Planning the TOK presentation

(for the specification of 2015 onwards)

1) What is the presentation all about?

- Based on a real life situation, which you develop into a knowledge question.
- You have to talk about ways of knowing, areas of knowledge, methodology, language etc (see knowledge frameworks). In sum, TOK terminology.
- You explore different perspectives; shared as well as personal knowledge.
- You look at implications of what you say.
- You apply the outcome of your analysis to different real-life situations.
- The presentation is about 10 minutes long.
- Your teacher may ask follow-up questions.
- You can/should use IT to illustrate your presentation.
- You should not read out a script.
- Remember to centre the presentation around knowledge.
- Ensure you fulfil the criteria from the TOK guide:
The presentation is marked out of 10 and will count for 33% of the final TOK mark.

### TOK presentation assessment instrument

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Irrelevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent 9-10</td>
<td>Very good 7-8</td>
<td>Satisfactory 5-6</td>
<td>Basic 3-4</td>
<td>Elementary 1-2</td>
<td>0</td>
</tr>
</tbody>
</table>

The presentation is focused on a well-formulated knowledge question that is clearly connected to a specified real-life situation. The knowledge question is effectively explored in the context of the real-life situation, using convincing arguments, with investigation of different perspectives. The outcomes of the analysis are shown to be significant to the chosen real-life situation and to others.

The presentation identifies a knowledge question that has some connection to a specified real-life situation. The knowledge question is explored in the context of the real-life situation, using some adequate arguments. There is some awareness of the significance of the outcomes of the analysis.

The presentation identifies a knowledge question and a real-life situation, although the connection between them may not be convincing. There is some attempt to explore the knowledge question. There is limited awareness of the significance of the outcomes of the analysis.

The presentation describes a real-life situation without reference to any knowledge question, or treats an abstract knowledge question without connecting it to any specific real-life situation.

The presentation does not reach the standard described by levels 1-5.

### Some possible characteristics

<table>
<thead>
<tr>
<th>Sophisticated</th>
<th>Credible</th>
<th>Relevant</th>
<th>Underdeveloped</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discerning</td>
<td>Analytical</td>
<td>Adequate</td>
<td>Basic</td>
<td>Unconnected</td>
</tr>
<tr>
<td>Insightful</td>
<td>Organized</td>
<td>Acceptable</td>
<td>Unbalanced</td>
<td>Incoherent</td>
</tr>
<tr>
<td>Compelling</td>
<td>Pertinent</td>
<td>Predictable</td>
<td>Superficial</td>
<td>Formless</td>
</tr>
<tr>
<td>Lucid</td>
<td>Coherent</td>
<td></td>
<td>Derivative</td>
<td></td>
</tr>
</tbody>
</table>
3) **Real life situations and knowledge questions:**
revision from TOK Guide

For more advice on knowledge questions, see [www.sohowdoweknow.weebly.com](http://www.sohowdoweknow.weebly.com)

<table>
<thead>
<tr>
<th>Good</th>
<th>Intermediate</th>
<th>Poor</th>
<th>Not a Knowledge Issue</th>
<th>Real Life Situation</th>
</tr>
</thead>
</table>
| Should be:  
- an open ended question  
- explicitly about knowledge  
- couched in terms of TOK vocabulary and concepts  
- precise in terms of the relationships between these concepts | May be:  
- an open ended question  
- explicitly about knowledge  
- couched in terms of TOK vocabulary and concepts  
- precise in terms of the relationships between these concepts | May be:  
- a closed question  
- only implicitly about knowledge  
- couched in terms of TOK vocabulary and concepts  
- precise in terms of the relationships between these concepts | May be:  
- a statement or description of a situation  
- a closed question  
- a subject specific topic question rather than a question about knowledge itself  
- couched in terms of TOK vocabulary and concepts  
- precise in terms of the relationships between these concepts | 

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<tr>
<th>What is it about a scientific explanation that makes it convincing or unconvincing?</th>
<th>To what extent can the human sciences use mathematical techniques to make accurate predictions?</th>
<th>How can reason be used to justify religious belief?</th>
<th>Is the ability to make predictions a valid measure of a theory's scientific worth?</th>
<th>What role should intuition play in justifying capital punishment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can we decide if acupuncture works or not?</td>
<td>How can we use models to predict crime?</td>
<td>Are religious beliefs reasonable?</td>
<td>Why didn't scientists predict the 2004 earthquake and Tsunami?</td>
<td>How can we know if capital punishment is right or wrong?</td>
</tr>
<tr>
<td>Does acupuncture work?</td>
<td>Will predictions that knife crime is increasing turn out to be correct?</td>
<td>Do religious people come to their beliefs?</td>
<td>Why do tsunamis happen?</td>
<td>Capital punishment: why should we or shouldn't we adopt it?</td>
</tr>
<tr>
<td>Traditional Medicine</td>
<td>Physics and God</td>
<td>Tsunamis &amp; Earthquakes</td>
<td>The execution of Saddam Hussein</td>
<td></td>
</tr>
</tbody>
</table>

This could be the 'real life situation' from the presentation or an example from the essay:

My uncle went to an acupuncturist  
A new government policy on crime  
An article on science and religion  
The 2004 Tsunami  
A book: The Execution of Saddam Hussein

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<th></th>
<th></th>
<th></th>
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<tr>
<td>Does the paranormal exist?</td>
<td>Why is Utilitarianism appealing?</td>
<td>Is swine flu likely to kill millions?</td>
<td></td>
</tr>
<tr>
<td>What is the sixth sense?</td>
<td>Utilitarianism</td>
<td>What do we mean by an epidemic?</td>
<td>The global financial crisis</td>
</tr>
<tr>
<td>A film on haunting</td>
<td>A poster saying 'Buy That. It's good for everyone'</td>
<td>A news report on swine flu</td>
<td>An interview with bankers who have just lost their jobs</td>
</tr>
</tbody>
</table>
4) My presentation

- Knowledge questions for presentation template (from Eric MacKnight):

Theory of Knowledge: Graphic Planning Template for the Oral Presentation

- Real-life situation
- Other similar real-life situations
- TOK questions & issues
- Knowledge Issue
- Application
- Development

Name __________________

Adapted from IBO materials by Eric T. MacKnight - http://www.EricMacKnight.com/
• The ways of knowing I will talk about and develop (show how):

• The areas of knowledge I will talk about (explain):
• Perspectives: do I analyse at least two different perspectives?

• How do I show an awareness of personal / shared knowledge?

• How do I show an understanding of methodologies to gain knowledge?
• Can I illustrate an awareness of historical development regarding the construction/acceptance of knowledge?

• Do I analyse outcomes of my analysis, implications of what I say and how does it all apply to different real life situations?

• Any other TOK terms or concepts which I will discuss:
5) **The official planning form**

- Each student must submit an official TOK planning and marking form. Students should give this form to the teachers before they do their presentation, so teachers can comment on it.
- Your teacher will e-mail you the official planning form. It is a PDF document which can be completed electronically.
- From the TOK guide:

  **Internal assessment documentation**

  **Presentation planning document (TK/PPD)**

  Each student must complete and submit a presentation planning and marking document (TK/PPD).

  The procedure is as follows.

  - The student will complete the student sections of the TK/PPD form.
  - The student will provide a hard copy to the teacher for reference during the presentation.
  - The student will subsequently give the presentation.
  - The teacher will authenticate each student’s form and add comments on the presentation.

  The section to be completed by the student requires responses to the following.

  - **Describe your real-life situation.**
  - **State your central knowledge question.**
  - **Explain the connection between your real-life situation and your knowledge question.**
  - **Outline how you intend to develop your presentation, with respect to perspectives, subsidiary knowledge questions and arguments.**
  - **Show how your conclusions have significance for your real-life situation and beyond.**

  This should be presented in skeleton or bullet point form, typed in standard 12 font and not exceed 500 words. It is acceptable to include diagrams as long as they are clearly related to the text. It is not permitted to exceed the two sides of the TK/PPD form.

  Participants in a group presentation must be given the same marks. In a group presentation, not every student need speak for the same amount of time, but it is the presenters’ responsibility to ensure that all members of the group participate actively and make comparable contributions.