

## TOK: Internal Assessment / Presentation

### General Assignment Description

Refer to the TOK Subject Guide, p. 9, pp. 55-58 for guidelines, and then pp. 63-64 for assessment criteria. The presentation is worth 1/3 of your overall TOK mark.

The topic for your presentation may be on any **real-world topic** that has the potential to meet the primary demand of the assessment criterion – *the exploration of knowledge issues*. Presentations may take any forms, such as lectures, skits, simulations, games, dramatized readings, interviews, or debates. But remember, you must not merely present sides of a viewpoint or explain the arguments on a debatable topic. You must show depth of thinking on a knowledge issue. Related individual presentations and interactive presentations are highly encouraged. Take the time to create an interesting presentation. Lectures can be dreadfully boring.

**Objective:** The presentation requires you to analyze a real-life situation or contemporary problem of global significance in a way that demonstrates a knowledge issues and answers a knowledge question.

### Knowledge Questions for assessment purposes:

Directly from IB:

*Knowledge questions that are most likely to support high levels of achievement are:*

1. *Open-ended questions that admit more than one possible answer*
2. *Explicitly about the formation of knowledge in itself and not [simply] subject-specific claims*
3. *Couched in TOK vocabulary and concepts: the areas of knowledge, the ways of knowing, and [knowledge issue concepts such as] belief, certainty, culture, evidence, experience, explanation, interpretation, intuition, justification, truth, values.*
4. *Precise in terms of the relationships between these concepts. To item #3, we would add concepts such as perspective/bias, reliability, validity, limits, paradigms/worldviews, assumptions, proof, verification, etc.*

**Time:** Your presentation should be not more than 10 minutes. Groups of three (maximum size) will plan for 25-30 minutes maximum. There is no formal penalty for a short presentation, but it's a fair bet that short presentations will have missed some important steps. There may be time for questions/discussion following your presentation, but this does not count in your overall time or in your evaluation.

**Real-life situation / contemporary problems:** A successful topic will be specific and concrete, rather than abstract, theoretical, or general. These are to be "real-life situations," not examinations of big philosophical questions (e.g., "Do human beings have free will?"). It must be a topic that lends itself to different perspectives and to which you can make connections in other areas to help demonstrate the topic's significance. IMPORTANT: Avoid situations / problems that are so complex or unfamiliar that they would require a great deal of preliminary explanation. In other words, a Presentation on string theory as a model for the structure of the universe would be inappropriate: our class doesn't have the background and you wouldn't have the time to provide it.

**Approach:** The most common approach is a straightforward talk, but consider a variety of more creative approaches such as skits, simulations, interviews, debates, etc. Supporting materials such as PowerPoints, videos, posters, recordings, costumes, props, etc., are acceptable, but are not evaluated. PPTs are for structure, sign-posting or visuals; never for text that you then proceed to read aloud.

**Supporting materials:** In addition to optional audio-visual and technical aids, you should have an outline to help keep you on track. These should be 'talking points,' not complete paragraphs which you would simply recite. Quotations from sources can be read verbatim. "Under no circumstances should the presentation be an essay read aloud to the class". Include your Bibliography with your materials AND as appropriate in your PPT.

**Partnering:** You may be partnered with up to two other students (maximum). In those cases the amount of time for the presentation is extended accordingly to a maximum of 25-30 minutes. You could take on different roles in the presentation, or analyze different perspectives, or focus on different knowledge issues raised by the topic.

**Structure:** Following the structure indicated below will help ensure that you are delivering a presentation that will address the four assessment criteria. For purposes of illustration, assume a presentation that is 10 minutes in length. Times below are approximate. They give you a good idea of relative emphasis. Expand accordingly for your group size.

**Part I:** Provide a brief overview of the real-life situation / contemporary problem that your presentation will discuss. 2 minutes. *(Do not get bogged down in this part!)*

**Transition:** State your Knowledge Issue question. 30 seconds.

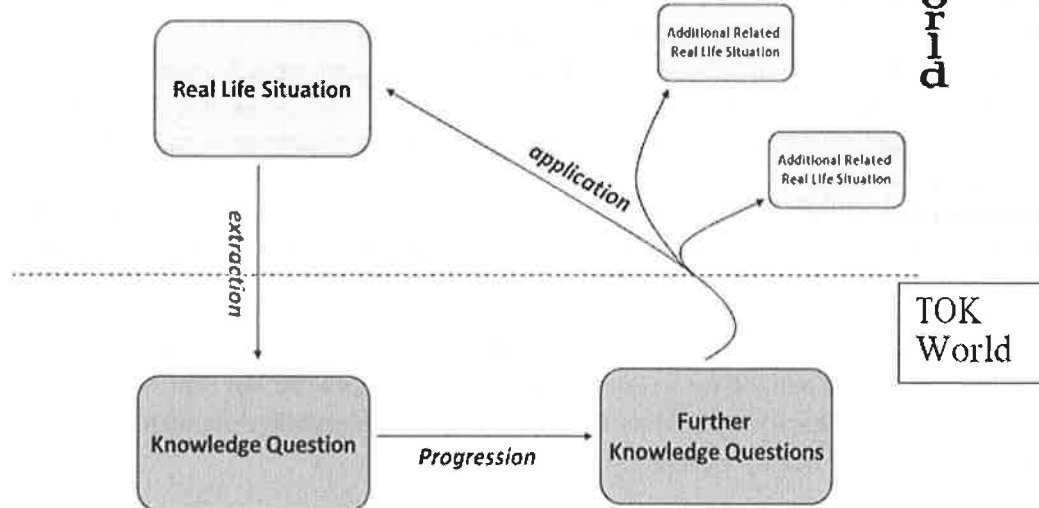
**Part II:** Explore and develop your KQ in terms of how knowledge is constructed/confirmed. 1 minute.

**Part III:** Analyze & apply your KQ to the real-life situation, explore other knowledge implications. 4 mins.

**Part IV:** Discuss implications in related areas (other real-life situations, fields of study, etc.) 1 minute.

**Part V:** Conclude by asserting the overall significance of the topic. 1 minute.

## Theory of Knowledge: Presentation Structure



### Required documentation for IB:

1. IB-Required: Presentation Planning Document: (TK/PPD): You must complete the PPD and submit it to me the next day class meets after your Presentation. The first page is about planning. The second page is about your outline and must include your signature. Evaluation for IB: There are five levels of achievement for the IA. Complete descriptors are in the Subject Guide and in class handouts. You will receive a grade out of 10 for your IA from IB, which is a third of your IB TOK score. The essay you already submitted is two thirds.

**Class Grading** – the details of each will be expanded on throughout the process:

The central components are:

- The class Proposal & Planner and the IB TK/PPD Planning document [40 points]
- The Script & Outline completion and preparation [40 points]
- The presentation [100 points]
- Daily productivity grades

## Part 2: Presentation

The following diagram shows the question underpinning a global impression judgment of the TOK presentation.

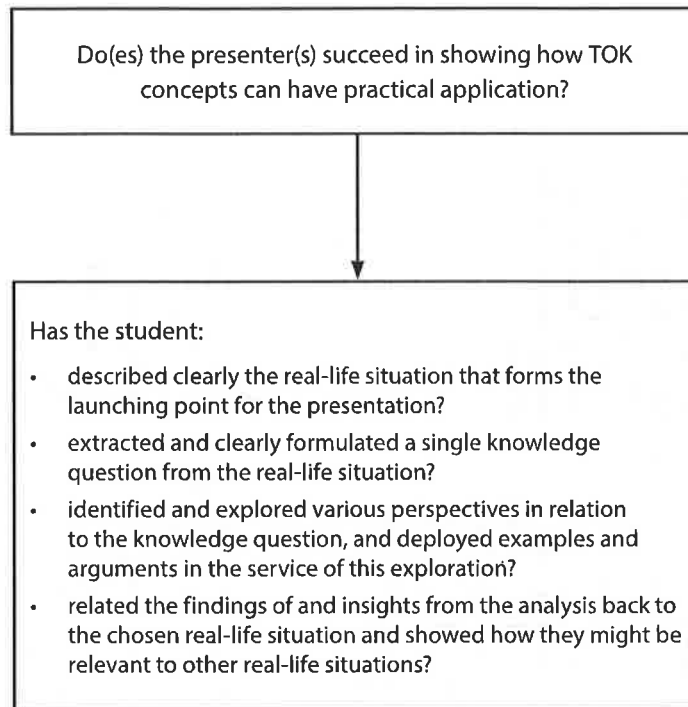


Figure 21

## TOK presentation assessment instrument

Do(es) the presenter(s) succeed in showing how TOK concepts can have practical application?					
Level 5 9–10	Level 4 7–8	Level 3 5–6	Level 2 3–4	Level 1 1–2	0
The presentation is focused on a <i>well-formulated knowledge question</i> that is <i>clearly connected to a specified real-life situation</i> . The knowledge question is <i>effectively explored</i> in the context of the real-life situation, using <i>convincing arguments</i> , with <i>investigation of different perspectives</i> . The <b>outcomes of the analysis</b> are shown to be <i>significant to the chosen real-life situation and to others</i> .	The presentation is focused on a <b>knowledge question</b> that is <i>connected to a specified real-life situation</i> . The knowledge question is <i>explored in the context of the real-life situation</i> , using <i>clear arguments</i> , with <i>acknowledgment of different perspectives</i> . The <b>outcomes of the analysis</b> are shown to be <i>significant to the real-life situation</i> .	The presentation identifies a <b>knowledge question</b> that has <i>some connection to a specified real-life situation</i> . The knowledge question is <i>explored in the context of the real-life situation</i> , using <i>some adequate arguments</i> . There is <i>some awareness of the significance of the outcomes of the analysis</i> .	The presentation identifies a <b>knowledge question</b> and a <b>real-life situation</b> , although the <i>connection between them may not be convincing</i> . There is <i>some attempt to explore the knowledge question</i> . There is <i>limited awareness of the significance of the outcomes of the analysis</i> .	The presentation describes a <b>real-life situation</b> <b>without reference to any knowledge question</b> , or treats an abstract knowledge question <b>without connecting it to any specific real-life situation</b> .	The presentation does not reach the standard described by levels 1–5
Some possible characteristics					
Sophisticated Discerning Insightful Compelling Lucid	Credible Analytical Organized Pertinent Coherent	Relevant Adequate Acceptable Predictable	Underdeveloped Basic Unbalanced Superficial Derivative Rudimentary	Ineffective Unconnected Incoherent Formless	

## **Breaking the presentation down into stages**

When preparing the TOK presentation, it is suggested that students should consider the following steps.

### **Realizing the goal of the oral presentation**

The goal of the presentation is to allow students to apply TOK thinking to a substantive, real-life situation. Doing so invites students to draw stronger connections between the course and the world that they inhabit.

### **Examining the assessment criteria**

Students should carefully examine the assessment requirements and identify the transitions from one level to the next.

### **Understanding the focus of the TOK presentation**

The presentation, like the essay, is a discussion of knowledge. It is imperative therefore that the real-life situation which the student chooses to base their presentation on is substantive and allows for effective exploration of a knowledge question raised by that situation. It is this knowledge question that is the primary focus of the presentation.

### **Choosing a real-life situation**

The selection of a good real-life situation is the most fundamental and important decision when planning the presentation. The real-life situation must lend itself to the formulation of an appropriate knowledge question that can be explored in depth and be applied to other real-life situations.

### **Formulate a knowledge question**

It is common for students to make a good selection for their real-life situation but then to arrive at a very superficial knowledge question. Sometimes the question the student identifies is not even a knowledge question at all. TOK teachers should take every opportunity over the course of the programme to get students to identify and clearly articulate the knowledge questions they see in examples in TOK. If students have a strong background in unpacking examples they will be in a much better position to identify and explore a good knowledge question in the presentation. It is very important that there is a clear connection between the real-life situation and the knowledge question, and that students are able to clearly articulate that link.

### **Exploring the knowledge question**

A good presentation will analyse different perspectives in relation to the knowledge question. This analysis necessarily involves the use of examples and reasoned arguments; not mere personal opinion.

### **Connecting to other real-life situations**

It is crucial that students are made aware of the role that the exploration of the knowledge question plays in leading the presentation to more universal considerations of thinking. The TOK presentation provides students with an opportunity to focus on the thinking process as it applies in a number of contexts, emphasizing the need for the presentation to primarily focus on the knowledge question rather than the real-life situation. Students are required to show how the knowledge question which forms the basis of the presentation can be applied to other real-life questions (apart from the original real-life situation that triggered the presentation).

## **Common Mistakes in the TOK presentation**

Some of the common mistakes seen in TOK presentations are identified below, along with advice on how they can be avoided.

### **Selection of an unsuitable/inappropriate real-life situation**

Some students achieve poor marks because the real-life situation they have selected does not lend itself to effective analysis in terms of knowledge questions. Careful selection of an initial real-life situation is therefore crucial to success in the task.

### **Too much description of the real-life situation**

The TOK presentation requires students to identify and explore a knowledge question raised by a real-life situation. One of the most common mistakes made by students is to focus on a lengthy description of the real-life situation, rather than focusing on exploring the knowledge issues raised by that situation.

### **Poor knowledge question**

Many students select a knowledge question not directly related to the real-life situation. Sometimes the question identified is not even a knowledge question. Every student must understand clearly the nature of knowledge questions before planning the presentation.

### **Failure to consider different perspectives associated with the knowledge question**

The TOK presentation requires an investigation of different perspectives. These are not simply unsupported assertions of different personal opinions, but are grounded in evidence. Teachers should encourage students to be critical and reflective in their thinking, a key part of which is the consideration of different perspectives.

### **Failure to examine the implications of the knowledge question**

Students need to show that the knowledge question explained in the presentation can be applied to other real-life questions.

# TK/PPD

For use from May/November 2018

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International Baccalaureate  
Baccalauréat International  
Bachillerato Internacional

Candidate personal code:

## Theory of knowledge presentation planning document

Title of presentation:

Indicate the **duration** of the presentation:

minutes

Indicate the **number of participants** in the presentation:

### CANDIDATE SECTION

*Candidate responses on this document must be **typed** and limited to a **maximum of 500 words** for the whole of the **Candidate section** (not per field). It is not permitted to exceed the two sides of the candidate section.*

**Describe** your real-life situation:

**State** your central knowledge question (this must be expressed as a question):

**Explain** the connection between your real-life situation and your knowledge question:



**Outline** how you intend to develop your TOK presentation in the context of your real-life situation. Include analysis of your main knowledge question and related knowledge questions as well as arguments and perspectives. Responses can be presented in continuous prose or as a list of points:

**Show** the significance of your conclusions with particular reference to your real-life situation and indicate how those conclusions might be relevant to other real-life situations:



**TEACHER SECTION**

Enter your mark (0-10) for this presentation:

Provide **brief comments** to support your assessment of the presentation. These should include remarks on the extent to which the knowledge question was well formulated and connected to the real-life situation, and on the effectiveness of the arguments and TOK analysis.



Topic	Group Members (up to 3)	# of additional cast
Scenario	Setting	
Problem[s] of knowledge stated as questions:	Expert Testimony will come from what sources?	
1.	1.	
2.	2.	
3.	3.	
4.	4.	
5.	5.	
What resources do you need to bring to class 3/11-3/15 in order to be productive as you attempt to get an outline & script completed by Wednesday, 3/20 and a shortened run through of your presentation to another group by Monday, 3/18?	Which Student will be responsible for each of the pieces at left?	
1.	1.	
2.	2.	
3.	3.	
4.	4.	
5.	5.	
Outline due by Wednesday, 3/20 BOC* _____ Script due by Wednesday, 3/20 BOC* _____ *All Group Members will initial these due dates*		

