complete this form, please read this document carefully!

1. Think back to the three themes you’ve studied this year. (Knowledge and the knower, knowledge and language and knowledge and technology). A good way to narrow down your exhibition is to think about which theme interested / engaged you the most and then consider which prompts would work well for that theme
2. Read through all of the prompts. The full list is available via the Word document next to the Exhibition title on HC....
3. The IB states that you **must** respond to one of these prompts. If you change it at all, your exhibition will be marked as if it were in response to the original prompt, meaning much of your work will be considered irrelevant and you will receive a very low mark…
4. Select **three** prompts that interest you. Write these down…

For each prompt, think of **at least** three different responses you could give.

For example, in response to the (hypothetical!) prompt **“*does all knowledge have value?*”**, you could respond that:

* 1. Some knowledge has monetary value
  2. Some knowledge has no monetary value but great social value
  3. Some knowledge has only personal value
  4. Some knowledge is actively harmful; it has negative value

1. For each response to your prompt, find an object that could illustrate this and, **in one sentence**, explain how it does this. e.g
   1. Some knowledge has great monetary value, *illustrated by the* [***Coca-Cola secret formula***](https://www.worldofcoca-cola.com/explore/explore-inside/explore-vault-secret-formula/)*. The recipe for the world’s best selling soft drink is considered so commercially sensitive it is kept inside its own vault, indicating its enormous financial value*
   2. Some knowledge has no/little monetary but great social value, *illustrated by a* ***musical score of the national anthem of your home country****. Although it is out of copyright and freely available to all, knowledge of this piece of art is considered an essential element of being part of that nation, wherever it is.....*
   3. Some knowledge has only personal value, *illustrated by* ***your private diary or photo album from when you were a child****. Although it contains no knowledge of significance to anyone else, it provides me with a precious insight into who I was while I was growing up, and it is one of my most treasured possessions.*
2. Review your three chosen prompts and their potential responses. Decide which one you think is going to best enable you to meet the requirements of the ToK exhibition (see below for the assessment instrument).
3. Write them into the Google Form your teacher has posted on Classroom, and await feedback which will either be thumbs up, proceed OR let's have a chat about...

**What is an object?**

For purposes of your exhibition, an object is***a* *pre-existing, specific, tangible or digital artifact that could conceivably be exhibited in a museum***. So…

* You ***can*** have a (correctly sourced) picture of the Queen, you ***can’t*** have the Queen herself
* You ***can*** have **your** iPhone 12, you ***can’t*** have **the** iPhone 12
* You ***can*** have MLK's I Have a Dream speech, but you ***can’t*** have MLK himself
* You ***can*** have a (correctly sourced) Spotify streaming of one of your favourite (or most hated) songs, you ***can’t*** have the song itself or performance of said song
* You ***can*** have a ***specific*** Tweet from a politician, but you ***can’t*** have a political movement, issue or protest, Twitter itself, or just somebody’s random Tweets....
* You ***can*** have a piece of artwork that you created as part of your visual art portfolio, you ***can’t*** have a drawing you did specifically for the exhibition itself
* You ***can*** have a basketball you played with (take a picture, credit yourself), you ***can’t*** have basketball in general
* You ***can*** have a specific piece of [bad science journalism](https://www.dailymail.co.uk/health/article-506082/Environmentally-friendly-light-bulbs-skin-cancer.html), you ***can’t*** have bad science journalism in general

**NB** You *can’t* use the same object as **somebody else in your ToK class.** This includes the **class** of object, e.g. only one person can use an Iphone (regardless of type), but somebody else could use a Samsung Galaxy.

**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*** |
| The exhibition  **clearly identifies**  three objects and their **specific** real world contexts. | The exhibition  **identifies** three  objects and  their real-world  contexts. | The exhibition **identifies** three objects, although the real-world contexts of these objects  may be **vaguely** or **imprecisely stated**. | The exhibition **identifies** three objects, although the real-world contexts of the objects may be  **implied rather than explicitly stated.** | 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 each of the  three objects and the selected IA prompt are **clearly** made and **well explained**. | 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 **some** explanation of the links between the three objects  and the selected IA prompt. | Basic links between the  objects and the selected IA prompt are  made, but the explanation of these links is **unconvincing**  **and/or unfocused.** | 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 a **strong justification** of the particular contribution that each individual object makes to the exhibition. | There is a  **justification** of  the contribution that each individual object makes to the exhibition. | There is **some justification** for the inclusion of each object in  the exhibition. | 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 is **very little**  **Justification** offered for the inclusion of each object in the exhibition. |
| **All, or nearly all**,  of the points are  **well-supported**  by **appropriate**  evidence and  **explicit**  references to  the selected IA  prompt. | **Many** of the  points are **supported** by  **appropriate**  evidence and  references to  the selected IA  prompt. | **Some** of the points are  **supported** by evidence and references to the selected IA prompt. | There may be **significant repetition** across the justifications  of the different objects. | The commentary on  the objects is **highly**  **descriptive** or consists only of **unsupported assertions**. |
| **Possible characteristics** | | | | |
| ***Convincing***  ***Lucid***  ***Precise*** | ***Focused Relevant***  ***Coherent*** | ***Adequate Competent***  ***Acceptable*** | ***Simplistic***  ***Limited***  ***Underdeveloped*** | ***Ineffective Descriptive***  ***Incoherent*** |