The ToK presentation[[1]](#footnote-1)

A) Presentation- ‘Global impression’ assessment

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

Does the presenter (s) succeed in showing how TOK concepts can have practical application

**Has the student:**

* described clearly the real-life situation that forms the launching point for the presentation?
* extracted and clearly formulated a single knowledge question from the real-life situation?
* identified and explored various perspectives in relation to the knowledge question, and deployed examples and arguments in the service of this exploration?
* related the findings of and insights from the analysis back to the chosen real-life situation and showed how they might be relevant to other real-life situations?

**TOK presentation peer + self assessment instrument**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Level 5  Excellent  9-10 marks | Level 4  Very Good  7-8 marks | Level 3  Satisfactory  5-6 marks | Level 2  Basic  3-4 marks | Level 1  Elementary  1-2 marks | Irrelevant  0 marks | |
| The presentation  is focused on a **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  is focused on a **knowledge question** that is *connected*to a *specified* **real- life situation**.  The knowledge question is *explored* in the context of the real-life situation, using *clear* **arguments**, with *acknowledgement* of *different* **perspectives**.  The **outcomes of the analysis** are shown to be *significant to the real- life situation*. | 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. |
| Tok Presentation  Some possible characteristics of the presentation | | | | | | |
| **9-10 marks**  **Sophisticated**  **Discerning**  **Insightful**  **Compelling**  **Lucid** | **7-8 marks**  **Credible**  **Analytical**  **Organized**  **Pertinent**  **Coherent** | **5-6 marks**  **Relevant**  **Adequate**  **Acceptable**  **Predictable** | **3-4 marks**  **underdeveloped**  **basic**  **unbalanced**  **superficial**  **derivative**  **rudimentary** | **1-2 marks**  **ineffective**  **unconnected**  **incoherent**  **formless** |  | |

Notes:

**B) What?**

**General instructions**

Students must make one or more individual and/or small group presentations to the class during the course. Presentations must be delivered in a language accessible to all members of the class (if the school has been notified to submit presentation recordings, those presentations must be given in the language for which the students have been, or will be, registered).  The maximum group size is **three**. If a student makes more than one presentation, the teacher should choose the best one (or the best group presentation in which the student participated) for the purposes of assessment. **Students are not permitted to offer presentations on the same specific subject matter more than once**. This refers to either the same knowledge question, or the same real-life situation. It is advised that the presentation should take place towards the end of the course, as otherwise students may not have had the chance to develop skills such as formulating knowledge questions which are key to this task.  The TOK presentation requires students to identify and explore a knowledge question raised by a substantive real-life situation that is of interest to them. The selected real-life situation may arise from a local domain of personal, school, or community relevance, or from a wider one of national, international or global scope. Whatever situation is chosen, it must lend itself naturally to a question about knowledge.

**C)How?**

Tok Presentation ModelThe student is required to extract and explore a knowledge question from a substantive real-life situation. For this reason, it is wise that students avoid real-life situations that need a great deal of explanation from outside sources before the extracted knowledge question can be understood in context.

The diagram indicates that a successful presentation will have several dimensions.

* The two levels in the diagram represent the students’ experiences in the TOK course (lower level) and in the world beyond it (upper level). The connections between the levels demonstrate the relevance of TOK to life beyond the TOK classroom.
* At the “real-world” level, there is the real-life situation from which a knowledge question must be **extracted**.
* This knowledge question, residing in the “TOK world”, must be **developed** using ideas and concepts from the TOK course, and in this **progression** it is likely that other related knowledge questions will be identified and will play a part in taking the argument forward.
* The product of this reflection can be **applied** back (during and/or after the development) to the real- life situation at the “real-world” level.
* In addition, the presentation should ideally aim to show how the process of application extends beyond the original situation to other real-life situations, thus demonstrating why the presentation is important and relevant in a wider sense.  Presentations may take many forms, such as lectures, interviews or debates. Students may use multimedia, costumes, or props to support their presentations. However, under **no circumstances** should the presentation be simply an essay read aloud to the class. While pre-recorded inserts **within** a presentation are permissible, the presentation itself must be a live experience and not a recording **of** the presentation.  If students incorporate the thoughts and ideas of others into the presentation, this **must** be acknowledged.  Before the presentation, the individual or group must give the teacher a copy of the **presentation planning document**. This is part of the assessment procedure (see below). The document is not to be handed out to the audience.

**D) Presentation + Assessment**

**i. The role of the teacher**

 In relation to the presentation, the teacher has 3 principal responsibilities:

1. to encourage and support the student(s) in the preparation of the presentation
2. to provide guidance on presentation skills

1. to assess the presentation using the presentation assessment instrument. These responsibilities should be met through the following interactions.

**ii. What you need to do?**

1. The student(s) should bring to an **initial meeting** with the teacher ideas for the selection of a real- life situation and the formulation of a knowledge question. The teacher should advise, but the final decisions belong with the student(s). The eventual success of this process will depend on a consideration of how the presentation will develop, so **a second planning meeting is permitted, if required**. Often a variety of appropriate knowledge questions can be identified in the kind of real-life situations most students will want to discuss. Teachers should help them concentrate their efforts on a clearly formulated one.
2. A **final meeting** between student(s) and teacher can take place several days before the presentation, in which the final structure of the presentation can be discussed. The presentation is intended as a positive learning experience for the audience, and therefore it is important that the quality of the product is monitored at this stage.

Each real-life situation and knowledge question should be treated **only once** in a particular teaching group.

1. In summary, the teacher should give the presenter(s) every opportunity to construct a presentation that will advance the aims of the TOK course for the class as a whole. The teacher may support students by guiding them towards suitable approaches but should not do their work for them.
2. The date when each presentation is to take place should be given to students well in advance, to allow sufficient time for preparation of material.

**Presentation duration**

Approximately 10 minutes per presenter should be allowed, up to a maximum of approximately 30 minutes per group. Presentations should be scheduled to allow time for class discussion afterwards.

Interaction and audience participation are allowed during the presentation, not just in follow-up discussion, but there must be an identifiable substantial input from the presenter(s) that is assessable.

**E) Internal assessment documentation Presentation planning document (TK/PPD)[[2]](#footnote-2)**

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.   Assessment details.

**F) Moderation**

Marks awarded by teachers for the presentation will be subject to moderation procedures through sampling of the associated TK/PPD forms that have been uploaded. The objective of this process is to judge whether the contents of the TK/PPD form justify the marks given by the teacher for the presentation.

In addition, some schools in each session may be required to record some or all of their presentations. These schools may be chosen:

* at random, in order to examine the relationships between plans and performance
  + - because students are producing excellent presentations which could be used for professional development purposes
    - because an anomaly has been identified, for example, in the correlation between the marks for the presentations and the essays of students.  It is not necessary for schools to record presentations unless they are asked to do so, although it can be a useful exercise in order to standardize internal marking, where more than one teacher is involved.

**G) Using global impression marking**

The method of assessing the essay on a prescribed title and the presentation in TOK judges each piece of work in relation to written descriptions of performance and not in relation to the work of other students.

The assessment of both tasks is envisaged as a process of holistic or global judgment rather than an analytical process of totaling the assessment of separate criteria. Although in the essay the assessment is presented as two aspects, they are integrated into five described levels of performance, allowing for variation in student performance across different parts of the overall assessment. Because of the requirement for a reasonable mark range along which to differentiate student performance, each mark band level descriptor corresponds to a range of two different marks.

Assessment judgments should in the first instance be made with reference to the level descriptors for **typical characteristics**. The **possible characteristics** underneath are intended as starting prompts for discussion and development of a shared vocabulary among examiners, moderators, teachers and students as to how work at each level might be described.

The possible characteristics corresponding to a level of performance should not be thought of as a checklist of attributes; they are intended to function only as tentative descriptions, some of which may seem appropriate to apply to work at that level.

The achievement level descriptors concentrate on positive achievement, although for the lower levels (zero is the lowest level of achievement) failure to achieve is included in the description.

These level descriptors are designed to be used as a whole, and operate at a global level. It is to be understood that:

* the described levels are not a checklist or necessary minimum
* the different levels of performance are not discrete, and differences of degree are involved
* different levels suggest typical performance, and there are always exceptions requiring individual or case by case judgments
* the performance of students can be uneven across different aspects, but it is the overall impression that is most important.

Examiners and moderators will use the levels of performance as the terms on which they make a judgment that draws on their knowledge of what students at this level can do with tasks of this kind. How examiners and moderators will make a judgement about the level of performance attained in a particular student response will vary.

  Presentation moderators will similarly endeavour to reach a holistic judgment based on the responses of the student(s) and teacher on the TK/PPD form.

The markbands for each assessment task in effect represent a single holistic criterion applied to the piece of work, which is judged as a whole. The highest descriptor levels do not imply faultless performance and examiners and teachers should not hesitate to use the extremes if they are appropriate descriptions of the work being assessed.

H) Nature of the Assessment

Nature of the tok assessment tasks

The two assessment tasks, the essay and the presentation, both have at their centre reflection on knowledge questions, but this reflection is demonstrated differently in each. The emphasis in the TOK presentation is on demonstrating an understanding of knowledge at work in the world, and is in a sense an extensive TOK reflection on a single example (the real-life situation). It is thus distinguished from the TOK essay, where students are required to show their TOK thinking skills in the discussion of a prescribed title that may be primarily conceptual in nature.

Real-life examples play an important role in the essay by illustrating the main ideas or taking forward the argument. Real-life examples should come from the student’s academic experience or from life beyond the classroom, as hypothetical examples are usually unconvincing. Anecdotal examples may be relevant but cannot on their own support the analysis in an essay. Neither the essay nor the presentation is primarily a

research exercise, although some factual information may need to be included. If so, its reliability needs to be established through proper checks and referencing.

1. * source for this information Theory of knowledge guide pages 55-64. Note some information in relation to the ToK essay (G12) is omitted.

   [↑](#footnote-ref-1)
2. Copy of the TK/PPD form is available on our ToK website. Click on the ‘Presentation’ tab. [↑](#footnote-ref-2)