

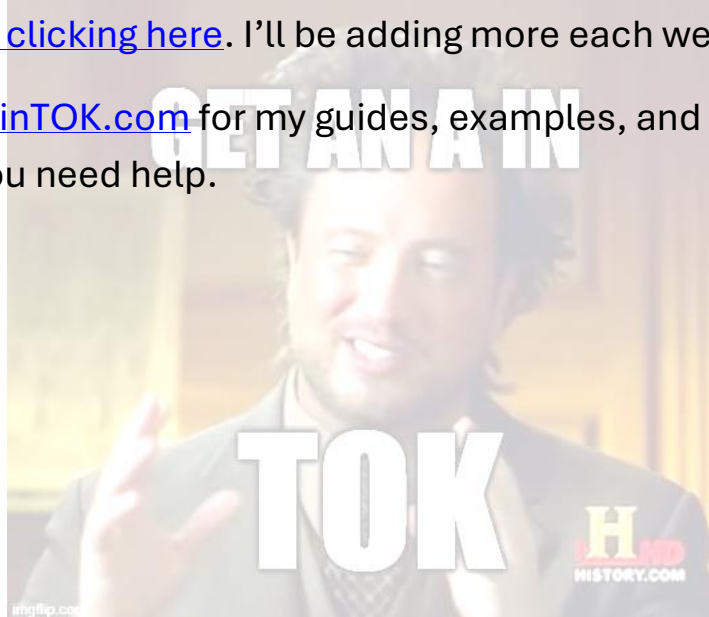
To What Extent Does Analyze

Welcome to your ultimate cheat sheet for writing juicy, high-scoring TOK analysis. If you've ever been told your essay is "too basic," "needs more critical something," or "lacks evaluation," this is your bible.

And if you need extra help (and I know you do!) [click here](#) to send me your essay or zoom and I'll get your back! You can do this!

Wanna see some samples? Of course you do. Check out my [Substack by clicking here](#). I'll be adding more each week!

Visit [GetanAinTOK.com](https://getanaintok.com) for my guides, examples, and sample outlines if you need help.



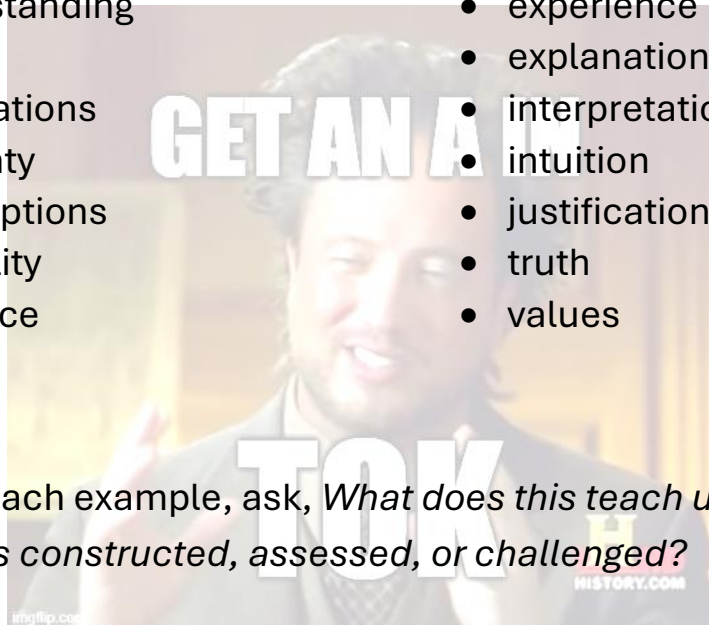
Core Concepts: Use These or Die. Kinda

These are your TOK buzzwords. Sprinkle them like truffle oil throughout your essay, but don't just name-drop—use them with intent. If you mention one, tell me what lessons or insights we are learning about it.

Core Concepts:

- validity
- understanding
- bias
- implications
- certainty
- assumptions
- reliability
- evidence
- belief
- culture
- experience
- explanation
- interpretation
- intuition
- justification
- truth
- values

My Tip: For each example, ask, *What does this teach us about how knowledge is constructed, assessed, or challenged?*



Critical vs. Descriptive Writing

Describing an example $\neq$ Analysis. TOK examiners want insight, not a Wikipedia summary. The difference? A descriptive essay **lists** facts; a critical essay **unpacks** them, evaluates them, and considers their consequences (aka implications).

"A critical essay not only presents different points of view but also reflects on their consequences... Implications are answers to the question 'So what?'" — TOK Subject Report

My Tip: Say what it means. Then say why it matters.



Evaluate Like It's Your Little Brother

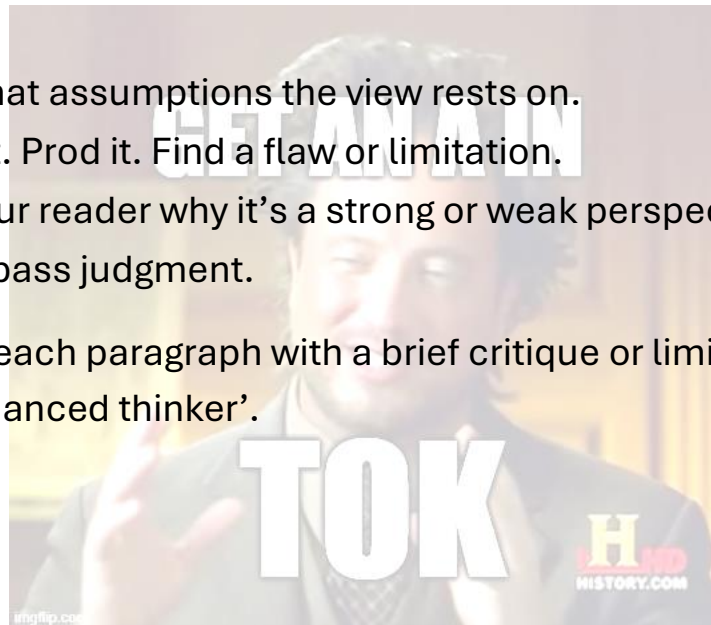
Don't be the student who just drops a claim and counterclaim and then drops the mic. TOK wants a judgement. Put the *mental* in judgmental. It's OK.

"Relying on basic claim/counterclaim structures leads to 'cancellation of a point of view' and does not constitute genuine evaluation." — May 2024 Subject Report

Instead:

- Ask what assumptions the view rests on.
- Poke it. Prod it. Find a flaw or limitation.
- Tell your reader why it's a strong or weak perspective.
- Then, pass judgment.

My Tip: End each paragraph with a brief critique or limitation. It screams 'nuanced thinker'.



Compare & Contrast Isn't Just Listing

Just saying 'Math and Art are different' doesn't impress anyone. The magic happens when you dig into how these differences affect things like certainty, justification, or methodology.

"It involves critical appraisal of similarities and differences... not simply their identification." — TOK Subject Report

My Tip: Comparing and contrasting usually leads to...comparison. I'm not sure why. Instead, find the differences and tell me what we can learn!



Implications: The Magic Word That No One Uses Right

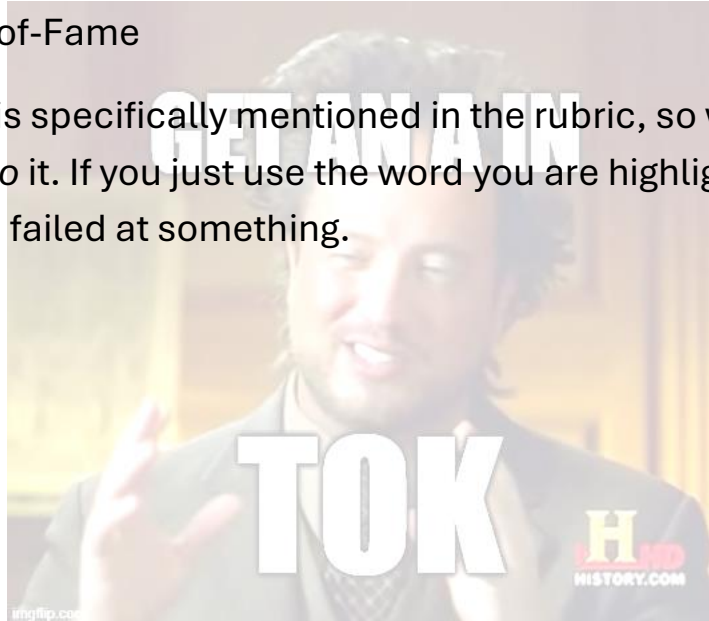
Saying 'This shows history is subjective' is not an implication—it's a fact. An implication answers the question: 'So what?'

Think:

- So what if knowledge in history is subjective?
- How does that affect trust in historical knowledge?
- What are the broader consequences for society or education?

"Students should extract concrete and relevant implications—an essential step in developing critical thinking." — TOK Teacher Advice Hall-of-Fame

My Tip: This is specifically mentioned in the rubric, so when you say it, actually *do* it. If you just use the word you are highlighting the fact that you failed at something.



The Mic Drop: Say Something That Matters

Summarizing sucks. The best conclusions don't just wrap it up—they say something **new**, rooted in what came before.

"Effective conclusions brought together the key points of the essay in a reflective way, often providing a clear personal stance that was justified through the analysis presented." — May 2025 Report

My Tip: End by telling us what **YOU** think—after everything you've argued—and why that matters. It's fine (and encouraged!) to go into the first person in the conclusion.

