

Presentation Assignment
Adapted from the IB ToK Guide

General instructions

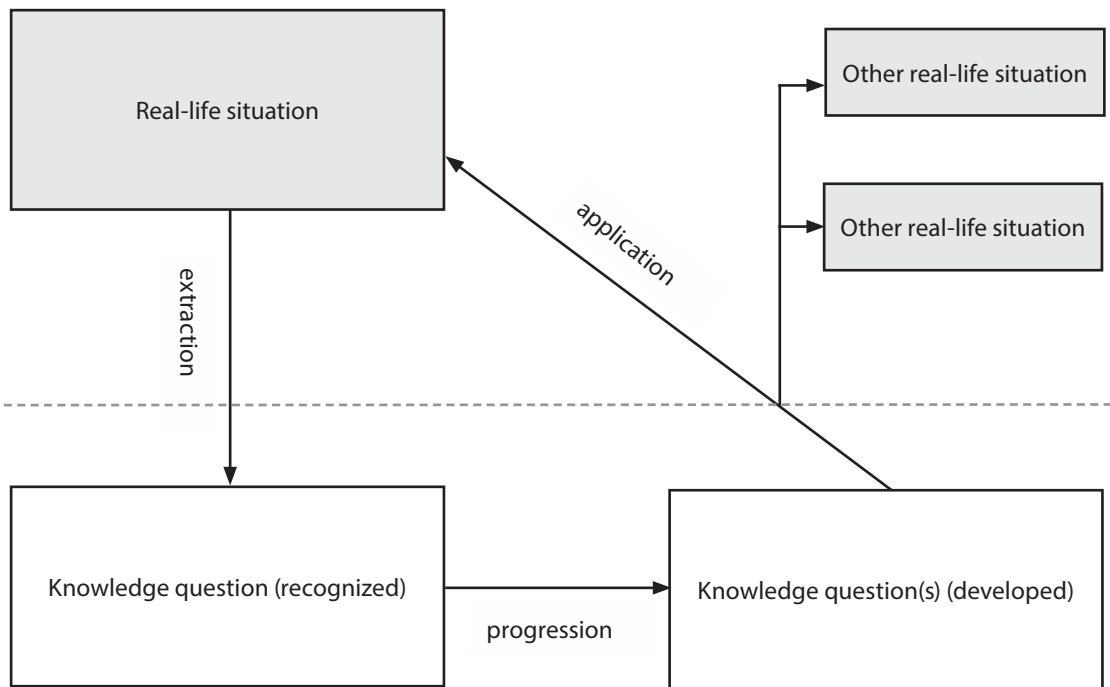
The TOK presentation requires students to identify and explore a knowledge question raised by a substantive real-life situation that is of interest to them. The selected real-life situation may arise from a local domain of personal, school, or community relevance, or from a wider one of national, international or global scope. Whatever situation is chosen, it must lend itself naturally to a question about knowledge.

The maximum group size is three. 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.

Assessment details

The 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.

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.

Planning document

Before the presentation, the individual or group must give the teacher a copy of the presentation planning document. The document is not to be handed out to the audience. **Each student** must complete and submit a presentation planning and marking document.

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.

Dates:

- January 30 - Group Composition and top three dates/blackout dates due
- February 6 - KQ 2 due
- February 13 - RLS and KQ progression due
- March 5 - Preliminary outline due
- Presentations - Beginning week of March 12. TK/PPD final hard copy due on the day of your presentation