**Part 2: Presentation**

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



Figure 21

**TOK presentation assessment instrument**

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| **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  |  |