

# TOK Presentation Examples

## Theory of knowledge presentation exemplar 1

Real life situation: The Stanford Prison Experiment

Knowledge question: Is experimentation a good method of investigation in the human sciences?

[TK/PPD \(PDF\)](#)

[PPT \(PDF\)](#)

This presentation is given by a group of three students.

START (0'00"). The first member of the group spends nearly three minutes giving a general description of the chosen real-life situation including the aims and methods of the experiment carried out by Dr Phil Zimbardo at Stanford University in 1971. This is followed by a clear statement of the knowledge question (2'55"). The articulation between the real-life situation and the knowledge question is good—the prison experiment is a limited event that did indeed take place, and it has characteristics that enable it to function as a good example for the exploration of the knowledge question. The knowledge question itself is well formulated: it is general but precise, and uses the language of TOK.

The second member of the group (3'00") expands the knowledge question by introducing a number of concepts that are related to the idea of an experiment and other processes associated with scientific method. He strives to establish a difference between what he calls the "internal" and the "external" (3'55"). He experiences some difficulties in articulating the point that (private, personal) mental states of other people are not directly accessible and may be misunderstood when converted into (public, shared) language. In attempting to show the importance of this distinction, he introduces a different real-life situation—the Milgram experiment on obedience to authority (4'17").

The third group member commences his contribution (5'53") by re-stating the chief intention of employing experiments in the human sciences, namely to bring a systematic method of investigation to the task. This reiteration and amplification of a previously made point is good presentation technique. He then proceeds to list and explain a number of problems that arise in the human sciences when experiments are carried out. There is the observer effect (5'52") concerned with participants under study being aware of their status as subjects, and there is the danger of investigators asking loaded questions (6'40"), leading to biased data. There are ethical issues (7'01")—illustrated first by a review of the Milgram experiment—arising from the generation of participant stress and invasion of privacy. The point is also made that social pressure can make it difficult to withdraw from an experiment, even if the original agreement to participate was voluntary. There are the problems of looking for patterns in the human sciences (8'25"), and worries about inductive conclusions drawn from limited samples.

The student then talks about "the butterfly effect" (8'50"), but there appears to be some confusion about this concept, an impression reinforced by the unsatisfactory way it is illustrated with a hypothetical scenario of "slapping". The difficulties of identifying and controlling variables (9'47") are mentioned, and a comparison made with natural sciences (enzyme action, photosynthesis). Finally some comments are offered on measurements (10'49"), but the point is hard to follow.

The first group member then returns (11'33") and starts by making some general observations on the nature of the human sciences (11'40"), specifically on trends, induction and generalization. He makes a comparison with natural sciences, and makes a brief error with the scenario of lime water and oxygen

(12'26")—should have been carbon dioxide. [NB This is the sort of mistake that often can go unnoticed in a live performance, especially as it is incidental to the thrust of the presentation. However, in the context of a recording, such things can gain prominence. This is part of the difficulty of exemplifying a task intended for the local classroom with a recording made available to everyone.] He then (unfortunately) returns to the unhelpful slapping example. Methods of data collection (13'00"), to do with the use of questionnaires and the honesty of responses to them, are also mentioned. [NB It is at this stage that the students appear to be trading their real-life situation for a more general and abstract overview of the human sciences. This is a common problem in TOK presentations, where the situation is little more than an excuse for the presentation, but then the narrative arc is restored.]

The student flags a decisive return to the Stanford Prison Experiment (13'23") and applies elements of the previous analysis to it. He expands upon his earlier comment on Zimbardo's ambiguous role (13'37") in the investigation and the intrusion of emotion into the investigator's thinking. He shows how the control of variables in the experiment (14'17")—sample sizes, knowledge of background of participants—could not have been total. He puts the point about a moral dimension (14'41") into the context of the inmates, and highlights the danger of an assumption of universality (15'14") stemming from the outcomes of the experiment.

Having identified the problems, he then turns to possible solutions (15'35") to the more general problems. Perhaps investigators could "habituate" those under investigation (15'40") to their presence by embedding themselves in the situation or culture. There could be a "double blind experiment" (16'20") with a hidden camera. This seems to stem from a misunderstanding of the term. The student rounds up by talking about the importance of "experiments in the modern world" (16'30"), refers to Milgram and obedience once again, and suggests that experiments in the human sciences have made significant contributions to knowledge—detecting trends (17'20") in psychology and economics—but examples are not offered.

Finally, the presentation returns to the knowledge question (17'32"). The group's answer is yes, on balance, experimentation is a good method of investigation in the human sciences. END (18'20").

This presentation fully meets the "typical characteristics" description given at level 4 of the presentation assessment instrument:

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 *acknowledgment* of *different* perspectives. The outcomes of the analysis are shown to be *significant to the real-life situation*.

The "possible characteristics" at level 4 of "organized", "pertinent", and "coherent" also seem apposite. While not utilizing the full 30 minutes, 18–19 minutes is a reasonable duration for a presentation involving three students (although 15 minutes would probably not be enough to facilitate the depth of analysis that is sought in a presentation at this level of achievement).

There are some aspects of the level 5 description that are also met: the knowledge question is well-formulated, and it might be argued that the presentation effectively explores it. However, different perspectives on the knowledge question are confined to the conclusion, in which at least one alternative method for investigation is suggested. While the Milgram experiment is cited several times, there is very limited transference of the outcomes of the analysis to other real-life situations. The "possible characteristics" of "sophisticated" and "compelling" seem too strong. On balance, it seems that level 5

has not quite been achieved. Overall, this presentation is awarded a score of 8/10.

## Theory of knowledge presentation exemplar 2

Real life situation: The shift from the geocentric to the heliocentric model of the universe

Knowledge question: If all scientific knowledge is subject to change, to what extent can we justify our belief in the scientific knowledge we possess?

[TK/PPD \(PDF\)](#)

[PPT \(PDF\)](#)

This presentation is given by a group of three students.

START (0'00"). The first member of the group spends the first three minutes setting the scene of the real-life situation. He explains the reason for the historical appeal of geocentrism (0'30"), and credits Ptolemy (0'50") and Aristotle with its development. He then proceeds to elaborate some of the empirical reasons for believing that the earth is stationary—there is no feeling of movement, no continuous movement of clouds or wind, and no stellar parallax effect (0'55"). He contends that although we can see past these lines of evidence and understand that they are mistaken, it is not surprising that people in ancient civilizations found them compelling. The speaker then moves to Copernicus, whom he mistakenly situates in the 14<sup>th</sup> century (1'40"), and starts to describe heliocentrism. He then makes an attempt to explain why Copernicus's idea was attacked, but unfortunately his description of one of the reasons (1'55") is not really convincing as it is misapplied (Greek predilection for circles). The student then seems to become rather confused when he asserts that heliocentric theory "was not any truer than geocentrism" (2'28"), that it "had fewer epicycles—34 instead of 8", and that Copernicus had no evidence to prove or disprove his theory (2'37"). He then relates the outline of Galileo's adoption of the telescope in 1610 (2'42), which provided (unspecified) evidence which supported Copernicus, and ends by introducing the knowledge question in the context of the real-life situation described (3'04"). The knowledge question is relevant to the real-life situation, and takes a form that is appropriate for TOK, but could have been phrased more tightly—perhaps to focus on the fate of discredited theories rather than on scientific knowledge as a whole (which suggests that well-established scientific facts also change).

The second speaker's brief is to look at technology (3'22"). She modifies the first speaker's earlier claim by saying that "some scientists believed that [Copernicus's] theory was not any truer than geocentrism" (3'52"), which also does not quite make sense. She explains that Galileo discovered the phases of Venus (4'00"), and correctly identifies this breakthrough as important evidence for heliocentrism, although she does not explain why or how. She claims that reasoning is now more deductive than inductive (4'16")—this seems to be a misfired attempt to develop the idea that we have made progress and therefore start our reasoning from a greater menu of established premises, arising from "our enhanced sense perception" (4'40") as a result of technology. She claims that "our senses are unreliable" (4'50") but provides no support. She starts to explain the relationship of science and technology, how developments in the former lead to developments in the latter and then the latter influences the former again—a cycle of positive feedback (5'04"), but the salient point is left unspoken, that progress in technology might act as an indicator of progress in science. She adds a further confusion by invoking the work of Robert Hooke (5'40") and conflates the terms "sub-atomic particles" and "animalcules". All in all, the second

speaker considers that an examination of the role of technology indicates that the answer to the knowledge question is “a large extent” (6’16”), but cautions that the third speaker has more to say.

The third speaker (6’34”) starts by asserting that “science is an area of knowledge that builds upon itself” (6’41”), and then elaborates two different ways in which it might do this (7’01”). Firstly, there is the idea that “science builds upon itself in terms of context, in terms of paradigms” (7’06”), working to confirm what we already “know”. With respect to the real-life situation, he introduces retrograde motion (7’19”) as a concept, but unfortunately characterizes it as an attempt to explain something rather than a celestial phenomenon that demands an explanation. He runs into some difficulty with the idea of “heresy” (7’50”) among the Greeks in relation to this phenomenon. Secondly, there is the cumulative model (8’10”) of scientific development, which is not invalidated by the revolutionary shift from geocentrism to heliocentrism because one shift does not logically entail another one. The progress of astronomy and physics through the work of Copernicus, Galileo, Kepler and Newton (8’28”) is mentioned, but the student provides no clarification of what each of them contributed to the cause. In the end, the third speaker does not really provide a clear answer to the knowledge question, as he does not suggest which model is a more accurate representation.

The first speaker returns (8’48”) with the claim that science is a highly respected institution in modern society (8’53”), and thus we as citizens are perhaps more disposed nowadays to believe science and what scientists tell us (9’18”). But this leaves the question of whether this disposition should be taken as evidence for the accuracy of science or whether it should worry us that collectively we are not sceptical enough in the face of it. In the attempt to grapple with this issue, he asserts that “sciences are not very believable” (9’45”), and cites Kuhn’s paradigm model (9’50”) as support (this is the first mention of Kuhn’s name). The presentation ends with the group’s answer to their knowledge question—yes, we are justified (10’02”) in believing current scientific knowledge, because of the existence in the modern world of more information, more technology and more deductive reasoning. END (10’41”).

This presentation meets the “typical characteristics” description given at level 3 of the presentation assessment instrument:

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.

It could be argued that the knowledge question has more than “some connection” to the real-life situation. While the real-life situation concerns a scenario that is often categorized as commonplace, it should be stressed that examples of this kind can nevertheless function as effective real-life situations if handled with care and awareness of the knowledge questions that they can illustrate.

Unfortunately, the candidates in this presentation exhibit imperfect understanding of some of the material, and this has led to a flawed analysis. Less than 11 minutes for a presentation of three people seems rather insufficient for the task, and indeed one group member spoke for only slightly more than 2 minutes.

The “possible characteristics” at level 3 of “predictable”, and “ordinary” are apposite. But “adequate” seems too generous given the brevity of the presentation. Overall, this presentation is awarded a score of 5/10.

### Theory of knowledge presentation exemplar 3

### Real life situation: Decriminalization of drugs in Portugal

Knowledge question: How can certain ways of knowing be used to justify the ethical implications of drug legality?

#### TK/PPD (PDF)

While the real life situation is rich in ToK the derived knowledge question is rather poorly formulated. One approach might be to concentrate on the economic or social or political science aspects of drug policy, for example, how the effectiveness of models in these areas can be judged. The student here (of course) takes the difficult option and treats the ethical implications. The outline shows that the student has tried to analyse the complex issues involved here only armed with ways of knowing (using the knowledge framework might have been a better strategy because the student could be open to comparison of methodologies, conceptualisations, history and so on). The teacher comments are excellent and provided a detailed justification of the mark. In this situation the moderator should confirm the teacher mark or might even raise it slightly.

### Theory of knowledge presentation exemplar 4

Real life situation: Racial profiling

Knowledge question: How much of our knowledge is based on generalizations?

#### TK/PPD (PDF)

There were a number of real life situations presented here and then a very general knowledge question that did little to focus the presentation. The candidates gave little away in their planning outline. The moderator did understand that the problem of induction was dealt with and that there was some underwater thinking but there was very little that was specific in the plan. The conclusion surprisingly gave a little more insight into the details of the presentation. The teacher's comments confirmed the suspicion that the presentation was short on analysis. The moderator might conclude that a level 2 score here is more appropriate.

### Theory of knowledge presentation exemplar 5

Real life situation: Choosing between a spouse and an extramarital affair

Knowledge question: How does knowledge affect choice?

#### TK/PPD (PDF)

The presentation does not seem to get off to a good start. The real life situation appears to be hypothetical. The derived knowledge question appears to be so general as to apply to almost all situations. The outline doesn't really help the moderator at all. There appears to be little or no ToK 'underwater' thinking and the conclusion is weak. At this point the presentation seems to be located at level 1. The teacher's comments however suggest that there was a little more in the presentation than suggested by the student documentation. That there were vestiges of a systematic approach could take the presentation up to a low level 2 score so the moderator might well confirm the teacher score in this case.

## Theory of knowledge presentation exemplar 6

Real life situation: Greed on Wall Street

Knowledge question: Can our knowledge benefit by adopting a greedy lifestyle?

[TK/PPD \(PDF\)](#)

It is difficult for the moderator to understand the stated knowledge question. While it undoubtedly seems to link to the real life situation it is not clear what the candidate means exactly by 'our knowledge'. The situation is not clarified by the candidate in the section on the connection between the real life situation and the knowledge question. If anything it serves to further confuse the reader. The distinction between private and professional life does not seem to have any relevance to knowledge questions at all. The outline of the presentation seems to exhibit a complete lack of ToK analysis. There is a single mention of ethics as an area of knowledge but that seems to be it. Rather the description lies entirely in the vocabulary of the real life situation. The conclusion has been well trailed in the document so far so comes as no surprise. The teacher comments confirm this impression entirely. The mark given however does not seem to correspond to the description given by the teacher. The moderator might well consider moderating the score to one in level 1.

## Theory of knowledge presentation exemplar 7

Real life situation: Conservative religious philosophy vs. Darwin's "Origin of Species"

Knowledge question: Is faith a less valid way of knowing than reason?

[TK/PPD \(PDF\)](#)

The real life situation is an historical event: the publication of Darwin's 'Origins of Species'. It leads to a knowledge question concerning the relative 'validity' of two ways of knowing: faith and reason. This is an old fashioned treatment of ways of knowing separately and is not recommended in the ToK Subject Guide. Nevertheless it is clear from the documentation that there is some careful analysis here. The moderator might speculate what is meant by validity of a single way of knowing abstractly out of context. The outline is not so helpful on this point because it states that validity was defined but does not give a definition. Students should be guided away from providing generic signposts in the outline ('give first argument', 'provide counterexample'). What is needed here is a brief summary of the concrete examples and arguments used in the presentation. The outline here is almost entirely in the language of the real life situation and the links to underlying methodology are few. However there is evidence of critical thinking, the structure of the presentation is clear and the conclusion is strong. The teacher comments go some way toward reassuring the moderator of the value of the presentation notwithstanding the slight clumsiness of the comments about bias. The moderator in this instance might give the presentation the benefit of the doubt and give a mark at level 4.

## Theory of knowledge presentation exemplar 8

Real life situation: Malaysian Airlines Flight MH370

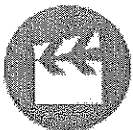
Knowledge question: How do we judge the credibility of different theories?

TK/PPD (PDF)

The real life situation is rather difficult to analyse precisely for the reasons that make it so fascinating – that there is very little information to work on. Nevertheless the knowledge question is a good one albeit rather broad. Better would have been to narrow the scope of the enquiry to consider one particular aspect of theory building and perhaps use material from an area of knowledge rather than from something trans-disciplinary such as a missing plane. The outline is adequate although an in depth discussion of probability seems to be required if the chosen strategy is to be effective. The conclusion seems to introduce new notions concerning history and its embedding in culture which did not seem to be on the outline plan. The teacher confirmed that the presentation was largely descriptive. The moderator might take the mark down to level 2 to reflect this lack of analysis.



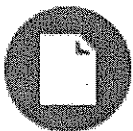
Student presentation video 1 (MP4)



Student presentation video 2 (MP4)



Theory of knowledge presentation exemplar 3 (PDF)



Theory of knowledge presentation exemplar 4 (PDF)



Theory of knowledge presentation exemplar 5 (PDF)



International  
Baccalaureate

TK/PPD

**Presentation planning document**

Submit to: your TOK teacher

Both sides of the form must be complete.

Candidate name:

Candidate name:

Exemplar 1

Candidate name:

Title of presentation: Experimentation in the human sciences

Date: May 2012

**Describe** your real life situation

The Stanford prison experiment was conducted by Dr. Zimbardo and a team of researchers in 1971. Funded by the US Office of Naval Research to understand why the reason of conflicts between prisoners and guards. 24 students were selected and willingly participated. They were randomly selected as prisoners and guards. The experiment only lasted for 6 days out of the allotted two weeks.

**State** your central knowledge question (this must be expressed as a question)

Is experimentation a good method of investigation in human science?

**Explain** the connection between your real life situation and your knowledge question

Experimentation is a scientific method which tries to lead us to sensible conclusions. When we conduct experiments variables are controlled, phenomena are critically investigated and from a large quantity of data patterns are observed. Experimentation is usually undertaken in natural sciences on non-human things. However, Zimbardo conducted this method of "experimentation" on human beings. From our knowledge we know how complicated the human being is, and so such experiments are going to be hard. He asked why we behave in certain way under certain condition. Our real life situation exposes the rigorous experimentation process and the difficult quest of variable control in the human sciences as well as a successful conclusion via induction.



**Outline** how you intend to develop your presentation, with respect to perspectives, subsidiary knowledge questions, arguments, etc. Responses below can be presented in continuous prose, bullet point, or diagrammatic form.

We will describe our real life situation, and then introduce the knowledge question afterwards:  
Real life situation: Stanford Prison Experiment conducted by Dr. Zimbardo  
Knowledge Question: Is experimentation a good method of investigation in the human sciences?  
We will then talk about the role of experiments in science:  
What is an experiment? What do we mean by observation, etc.?  
We then want to present some problems in the human sciences:  
Are there patterns in human behaviour? Variables, measurements...  
In particular, there is internal knowledge and external description:  
How human scientists try to communicate to the internal environment of humans. (Milgram experiment) – we can never know for certain what people are thinking or how they feel  
Difficulties in studying human behaviour when doing experiments:  
Observer effect, butterfly effect, ethical questions (stress, privacy invasion), inconsistency etc.  
Advantages and disadvantages of human sciences  
Possible solutions for improvement in experimentation in the human sciences (double blind experiment, habituation, etc.)  
Slight comparison of natural and human sciences.  
Conclusion. Experiments are a good method of experimentation in the human sciences.

**Show** how your conclusions have significance for your real life situation and beyond

Even though experiments in the human sciences are stained with obstacles they are very advantageous in helping us to understand significant human behaviours.  
As proven by our real life situation, under some conditions of stress and power human beings can change their behaviour and act in ways they wouldn't act under normal circumstances.  
Experimentation in the human sciences helps us to identify trends in human behaviour and guide us to acquire answers to correct negative human behaviours.

Word count = 437

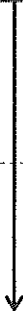
John 8

# TOK presentation

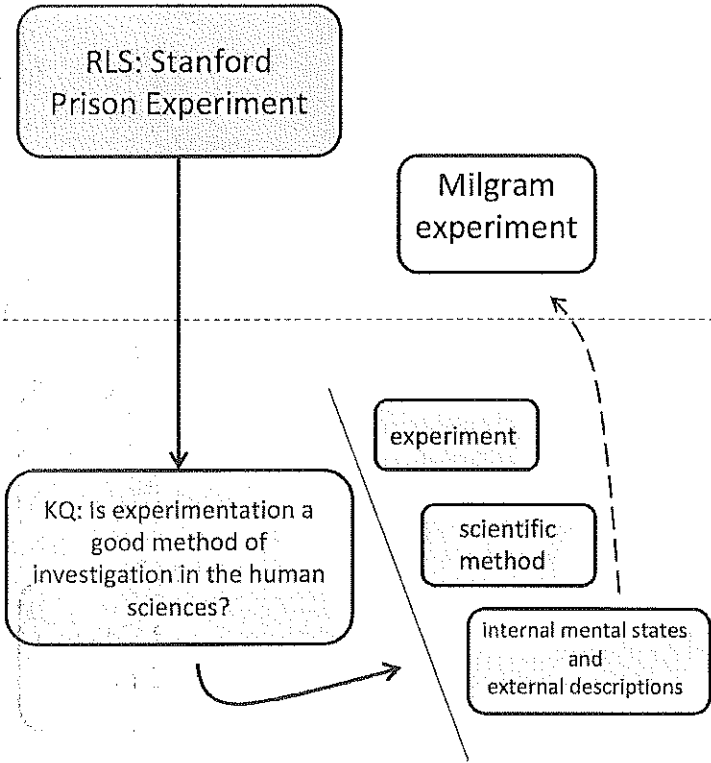
## Exemplar 1

3'00"

RLS: Stanford  
Prison Experiment

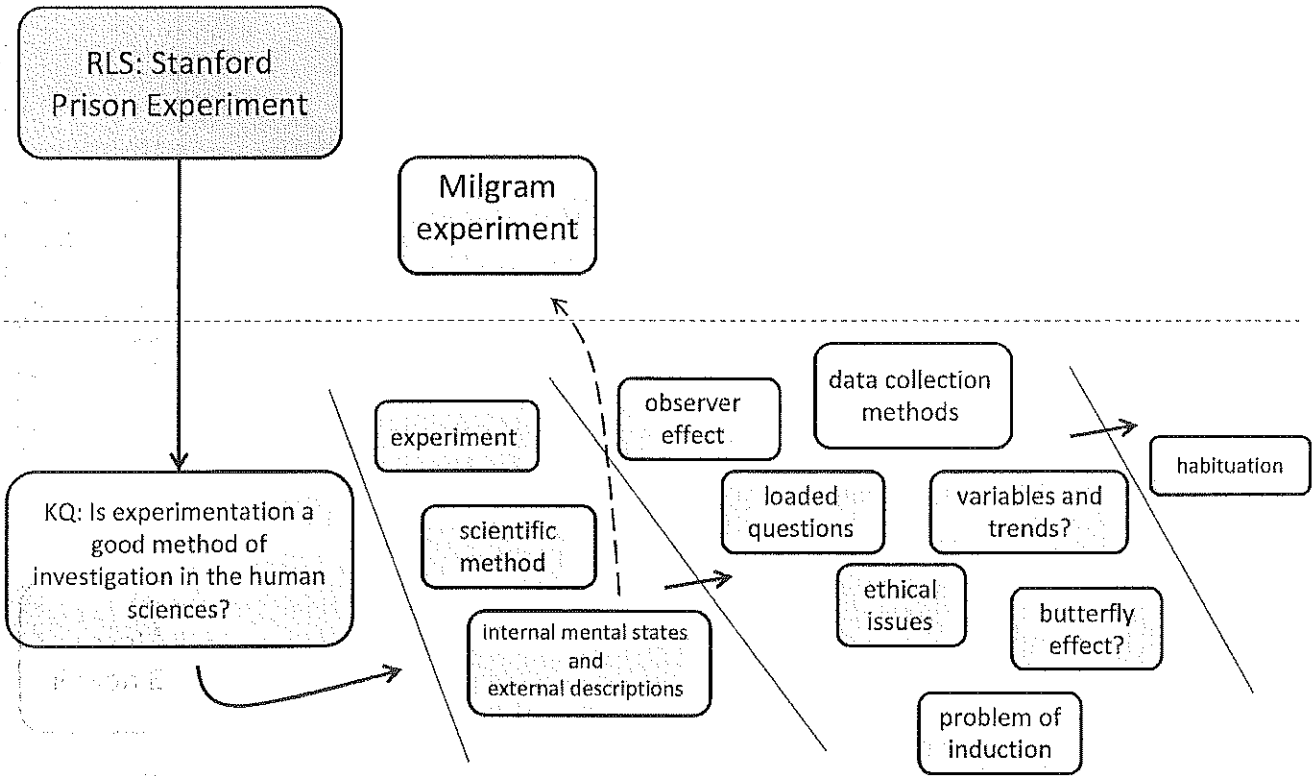


KQ: Is experimentation a  
good method of  
investigation in the human  
sciences?



4.1.1.1.1  
4.1.1.1.2  
4.1.1.1.3  
4.1.1.1.4

4.1.1.1.5  
4.1.1.1.6  
4.1.1.1.7  
4.1.1.1.8



"...inmate, Palo Alto, prison, guard, stress, office of naval research, obedience..."

18'20"

RLS: Stanford Prison Experiment

Milgram experiment

Zimbardo's role  
backgrounds of participants  
stress  
assumption of universality

psychology?  
economics?

KQ: Is experimentation a good method of investigation in the human sciences?

experiment

observer effect

data collection methods

habituation

scientific method

loaded questions

variables and trends?

ethical issues

butterfly effect?

internal mental states and external descriptions

problem of induction

"...experiment, systematic, variable, induction, observer effect, generalisation, assumption..."

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Handwritten notes in the bottom left corner, including the word "variable" and some illegible scribbles.

Handwritten notes in the bottom left corner, including the word "induction" and some illegible scribbles.



**Presentation planning document**

Submit to: your TOK teacher

Both sides of the form must be complete.

Candidate name:

Candidate name:

Exemplar #2

Candidate name:

Title of presentation: The Ugly Truth: Provisional Sciences

Date: May 2012

**Describe** your real life situation

The fall of the geocentric model depicts the theory of which celestial bodies moved relative to the position of the earth until the Copernican revolution sparked the establishment of the heliocentric model.

**State** your central knowledge question (this must be expressed as a question)

If all scientific knowledge (natural sciences) is subject to change, to what extent can we justify our beliefs in the scientific knowledge we possess?

**Explain** the connection between your real life situation and your knowledge question

Our knowledge question explores the notion that if what we know in the sciences today changes then what is the point of learning them and thus are sciences truly provisional. We also intend to explore the paradigm shift from geocentrism to heliocentrism which would explain how science progresses as well as how and whether it is justified or not.

**Outline** how you intend to develop your presentation, with respect to perspectives, subsidiary knowledge questions, arguments, etc. Responses below can be presented in continuous prose, bullet point, or diagrammatic form.

Introduce real life situation, explain it and draw from it, the knowledge question. Explain the relevance of the knowledge question to real life situation.

State main points to be outlined in presentation (technology, sense perception and limitations, bias, paradigms and cumulative models in science)

We intend to discuss, elaborate and make links to real life situation and how it could possibly

answer the knowledge question

Our points will be based on both sides of the issue which is mainly determining how reliable and credible our means of justifying are in the scientific world and how the two models of scientific progression evolve around these means

A conclusion will be derived from the points elaborated on in the presentation and our knowledge question will be answered

**Show** how your conclusions have significance for your real life situation and beyond

We concluded that we can justify our beliefs in the scientific knowledge we possess to a large extent due to the availability of technology. Our real life situation is a perfect example of how technology enabled science to progress and how it justified Copernicus's claim. It also depicts how the progression of scientific knowledge relies on previous scientific doctrines thus they are important and serve as a stepping stone for new discoveries .

We also realized the scientific world is greatly respected and therefore information or discoveries made by scientists are quite easily accepted into society and therefore if all scientific knowledge was subject to change it would create a lot of controversy especially viewing the situation from the cumulative model of scientific progression.

Word count = 364

Score 5





Presentation planning document

Exemplar # 3

Session:

May 2015

School number:

School name:

- Please retain a copy of this form either using the **Save As** function or by printing a copy.

- After completing this form it must be printed and then signed by the teacher and candidate(s) to confirm the authenticity of the work.

Candidate name:

Candidate session number:

Candidate name:

Candidate session number:

Candidate name:

Candidate session number:

Title of presentation:

How can certain ways of knowing be used to justify the ethical implications of drug legality?

**CANDIDATE SECTION**

Candidate responses on this form must be limited to a maximum of 500 words. It is not permitted to exceed the two sides of the candidate section.

Describe your real life situation:

In 2001 Portugal decriminalized the use of all drugs and has since then seen a very significant decrease in the amount of drug users in the country.

State your central knowledge question (this must be expressed as a question):

How can certain ways of knowing be used to justify the ethical implications of drug legality?

Explain the connection between your real life situation and your knowledge question:

Since Portugal decriminalized drugs and treated the drug addicts as victims or patients in need of help rather than criminals the levels of addicts has gone down by a lot. Therefore using ethical implications and deductive reasoning you could say that since decriminalization has proven to work and for the benefit of everyone maybe it should be considered in more countries so that in the long run less people do drugs and more people are aware of it being a problem.

**Outline** how you intend to develop your presentation, with respect to perspectives, subsidiary knowledge questions, arguments, etc. Responses below can be presented in continuous prose or as bullet points:

- Portugal has successfully decreased the overall drug use through decriminalization
- The Netherlands have also done that to the amount of heroin users by giving it to addicts in hospitals for free
- This caused a paradigm shift because it caused yesterday's villain to become today's victim
- Treating addicts as patients that need help instead of as criminals does not marginalize them as much from society and gives them a chance to be more honest in order to get the help that they need
- Using ethics and a Utilitarianism approach we can say that the portugal example is a good option because it turned out to benefit the greater good, calculating consequences
- The intent of the legality would not be to encourage the use of drugs but to be able to treat the problem
- Arguing for prohibition: more accessible, society would no longer consider the danger plus it would remove the social stigma of illicit drugs
- Arguing legalization or decriminalization: government regulations, less "cool", it worked in the past
- Reasoning and logic and how the drug impact society
- How does religion, in the aspect of faith, impact the way people view drugs
- Moral implications of the drug
- Intuition and a pragmatic approach/perspective on the situation to round things up
- Conclusion

**Show** how your conclusions have significance for your real life situation and beyond:

The conclusion is that societies can learn from the past to make a solution for a big problem. No country has ever decriminalized and become overwhelmed with drug addicts, there has however been a country the did and had the opposite result, which is Portugal. Therefore we can know that treating drugs users as people in need of help is a way of making people realize what happens to frequent users. Don't make it illegal just because you don't like it, find a way to treat it so people get more educated.

I certify that the presentation and the above plan is my/our own work.

Candidate's signature:

Date:

17NOV2014

TEACHER SECTION

Enter your mark (0-10) for this presentation:

4

Provide comments to support your assessment of the presentation:

This presentation did identify a Knowledge Question, and a Real Life Situation, and the link between the two was reasonably convincing. The Knowledge Question was perhaps slightly too specific but it was explored making use of a range of TOK ideas. Understanding was shown of underlying frameworks such as paradigm shifts and the role of language in creating prejudice and stereotypes, while also contributing to shared knowledge, but these were not always fully developed. There was also a reasonably well developed understanding shown of the Ethics Framework, when it was shown how a utilitarian perspective could be used to support decriminalization. There was some evidence of how Reason could be used to respond to the Knowledge Question/RLS with an examination of the role of deductive reasoning, and a mention of the problems caused by informal reasoning. However, in both cases, the discussion of reason was rather vague - the links being made between the discussion and the RLS were not very well developed. Moral and political implications of the RLS were touched on - including how not making drugs legal has implications for freedom of choice and the knowledge imparted by authority. The attempt to include faith/religious knowledge as a framework was very poorly done. While there were moment of 'good' TOK evident throughout the presentation, every so often it did descend into arguments for and against the legalizaton of drugs. The presenter was conscious of this, and raised the level up to TOK regularly, but in general this was a Basic rather than a Satisfactory presentation.

I certify that the plan and the presentation were, to the best of my knowledge, the work of the presenters named (with permitted teacher support).

Teacher's name:

Date:

Signature:



Presentation planning document

*exemplar #4*

Session: May 2015

School number:

School name:

*- Please retain a copy of this form either using the Save As function or by printing a copy.*

*After completing this form it must be printed and then signed by the teacher and candidate(s) to confirm the authenticity of the work.*

Candidate name:

Candidate session number:

Candidate name:

Candidate session number:

Candidate name:

Candidate session number:

Title of presentation: Induction: The Mother of All Problems

**CANDIDATE SECTION**

*Candidate responses on this form must be limited to a maximum of 500 words. It is not permitted to exceed the two sides of the candidate section.*

Describe your real life situation:

The real life situations that we will refer to in the presentation are: racial profiling in airports, emojis on facebook/social networking site, and vocal language

State your central knowledge question (this must be expressed as a question):

How much of our knowledge is based on generalizations?

Explain the connection between your real life situation and your knowledge question:

All three of our real life situations are based on generalizations - which are made via induction. The presentation aims to explore the inductive principle (in relation to the scientific method), its problems, and how nothing can actually be proved - and from there look at generalization (or stereotyping), a form of induction, and how it influences our lives in innumerable ways.

Outline how you intend to develop your presentation, with respect to perspectives, subsidiary knowledge questions, arguments, etc. Responses below can be presented in continuous prose or as bullet points:

Explore the inductive principle;  
Compare and contrast induction and deduction;  
Outline the problems of induction;  
These points will have references to: Bertrand Russell, David Hume, Nassim Nicholas Taleb, and Karl Popper.

The presentation will then:

Explore generalization as well as relate it to the inductive principle ;  
Discuss generalization in real life situations;  
Ask whether generalization is a 'good' thing;  
And conclude.

This section will focus on logic, and knowledge via experience.

Show how your conclusions have significance for your real life situation and beyond:

Our conclusion is that our knowledge is very much related to the generalizations that we make about people, situations, and environments. This is due to the fact that we nearly subconsciously relate certain appearances or objects with an idea/person - and think that is viable/correct for an infinite number of times. However, this is not always true; everyone thought that there were only white swans based on observation - but the black swan was soon found.

To follow-up question, 'Is generalization a good thing?', is very much based on the situation. Generalization has helped in innumerable cases (for example, that fruit is poisonous, therefore all fruits of that same plant must be poisonous) but has also offended many (ex. racial profiling). One must simply be careful in the given situation to generalize or no.

I certify that the presentation and the above plan is my/our own work.

Candidate's signature:

Date:

16/01/2015

Candidate's signature:

Date:

16/01/2015

Candidate's signature:

Date:

TEACHER SECTION

Enter your mark (0-10) for this presentation:

5

Provide comments to support your assessment of the presentation:

The presentation focused on whether we gain all of our knowledge from generalisations or not. It was well organized and did have potential but the connection between the knowledge question and their real life examples were not necessarily all that convincing. It was predictable and adequate conclusion which had some awareness of the significance of their arguments but lacked analysis.

I certify that the plan and the presentation were, to the best of my knowledge, the work of the presenters named (with permitted teacher support).

Teacher's name:

Date:

16/01/2015

Signature:



Presentation planning document

exemplar # 5

Session: May 2015

School number: [ ] School name: [ ]

- Please retain a copy of this form either using the Save As function or by printing a copy.  
- After completing this form it must be printed and then signed by the teacher and candidate(s) to confirm the authenticity of the work.

Candidate name: [ ] Candidate session number: [ ]  
Candidate name: [ ] Candidate session number: [ ]  
Candidate name: [ ] Candidate session number: [ ]

Title of presentation: How does knowledge effect choice?

CANDIDATE SECTION

Candidate responses on this form must be limited to a maximum of 500 words. It is not permitted to exceed the two sides of the candidate section.

Describe your real life situation:

A man or a woman is forced to chose between a spouse and a lover ( knowing that a lover is more of a an sexual outlet),

State your central knowledge question (this must be expressed as a question):

How does knowledge effect choice?

Explain the connection between your real life situation and your knowledge question:

In the scenario the man or woman is faced with a choice that can be heavily based on knowledge of legal issues (binding document), religious views, societal norms, peer response, financial impacts, mental health, and how it will effect their future. this shows how knowledge can shape our decision making.

Outline how you intend to develop your presentation, with respect to perspectives, subsidiary knowledge questions, arguments, etc. Responses below can be presented in continuous prose or as bullet points:

Explore the effects of knowledge when people make decisions, start with general context of choosing a path when it comes to a dim alley way or a well lit roadway. Move towards the context of love or Lust, and with some historical context (Cleopatra and Mark Anthony) and religious/mythological context. Talk about how decisions are made based on the logical factor, in both mathematical and emphatically (touch lightly), based on that knowledge, shift the topic back to the real life situation. then apply the knowledge and base it on today's circumstances and see what kind of choices are available for the man or woman. Comparing different examples of countries and social norms with rich and little divorce culture as a back ground, and come up with example outcomes and scenarios based on the examples.

Show how your conclusions have significance for your real life situation and beyond:

The topic can be a linked into general decision making and the process that people go through to make their choices, and with this understanding we can observe scenarios and come up with possible outcomes by synthesizing knowledge, or how people in the situation can synthesize their choice based on knowledge.

I certify that the presentation and the above plan is my/our own work.

Candidate's signature:	<input type="text"/>	Date:	<input type="text" value="November 11, 2014"/>
Candidate's signature:	<input type="text"/>	Date:	<input type="text"/>
Candidate's signature:	<input type="text"/>	Date:	<input type="text"/>



TEACHER SECTION

Enter your mark (0-10) for this presentation:

3

Provide comments to support your assessment of the presentation:

The Knowledge Question was far too general and the candidate got bogged down in a case study of divorce. An attempt was made to measure off a number of rather abstract-sounding examples against a felicific calculus, but the drawbacks of this approach were not really addressed. Decision theory in economics, psychology etc, was not touched upon and no other, contrasting, examples were explored.

I certify that the plan and the presentation were, to the best of my knowledge, the work of the presenters named (with permitted teacher support).

Teacher's name:

Date: 13/11/14

Signature:



Presentation planning document

*Exemplar #4*

Session:

May 2015

School number:

School name:

- Please retain a copy of this form either using the **Save As** function or by printing a copy.
- After completing this form it must be printed and then signed by the teacher and candidate(s) to confirm the authenticity of the work.

Candidate name:

Candidate session number:

Candidate name:

Candidate session number:

Candidate name:

Candidate session number:

Title of presentation:

Can our knowledge benefit from adopting a greedy life style?

**CANDIDATE SECTION**

Candidate responses on this form must be limited to a maximum of 500 words. It is not permitted to exceed the two sides of the candidate section.

Describe your real life situation:

My real life situation is about a man called Carl Icahn, a shareholder and investor. He was the source of inspiration for the character Gordon Gekko from the movie entitled "Wall Street" (1987). The character has this very famous quote "Greed is good". He argues how greed is good in economics and why humans should be greedy in order to succeed in life.

State your central knowledge question (this must be expressed as a question):

Can our knowledge benefit from adopting a greedy life style?

Explain the connection between your real life situation and your knowledge question:

I present the benefits our knowledge may gather from being greedy and argue why sometimes we shouldn't be. I analyze in depth the quote, bringing arguments for and against it. I mention that Gordon Gekko was strictly referring economically and life success regarding to wealth and power and that his quote should interpreted only as such. I contradict to the idea of being greedy in our personal private life, while I complete support when regarding to our professional life and knowledge.

Outline how you intend to develop your presentation, with respect to perspectives, subsidiary knowledge questions, arguments, etc. Responses below can be presented in continuous prose or as bullet points:

I make the comparison between greed presented as one of the seven deadly sins (from the Bible) and Gordon's Gekko quote "Greed is good". I bring arguments pro and con towards the quote. Moreover, I present the ways of knowing through which greed can be expressed and its connections with the area of knowledge "Ethics". I then add when and with whom we should be greedy and when not. I as well present another quote: "Give a man a mask and he will show his true face" (Oscar Wilde). Again, I make connections with a real life situation, just presenting how we are all greedy in a certain way at a certain time. I bring an example from my own experience to support my arguments. I make connections with how our personal knowledge benefit from being greedy and how we raise our chance for recognition at school, work etc. I present both sides of the idea of greed, coming up with the conclusion that greed is indeed good in certain conditions.

Show how your conclusions have significance for your real life situation and beyond:

My conclusion is that greed should be used in terms of professionalism (in school, work etc.), but not in private life (with friends, family etc.). I do agree with the quote "Greed is good", but deny it when regarding to our private life. I add my personal opinion to my presentation in order to give balance to analysis.

I certify that the presentation and the above plan is my/our own work.

Candidate's signature:	<input type="text"/>	Date:	<input type="text" value="12.12.2014"/>
Candidate's signature:	<input type="text"/>	Date:	<input type="text"/>
Candidate's signature:	<input type="text"/>	Date:	<input type="text"/>

TEACHER SECTION

Enter your mark (0-10) for this presentation:

4

Provide comments to support your assessment of the presentation:

The connection between the KQ + the situation was not convincing. Luca did not use sufficient TOK tools to analyse his KQ at all, and his over-reliance on personal opinion rather than analysis limited his grade.

I certify that the plan and the presentation were, to the best of my knowledge, the work of the presenters named (with permitted teacher support).

Teacher's name:

\_\_\_\_\_

Date:

10/1/15

Signature:

\_\_\_\_\_



Presentation planning document

*exemplar #7*

Session:

School number:  School name:

- Please retain a copy of this form either using the **Save As** function or by printing a copy.  
- After completing this form it must be printed and then signed by the teacher and candidate to confirm the authenticity of the work.

Candidate name:  Candidate session number:

Candidate name:  Candidate session number:

Title of presentation:

**CANDIDATE SECTION**

*Candidate responses on this form must be limited to a maximum of 500 words. It is not permitted to exceed the two sides of the candidate section.*

Describe your real situation:

Darwin's publication of 'On the Origins of Species' became the foundation of evolutionary biology, but also set in motion a stark response from the conservative religious encampment that continues to this day even when evidence upon evidence supports Darwin's evolutionary theory.

State your central knowledge question (this must be expressed as a question):

Is faith a less valid way of knowing than reason? If so, does religion bear less validity than science?

Explain the connection between your real life situation and your knowledge question:

The scientific caucus, who bases itself on reason finds itself once again in immediate battle with the religious fundamentalist camp who base their beliefs on faith and imagination. This conflict goes on even today and it raises the question of what authority one particular area of knowledge (Religious Knowledge systems) has to question another knowledge system based on different ways of knowing. This further raises the question of the validity of the religious knowledge system in regards to well tested and documented facts.

Outline how you intend to develop your presentation, with respect to perspectives, subsidiary knowledge questions, arguments, etc. Responses below can be presented in continuous prose or as bullet points:

Real Life Situation: The theory of evolution by natural selection and the evidence for it versus traditional religious knowledge systems

Defire Faith, Reason, Validity

Knowledge Question: Is faith a less valid way of knowing than reason? If so, does religion bear less validity than science?

Knowledge Claim: Reason is a more valid way of knowing and thus the knowledge in area of science is more valid than religious knowledge.

Counter Claim: Knowledge attained from faith can be complementary (completely separate) to scientific knowledge.

Rebuttal: The evidence for the metaphysical universe is based on faith. Faith is defined as belief based on spiritual conviction not evidence. This is paradoxical. Inconsistencies within spiritual beliefs.

Supporting Evidence: Galileo presented evidence contradicting the established religious knowledge of the Catholic Church. This resulted in Galileo being under house arrest for the rest of his life.

Supporting Evidence: The Vitruvian man is an example of the subjective values placed on a property that has been a consequence of human evolution. The idea of divinity in 'perfect' (chosen) ratios is purely derived from the pre-existing bias that man is the creation of god.

Conclusion: Reason is a more valid way of knowing and thus the knowledge in area of science is more valid than religious knowledge.

Show how your conclusions have significance for your real life situation and beyond:

Religious knowledge systems are incompatible with the scientific method purely due to the different ways of knowing used to attain them. This means in turn that religious institutions have no validity to question the conclusions drawn from scientific experiments or theories.

I certify that the presentation and the above plan is my/our own work.

Candidate's signature:

Date:

Candidate's signature:

Date:

TEACHER SECTION

Enter your mark (0-10) for this presentation:

Provide comments to support your assessment of the presentation

The documentation above does not make justice to the presentation given. The presentation provided insightful knowledge into the Natural sciences and Religious knowledge systems. The public opinion, outside the scope of the aforementioned AOKs, that there is an actual debate amongst this two AOKs were addressed and how this application is biased in its set-up. Perspective of knowledge acquisitions contingence on space and time were discussed and with relevant examples connecting back to the real life situation. Clear connections and conclusions were composed when arguing about the means of establish validity of reason and faith respectively with a comparative analysis thereof. It was an impressive and elaborate expose into the knowledge question at hand.

I certify that this presentation was, to the best of my knowledge, the work of the presenters named (with permitted teacher support).

Teacher's name:

Date:

Signature:

Presentation planning document

exemplar # 8

Session: May 2015

School number:

School name:

- Please retain a copy of this form either using the **Save As** function or by printing a copy.
- After completing this form it must be printed and then signed by the teacher and candidate(s) to confirm the authenticity of the work.

Candidate name:

Candidate session number:

Candidate name:

Candidate session number:

Candidate name:

Candidate session number:

Title of presentation:

The theories evaluation in connection to the missing MH370 flight

**CANDIDATE SECTION**

Candidate responses on this form must be limited to a maximum of 500 words. It is not permitted to exceed the two sides of the candidate section.

Describe your real life situation:

The Malaysian Airlines plane was lost when performing the flight MH370. None of the 239 passengers was found by the time of the presentation.

State your central knowledge question (this must be expressed as a question):

How do we judge the credibility of different theories?

Explain the connection between your real life situation and your knowledge question:

The disappearance of the whole plane full of people in the 21st century, has raised a lot of theories of what have actually happened on it. The lack of the information given out to general public as well information available for the investigators themselves (at least as far as we can know) made the creation of hundreds of different theories about this terrible accident. Some of the theories are close to absurd, some sound very realistic, but the majority of them has the right to exist. People try to rank the theories in order of their probability, but these lists are all different. So how do we know which one is the closest to truth?

Please turn over



Outline how you intend to develop your presentation, with respect to perspectives, subsidiary knowledge questions, arguments, etc. Responses below can be presented in continuous prose or as bullet points:

I will start with providing the brief information on the situation, then I will give the list of the theories of what have happened on the plane, including the most weird ones. Also I will ask the audience to try to evaluate the probability of each theory being true.

After defining the theory and introducing my knowledge question, I will talk about evidence, introduce two new knowledge questions: Most of the people are able to classify the evidence as strong or weak? How do we differentiate between strong and weak evidence?

Then I will look back at the theories and try to evaluate them looking at evidence.

After that I will introduce four more subsidiary questions: Do the number of people who agree that something is "true" qualify as evidence? To what extent does a probability of something happening affect our judgment? If there is little to no evidence, is there still a probability? Can we be certain that it is false? Do our beliefs about different theories and even theories themselves get affected by the emotions? If there is an evidence against the theory, can we be certain that it is false?

I will give my answer to this questions, for example I will say that relatives and friends of the passengers will want to believe in any theory that gives them a chance to see this people again, even more, they might create these theories themselves.

To conclude I will connect my knowledge question to other real life situations.

Show how your conclusions have significance for your real life situation and beyond:

The disappearance of MH 370 have raised a lot of theories, when you read some of them, for example that it was sucked into a black hole, you start laughing. We make this judgement without even noticing it ourselves, and I have concluded that this decision is based on different things. It is mostly based on the evidence, but also emotions, because we want to believe in something that is better for the passengers, on what other people agree with and on the statistical probability of this happening (as in the meteor strike theory).

Theories are used in many different areas of our lives. We use widely in all of the sciences. Probably, the most famous theory in sciences is atomic theory. If you look at its history, you can see how it developed over the years, based on the new evidence that was introduced, most of this evidence was the results of the experiments. Social sciences also use theories. We can also see how historians draw the conclusions about what have happened based on the evidence that they have, the older the event is, the less evidence they have, the bigger the probability of them not being right is. You can see how different history is taught in different cultures.

I certify that the presentation and the above plan is my/our own work.

Candidate's signature:	<input type="text"/>	Date:	<input type="text" value="June 2014"/>
Candidate's signature:	<input type="text"/>	Date:	<input type="text"/>
Candidate's signature:	<input type="text"/>	Date:	<input type="text"/>

TEACHER SECTION

Enter your mark (0-10) for this presentation:

5

Provide comments to support your assessment of the presentation:

I tried in vain to narrow the scope of this inquiry which struck me all along as having the potential to end up as largely descriptive with some TOK relevance, which is how it actually turned out.

I certify that the plan and the presentation were, to the best of my knowledge, the work of the presenters named (with permitted teacher support).

Teacher's name:

[Empty box for teacher's name]

Date: June 2014

[Empty box for date]

Signature:

[Empty box for signature]

## Additional guidance on TK/PPD instructions

The comments below provide advice regarding the completion of the Candidate Section and the Teacher Section of the TK/PPD.

### Candidate Section

- The TK/PPD is a planning document, a working document, it is not your full presentation. Therefore, the candidate section will not include everything you will say in the delivery of your presentation.
- What you will include in the TK/PPD are the concepts, ideas and connections you will be developing when you deliver your presentation.
- It is not enough that you understand what you are planning on doing. It is important that your teacher and the examiner understand your plan too. What you write must be clear to you and to them.

The comments below provide advice regarding the completion of the Candidate Section:  
Comments for each of the parts of the **Candidate Section**:

#### Describe your real-life situation

- The real-life situation may be one of local or global interest. Thus it may arise from your personal, school or community experience, or from national or world concerns. Choose a RLS that is clearly identifiable as a real situation.
- The real-life situation must be **real**, not hypothetical. Do not invent.
- You are asked for **one** real-life situation. Do not describe more than one. Other related real-life situations may be included in the outline section, not here.

#### State your central knowledge question (this must be expressed as a question)

- You must state a knowledge **question**. Make sure that you formulate it **in the form of a question**.
- Check that the knowledge question is **a) about knowledge b) an open question c) general**.
- **To check that a) your KQ is about knowledge**, try to reformulate it so that the word 'knowledge' or a version of 'to know' appears in it explicitly. Check that the target of the question is knowledge not a real-life situation. The question should be, for example, about ethics rather than being an ethical question. 'Is euthanasia wrong?' lies within ethics so is a first-order question. 'How can we evaluate the utility of the consequences of an action?' is a question *about* ethics; namely, about the methods of utilitarianism. This makes it a second-order question.

- To check that **b) your KQ is an open question**, see if it can have different answers. If it can have one definitive or correct answer, then it is not an open question.
- To check that **c) your KQ is general**, make sure that it does not refer to a specific example or your real-life situation.
- Remember that your TOK analysis, what you do in your presentation, will depend on the knowledge question.
- Questions within disciplines are not knowledge questions. This rules out questions such as 'Is X ethical?' or 'Is group therapy better than individual therapy?'
- Questions about how ethical knowledge *is produced, or acquired* or how knowledge in psychology *is produced, or acquired* are good knowledge questions.
- You are required to state your 'central knowledge question' in the singular. That means one knowledge question.

**Explain the connection between your real-life situation and your knowledge question.**

- You need to explain how your knowledge question is a question that arises from your real-life situation. That will show how they are connected.
- In other words, you need to explain how you go from the specifics of the real-life situation to asking a second-order question about knowledge.

**Outline how you intend to develop your TOK presentation in the context of your real-life situation. Include analysis of your main knowledge question and related knowledge questions as well as arguments and perspectives. Responses can be presented in continuous prose or as a list of points.**

- The outline must include the main points in the arguments you will present to answer your knowledge question.
- The main points are the ideas and concepts you are discussing.
- To explain the main points other supporting or related real-life situations and knowledge questions may arise.
- Listing or mentioning ways of knowing and areas of knowledge, or the knowledge framework, will not suffice. You need to give an outline of your ideas.
- The outline must contain actual content. Just writing what you will do in each step is of little use. For instance, "I will present my knowledge question" or "I will explain the connection with the RLS" are not actual content. They say nothing about the ideas, concepts and arguments which you will be developing in your presentation.



Show the significance of your conclusions with particular reference to your real-life situation and indicate how those conclusions might be relevant to other real-life situations

- Make sure that you actually state what your conclusions are, even in the form of bullet points.
- Ensure that your conclusions are *about knowledge* and **not** conclusions within a discipline or about the specific real-life situation. For example, a conclusion stating that 'experimenting with animals is wrong', is **not** a conclusion about knowledge and it is **not** a conclusion that can be generally applied to other real-life situations.
- Your conclusions should focus on how the analysis of your knowledge question has helped you gain a better understanding of your real-life situation and other related real-life situations.

### Teacher section

Provide brief comments to support your assessment of the presentation. These should include remarks on the extent to which the knowledge question was well formulated and connected to the real-life situation, and on the effectiveness of the arguments and TOK analysis.

- The main function of the TK/PPD is to establish the reliability of the teacher mark. Based on the evidence shown on the document, it is the examiner's job to determine if the teacher has applied the assessment instrument accurately and consistently.
- Therefore, some detail is required in this section. It should not, however, be either a rehashing of the assessment instrument nor of the presentation itself. What is required here is a connection between what the teacher saw in the presentation – specifically the TOK content – and the descriptors in the assessment instrument.
- This section should focus strictly on **justification** of the marks in relation to the assessment instrument.
- The TK/PPD is not an administrative requirement or a coversheet, but a working document which candidates are instructed to use to prepare and plan their presentation, with specific support from the teacher (see page 56 of the guide: "The role of the teacher"). It constitutes the presentation in its 'skeleton' form and should therefore provide evidence for what the presentation will include.
- The TK/PPD is a planning document, so candidates should work on the document by editing, adding, removing, improving it as they see fit. Teachers need to work with candidates and advise them regarding their presentation planning to make sure that candidates understand what exactly is expected in each section of their planning document.



Candidate personal code:

Session:

### Theory of knowledge presentation planning document

Title of presentation:

Indicate the duration of the presentation:  minutes

Indicate the number of participants in the presentation:

#### CANDIDATE SECTION

*Candidate responses on this document must be typed and limited to a maximum of 500 words for the whole of the Candidate section (not per field). It is not permitted to exceed the two sides of the candidate section.*

Describe your real-life situation:

On a paper published by Howard Wiseman in Nature Communications on the 24th March 2015 our real life situation is the recently found experimental proof for a Quantum Entanglement effect known as 'spooky action at a distance'. This effect was theorized way back in 1927 but no experimental proof was available. In spite of the idea not being termed as scientific fact, the theory gave birth do an entire branch of physics.

State your central knowledge question (this must be expressed as a question):

How much evidence does a knower need in order to accept an idea as knowledge?

Explain the connection between your real-life situation and your knowledge question:

Because of the lack of an experimental proof, the scientific community could not consider the idea of quantum entanglement and its implications as scientific fact because of the conventions of this knowledge framework. Yet, for some scientists a theoretical explanation and 'proof' for quantum entanglement was enough evidence to base their entire life's work on an idea that was 'unproven' and not considered scientific fact. The RLS shows the need for knowledge to be justified using evidence. This presentation explores the significance of 'evidence' when accepting an idea as knowledge.



Outline how you intend to develop your TOK presentation in the context of your real-life situation. Include analysis of your main knowledge question and related knowledge questions as well as arguments and perspectives. Responses can be presented in continuous prose or as a list of points:

Introduce knowledge question.

Definitions:

Evidence:

facts/information that indicates whether a notion/belief is true/valid.

Justification: The act of proving the validity or truth of a notion/belief

Knowledge: notion/belief that has been validated.

Claim (C): Evidence and justification is the basis of all developed knowledge.

Omphalos hypothesis: theory that the entire universe was created recently is disregarded due its lack of provability.

Counterclaim (CC): Knowledge can be developed from a belief and does not require evidence nor justification

Faith does not necessarily require evidence or justification

(answers the question what is the significance of evidence).

(C) 2: In different area of knowledge and different knowledge framework, different WOKs are given varying amount of importance in different aoks and different path are required.

(CC) 2: All production of knowledge follows a fixed path/pattern

In math it is reasoning, in science it is sense perception

(answers the question what form evidence must be in)

Definitions:

RLS Moon landing conspiracy theory

Justification:

Knowledge:

Show the significance of your conclusions with particular reference to your real-life situation and indicate how those conclusions might be relevant to other real-life situations:

Disciplines differ from each other and values different ways of knowing relatively more than others, therefore the method of producing and accepting knowledge requires different amount of evidence. An example would be the RLS used: experts in the field needed to conducting experiments in order to obtain raw data and observation which can be calculated. This also applies to other disciplines such as math, which values reasoning greater than other ways of knowing. Knowledge is accepted when it is the most simplified, and the one with the least amount of assumptions as it is the most accurately justified by the evidence or lack thereof (theorized by Occam's Razor).

RLS Moon landing conspiracy theory

Justification:

Knowledge:

Definitions:

RLS Moon landing conspiracy theory

Justification:

Knowledge:

Show the significance of your conclusions with particular reference to your real-life situation and indicate how those conclusions might be relevant to other real-life situations:

Disciplines differ from each other and values different ways of knowing relatively more than others, therefore the method of producing and accepting knowledge requires different amount of evidence. An example would be the RLS used: experts in the field needed to conducting experiments in order to obtain raw data and observation which can be calculated. This also applies to other disciplines such as math, which values reasoning greater than other ways of knowing. Knowledge is accepted when it is the most simplified, and the one with the least amount of assumptions as it is the most accurately justified by the evidence or lack thereof (theorized by Occam's Razor).

RLS Moon landing conspiracy theory

Justification:

Knowledge:

Definitions:

RLS Moon landing conspiracy theory

Justification:

Knowledge:

Definitions:

RLS Moon landing conspiracy theory

Justification:

Knowledge:

**TEACHER SECTION**

Enter your mark (0-10) for this presentation:

Provide **brief comments** to support your assessment of the presentation. These should include remarks on the extent to which the knowledge question was well formulated and connected to the real-life situation, and on the effectiveness of the arguments and TOK analysis.

Lisa presented her ToK presentation with another student in 17 minutes time. They presented a very clear explanation of their RLS and explained the key concepts thoroughly. The claims and counterclaims were supported with succinct but well-explained real world examples from other AoK's. The implications of their claims was discussed too. Overall, it was a discerning and lucid presentation.

**TEACHER SECTION**

Enter your mark (0-10)

Provide brief comments

which the knowledge question, arguments and TOK analysis

discerning and lucid presentation

well-explained real world examples

**Moderator comment:**

This is a very promising real life situation. The knowledge question is good, although it might have been sharper to restrict the scope to the knowledge community of the natural sciences. There is a very good link between the real life situation and the knowledge question. The outline section is a little uncritical in places, for example the Ways of Knowing seem to be treated individually/ slightly stereotypically. Nonetheless the analysis is entirely second order and there is evidence of investigation of different perspectives - excellent TOK. The conclusions section is a little generic, but it is clear that the candidates are penetrating down to the level of methodology. The teacher comments are rather generic, and are not entirely convincing of the teacher having made a reliable assessment. More specific detail is needed to help the moderator understand why the mark that has been awarded by the teacher has been justified. However, the student planning is compelling in this case, and on this basis there is felt to be enough evidence to support the teacher's mark of 9.