

The TOK assessed presentation

Requirements

- 10 minutes per presenter, max. 30 minutes per group (max. 5 students; 2–3 recommended).
- Every group must cover a different topic.
- Use supporting material, e.g. video, PowerPoint, posters, questionnaires, recordings, costumes, props, etc.
- Absolutely **not** to be an essay/notes read out.

Suggestions:

Give 4–8 weeks' notice and allow group work time in class.

Plan for 3 practice presentations before the assessed presentation, e.g. 1 per term, year 1.

Schools must record the presentations. Notified schools will need to submit recordings to the IB for review. All schools should keep the recordings until the session ends on the IB set date (mid-September for May exams or mid-March for November exams).

Criteria for earning top TOK presentation points

Assessment criterion	Maximum marks	Marking 'hotspots'
A Understanding knowledge issues	5	<ul style="list-style-type: none"> • States a real-life situation which presents a knowledge issue(s). • A relevant knowledge issue is identified. • The knowledge issue(s) is/are very relevant to the real-life situation considered.
B Treatment of knowledge issues	5	<ul style="list-style-type: none"> • 'Good' understanding of knowledge issues (as opposed to 'adequate' or 'some' understanding – this is very subjective).
C Knower's perspective	5	<ul style="list-style-type: none"> • Use of personal arguments. • Use of personal examples. • Significance of the topic to the knower (personal involvement) is 'fully' demonstrated.
D Connections	5	<ul style="list-style-type: none"> • Clear presentation. • Balanced view of different viewpoints/perspectives. • Links between perspectives are recognised. • Implications (in related areas) of different perspectives are recognised. • Quality (not quantity) of connections between viewpoints is important in the marking.

TOK question constructor

Make choices in each column: 1 + 2 + 3 + 4.

1 Question	2 Subject	3 Action	4 Object (give a specific real-life example here!)
To what extent can	emotion	be used to explain/make/justify	a belief/decision/ethical issue?
What is it about	reason	that tells us about	sense/perception/truth/certainty/ culture/intuition/values/ interpretation/evidence/experience/ explanation/technology?
How can	sense perception	be defined by	
	language		
	mathematics		
	natural sciences		
	human sciences		
	history		
	the arts		
ethics*			

* Do not choose if 4 is 'ethical issue'.

Red = way of knowing

Blue = area of knowledge

What the TOK presentation consists of

Plan:

- Form TK/PPD (Presentation planning document) on the back of form TK/PMF (Presentation marking form).
- To be handed to the teacher (not the audience) beforehand.
- Plans how the presentation will progress in bullet form (see below).

Brief introduction:

- Identify a real-life situation/contemporary problem.
- Identify personal involvement in the situation – it is hard to separate hard facts from opinions, especially when our analytical viewpoint is biased by our own situation.
- Identify a knowledge issue and explain why it is important to the real-life situation.
- Link to one (or more) identified knowledge issues (these **must** be very relevant to the real-life situation).



Exploration (analysis):

For the identified knowledge area, analyse the identified knowledge claims and link to different perspectives (e.g. arising from areas of knowledge, different ways of knowing, different theoretical approaches, different cultures). The **quality** of the links is more important than the quantity.

To do this:

- recognise the underlying assumption of each knowledge claim/issue
- recognise the implications of different perspectives
- link to real examples
- recognise other knowledge issues raised by the analysis
- include personal arguments and examples
- cite sources
- link all back to the original real-life situation.

Timing of TOK presentation

In view of the pressure on students in the last weeks of their IB courses, it is recommended that schools with a 3-term year should schedule presentations in **term 4**, with essays due at the start of **term 5**.

2 Exploration (analysis) planner

For the identified knowledge area, analyse the identified knowledge claims and link to different perspectives (e.g. arising from areas of knowledge, different ways of knowing, different theoretical approaches, different cultures). The **quality** of the links is more important than quantity.

To do this for each knowledge claim, plan your argument using the following table. Link all the knowledge claim analyses back to the original real-life situation:

Knowledge claim analysis planner

Claim					
Underlying assumption	Different perspectives	Implications of different perspectives	Link to examples	Other knowledge issues raised by analysis	Personal arguments and examples

Remember: Cite sources.