**Part 2: Presentation**

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

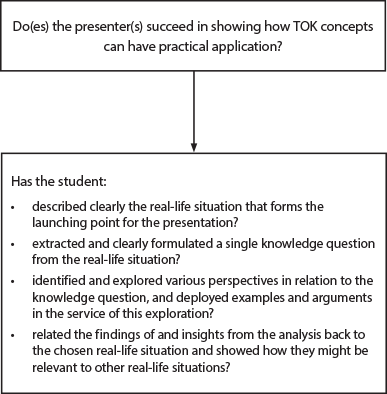


Figure 21

**TOK presentation assessment instrument**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Do(es) the presenter(s) succeed in showing how TOK concepts can have practical application?** | | | | | |
| Level 5  Excellent  9–10 | Level 4  Very good  7–8 | Level 3  Satisfactory  5–6 | Level 2  Basic  3–4 | Level 1  Elementary  1–2 | Irrelevant  0 |
| 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 the real-life situation, using *convincing* **arguments**, with *investigation* of *different* **perspectives**. The **outcomes of the analysis** are shown to be *significant to the chosen real-life situation and to others*. | The presentation is focused on a **knowledge question** that is *connected* to a *specified* **real-life situation**. The knowledge question is *explored* in the context of the real-life situation, using *clear* **arguments**, with *acknowledgment* of *different* **perspectives**. The **outcomes of the analysis** are shown to be *significant to the real-life situation*. | The presentation identifies a **knowledge question** that has *some connection* to a specified **real-life situation**. The knowledge question is *explored* in the context of the real-life situation, using *some adequate* **arguments**. There is *some awareness of the significance* of the **outcomes of the analysis**. | The presentation identifies a **knowledge question** and a **real-life situation**, although the *connection between them may not be convincing*. There is *some attempt* to explore the knowledge question. There is *limited awareness of the significance* of the **outcomes of the analysis**. | The presentation describes a **real-life situation without reference to any knowledge question**, or treats an abstract knowledge question **without connecting it to any specific real-life situation**. | The presentation does not reach the standard described by levels 1–5. |
| **Some possible characteristics** | | | | | |
| Sophisticated  Discerning  Insightful  Compelling  Lucid | Credible  Analytical  Organized  Pertinent  Coherent | Relevant  Adequate  Acceptable  Predictable | Underdeveloped  Basic  Unbalanced  Superficial  Derivative  Rudimentary | Ineffective  Unconnected  Incoherent  Formless |  |