

TOK: Internal Assessment Oral Presentation

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*“Does the presenter succeed in showing how TOK concepts
can have practical application?”*

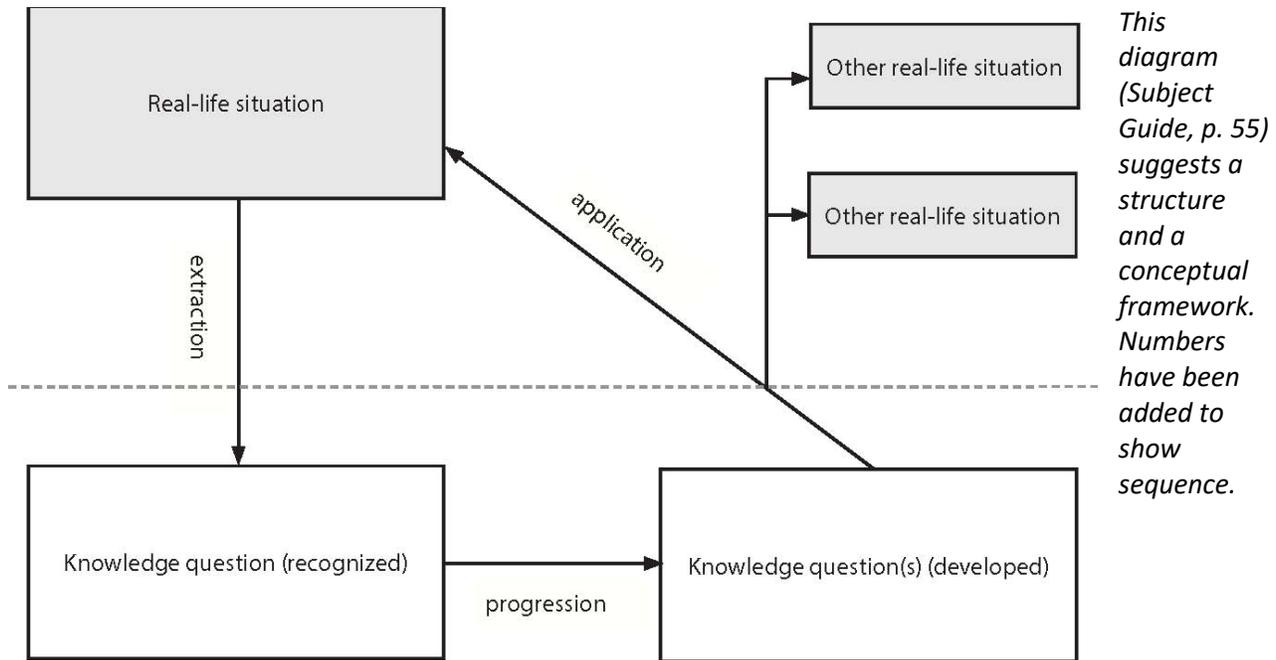
Specific guidelines for the oral presentation can be found in the TOK Subject Guide, pp. 55-58.
Evaluation details are on pp. 63-64

The presentation is worth 33% of the overall IB TOK mark.

Oral Presentation: Overview

TOK / IA

Objective: “The TOK presentation requires students to identify and explore a knowledge question raised by a substantive real-life situation that is of interest to you” (*Subject Guide*, p. 55).



A solid basic structure for the 10-minute oral presentation would look like...

1. Describe your real-life situation (RLS). *1 minute.*
2. State your knowledge question (KQ). ≤ 1 *minute.*
3. Explore implications, key concepts, etc. of your KQ question in abstract terms without reference to the RLS. *3 minutes.*
4. Answer your KQ using details of your RLS as your illustration. *3-4 minutes.*
5. Demonstrate the significance of your KQ by relating it to at least two other real life situations. *2 minutes.*

Note: Somewhere in sections 3 and/or 4, you must also identify and explore other perspectives that are relevant to your knowledge question.

Details from the Subject Guide (with additional instructor comments)

SUBJECT GUIDE	COMMENTS
<p>“Students must make one or more individual and/or small group presentations to the class during the course” (p. 55).</p>	<p>All orals are presented in front of the class (not just to the instructor). They may NOT be pre-recorded in their entirety (or even for a majority of the presentation time).</p>
<p><u>Length</u>: The oral should be approximately 10 minutes long (p. 57)</p>	<p>There is no formal penalty for a short presentation, but it’s a fair bet that you will need to be close to ten minutes in order to explore knowledge issues sufficiently.</p>
<p><u>Real-life situation</u>: “The 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” (p. 55).</p>	<p>The place to start in planning is with the real-life situation. Many real-life situations can work – but you must be able to identify the knowledge concepts that are embedded within a situation in order to construct (and explore) an appropriate question about the search for, acquisition of, production of, or verification of knowledge.</p>
<p><u>Real-life situation</u>: “[I]t is wise that students avoid real-life situations that need a great deal of explanation... before the extracted knowledge question can be understood in context” (p. 56).</p>	<p>A weakness of some presentations is that too much time is spent explaining the real life situation because the situation is too complex to handle in a few minutes: e.g., highly technical topics that would be unfamiliar to our class or topics that are too broad or multi-faceted.</p>
<p><u>Approach</u>: “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 simply be 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” (p. 56).</p>	<p>The most common approach is a lecture – i.e., you talk for about 10 minutes and then there is some follow-up class discussion. (Any such follow-up is not part of your evaluation.) Some “interaction and audience participation” is allowed within the presentation (p. 57), and you may to include a “pre-recorded insert” (e.g., an audio clip or something from YouTube, etc.), But remember that the “clock is running” and that the assessment is based on what <u>you</u> say to us.</p>
<p><u>Partnering</u>: You may plan and deliver a presentation with up to two partners (p. 55). “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” (p. 57)</p>	<p>Partners working together could choose the same real-life situation but have different knowledge questions, or could use the same knowledge question applied to different real life situations. Other ways of dividing responsibilities are possible. The decision is yours to complete this individually or not. Just keep in mind that all students receive the same mark.</p>

Process Steps and Required Documentation (in bold)

1. Select a real-life situation related to the content of the unit you choose
2. Type out **answers to the Topic Development questions** (see p. 6 in this packet). Submit them before we meet for our one-on-one meeting (during class) to discuss your real life-situation and proposed knowledge question. Follow-up meetings are permissible to make sure you've got a clearly formulated knowledge question, an overall approach that will work, and that your presentation will be "a positive learning experience for the audience" (*Subject Guide*, p. 56).
3. Plan (and practice!) your presentation.
4. Complete an electronic version of the IB-required **Presentation Planning document (TK/PPD)**. Note that what goes into the text fields on the form should be "typed in standard 12-point font and should not exceed 500 words" (*Subject Guide*, p. 57).
5. Sign and submit your TK/PPD form to your instructor electronically prior to beginning your presentation.
6. On a separate page, complete a **bibliography** and submit this electronically prior to your presentation along with the PPD.
7. Deliver your presentation. Yes, you may have notes (an outline) with you: One side of one typed page or up to five note cards. The limits on allowable notes should help you avoid the temptation of reading your presentation. You may read direct quotations, of course. Notes are not turned in to our instructor or submitted to IB.

~ IA moderation and the TK/PPD ~

The presentation is moderated by IB using the TK/PPD and NOT the oral itself, in contrast to how moderation works in language classes where the actual performance is submitted. This means your PPD must clearly and accurately reflect the content of your presentation. A strong oral that is accompanied by a weak or sloppy PPD presents a real problem: for you, for your instructor, and for your class. Can you see why? Be sure your PPD "shows off" your actual presentation in the best possible light.

Selecting a Real Life Situation

Planning Step #2

Begin looking for a suitable “real-life situation” on which to base your oral.

You are looking for an RLS that is related in some way to the big ideas our AoK units; examples follow:

AoK's	RLS's related to...	Possible knowledge concepts
Natural and human sciences	developments in science and technology; controversies; research questions scientists are working on now; current social/global problems that have scientific connections	Evidence; induction; limits; uncertainties; reliability; assumptions; any of the many aspects of scientific methodology (experimentation, data gathering, hypothesis-testing, replication of results, peer review, etc.)
Math and logic	the use of persuasive techniques (in politics and advertising, for instance); mathematical applications (polling, surveying, how statistics are used); any contemporary issue about which we argue – as long as it's the argument as such you're examining	Justification; validity; proof; logic; deduction; perspective and bias; informal reasoning; fallacies in argument; propaganda; “proofiness” (using numbers to deliberately confuse)
History and the arts	developments/practices in any of the arts (music, visual arts, design, film, literature) including innovations, controversies, etc.; historical investigations that have present day implications	Interpretation; explanation, perspective, subjectivity, and selectivity (of evidence, etc.); creating meaning; standards of judgment (of excellence); memory and imagination as avenues to / sources of knowledge
Ethics and religion	social issues / problems that have right vs. wrong from a moral perspective at their core; religious beliefs, practices, conflict, etc.	Belief; relativism; absolutism; responsibility; authority; confirmation bias; values; the role of culture in the search for knowledge; worldviews; faith and intuition as avenues to / sources of knowledge; dogmatism; doubt; skepticism

Where to start?

While this is not primarily a research project, you will need to do some research. Your first step is to find a “springboard” article (or other source) that describes a real life situation related to your assigned unit. The places to look are numerous: daily newspapers, weekly news magazines (*Time*), monthly periodicals of general interest (*Harper's*, *The Atlantic*), specialized publications (*Scientific American Mind*, *Discover* magazine) – as well as radio shows (NPR's Radio Lab, To The Best of Our Knowledge) television documentaries (*NOVA*, *Frontline*), online blogs and websites (for instance, TED Talks). And don't forget local sources: things happening right here in South Florida or at DBHS can provide good real life situations – including things you've come across in your IB classes, CAS experiences, extracurricular activities, etc. Once you've found your springboard source, you may need to do a little additional research to flesh out your understanding of the real-life situation.

Remember: The purpose of the oral is to explore a clearly formulated knowledge question – not to summarize the real-life situation.

DIRECTIONS: Word-process and print out responses to the questions below in advance of our initial meeting. Meetings will not begin if your responses do not show a good-faith effort. Your ideas may well be rather provisional, but you must “come to the table” having put some serious thought into what you will do for your Presentation. I would expect the document you produce to be able a page in length. As the TOK Subject Guide makes clear (p. 56): The instructor’s role is to advise you – especially in helping you develop a clearly formulated knowledge question – but “final decisions belong with the student.”

Objective: Show how TOK concepts can have practical application

- Describe clearly the real-life situation that forms the launching point for the presentation
- Extract and clearly formulate a single knowledge question from the real-life situation
- Identify and explore various perspectives in relation to the knowledge question, and deploy examples and arguments in the service of the exploration
- Relate the findings of and insights from the analysis back to the chosen real-life situation and show how they might be relevant to other real-life situations

[adapted, TOK Subject Guide, p. 63]

1. **Topic Selection:** What real life situation (RLS) will you target in your Presentation?

2. **Extraction / recognition of a relevant knowledge question:** What knowledge question will your presentation ask and answer?

TIP: Remember the characteristics of a good knowledge question: **about knowledge** itself [acquisition, verification, evaluation, etc.], **open** [“a number of plausible answers,” “contestable”], and “expressed in **general** terms, rather than...subject specific terms.” (SG, pp. 20-21)

3. **Development of the knowledge question:** What key ideas / insights about the knowledge question will your presentation explore?

TIP: Do not refer to your RLS here. Think only in terms of insights about the knowledge question and related TOK concepts. In other words, if your question points to the concept of *evidence*, what will you teach us about *evidence* as such?

4. **Application to real-life situation:** How will you analyze your RLS in terms of your knowledge question? In other words, how will you answer your question using the RLS as your main example?

5. **Investigation of different perspectives.** How will you explore and account for different perspectives in relation to your knowledge question?

TIP: This could mean providing various (i.e., competing) answers to the question or exploring different assumptions, justifications, arguments that could apply to your question. Ideally, these perspectives are not theoretical but are traceable to people through sources you cite.

6. **Significance.** How will you demonstrate the overall significance of your knowledge question? Why does answering it matter? How does your question apply to at least two different real life situations?

Evaluation

IB and School

Unlike in your other IB courses, something called “global impression marking” is used for the TOK assessments. This requires your evaluator (your teacher, in the case of the presentation, since this is the internal assessment [IA] for TOK) to evaluate your work using “a process of holistic or global judgment rather than an analytical process of totaling the assessment of separate criteria” (*Subject Guide*, p. 59).

The *Subject Guide* (p. 63) requires teachers to consider this “question underpinning a global impression judgment of the TOK presentation”: “**Does the presenter succeed in showing how TOK concepts can have practical application?**” More specifically:

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 the exploration?
- related the findings of and insights from the analysis back to the chosen real-life situation and show how they might be relevant to other real-life situations?

IB assigns 10 points to the presentation divided among five levels of achievement. Here is a chart that shows levels and points – both for IB and scaled for the class grade you will receive.

IB			SCHOOL	
Level	General description	IA points	Grade book points	School letter grade
5	Excellent	9-10	19-20	A
4	Very good	7-8	17-18	B/A-
3	Satisfactory	5-6	15-16	C/B-
2	Basic	3-4	13-14	D/C-
1	Elementary	1-2	11-12	D-/F
0	Irrelevant*	0	10	F

*But attempted. If a student fails to complete the presentation, this will result in “0” grade book points and a “No grade” from IB for TOK, which disqualifies the students from receiving the IB Diploma.

The assessment instrument in the *Subject Guide* (p. 64) includes language that describes the global impression for each level and provides some characteristics for each. For example, here is the language for Level 5 (Excellent):

DESCRIPTION: 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 a 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*.

CHARACTERISTICS: sophisticated, discerning, insightful, compelling, lucid.

REMINDER ABOUT MODERATION: Remember that IA marks that an instructor gives may be moderated up or down or not at all by IB – in this case, based on the outline the student provides as part of the required Presentation Planning Document.