

Theory of knowledge assessed student work

First assessment 2022

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Diploma Programme

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The International Baccalaureate Organization (known as the IB) offers four high-quality and challenging educational programmes for a worldwide community of schools, aiming to create a better, more peaceful world. This publication is one of a range of materials produced to support these programmes.

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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.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

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

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Overview

Samples of student work

Please note: the examples of TOK exhibitions and essays included in this publication have been written by students and have been presented with any spelling, grammatical and other errors in the original student work included.

TOK essays

Example A

[Student work \(PDF\)](#)

[Examiner's comments \(PDF\)](#)

Example B

[Student work \(PDF\)](#)

[Examiner's comments \(PDF\)](#)

Example C

[Student work \(PDF\)](#)

[Examiner's comments \(PDF\)](#)

Example D

[Student work \(PDF\)](#)

[Examiner's comments \(PDF\)](#)

Example E

[Student work \(PDF\)](#)

[Examiner's comments \(PDF\)](#)

Example F

[Student work \(PDF\)](#)

[Examiner's comments \(PDF\)](#)

Example G

[Student work \(PDF\)](#)

[Examiner's comments \(PDF\)](#)

Example H

[Student work \(PDF\)](#)

[Examiner's comments \(PDF\)](#)

Example I

[Student work \(PDF\)](#)

[Examiner's comments \(PDF\)](#)

Example J

[Student work \(PDF\)](#)

[Examiner's comments \(PDF\)](#)

TOK exhibition

Example A

[Student work \(PDF\)](#)

[Examiner's comments \(PDF\)](#)

Example B

[Student work \(PDF\)](#)

[Examiner's comments \(PDF\)](#)

Example C

[Student work \(PDF\)](#)

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Example J

[Student work \(PDF\)](#)

[Examiner's comments \(PDF\)](#)

Updates to the publication

This section outlines the updates made to this publication over the past two years. The changes are ordered from the most recent to the oldest updates. Minor spelling and typographical corrections are not listed.

Updates for February 2023

Assessment > Theory of knowledge assessed student work

“External assessment”

Introduction of revised or improved content.

The samples of student essays published in 2020 have been replaced with authentic samples from the May 2022 examination session.

“Internal assessment”

Introduction of revised or improved content.

The samples of student exhibitions published in 2020 have been replaced with authentic samples from the May 2022 examination session.