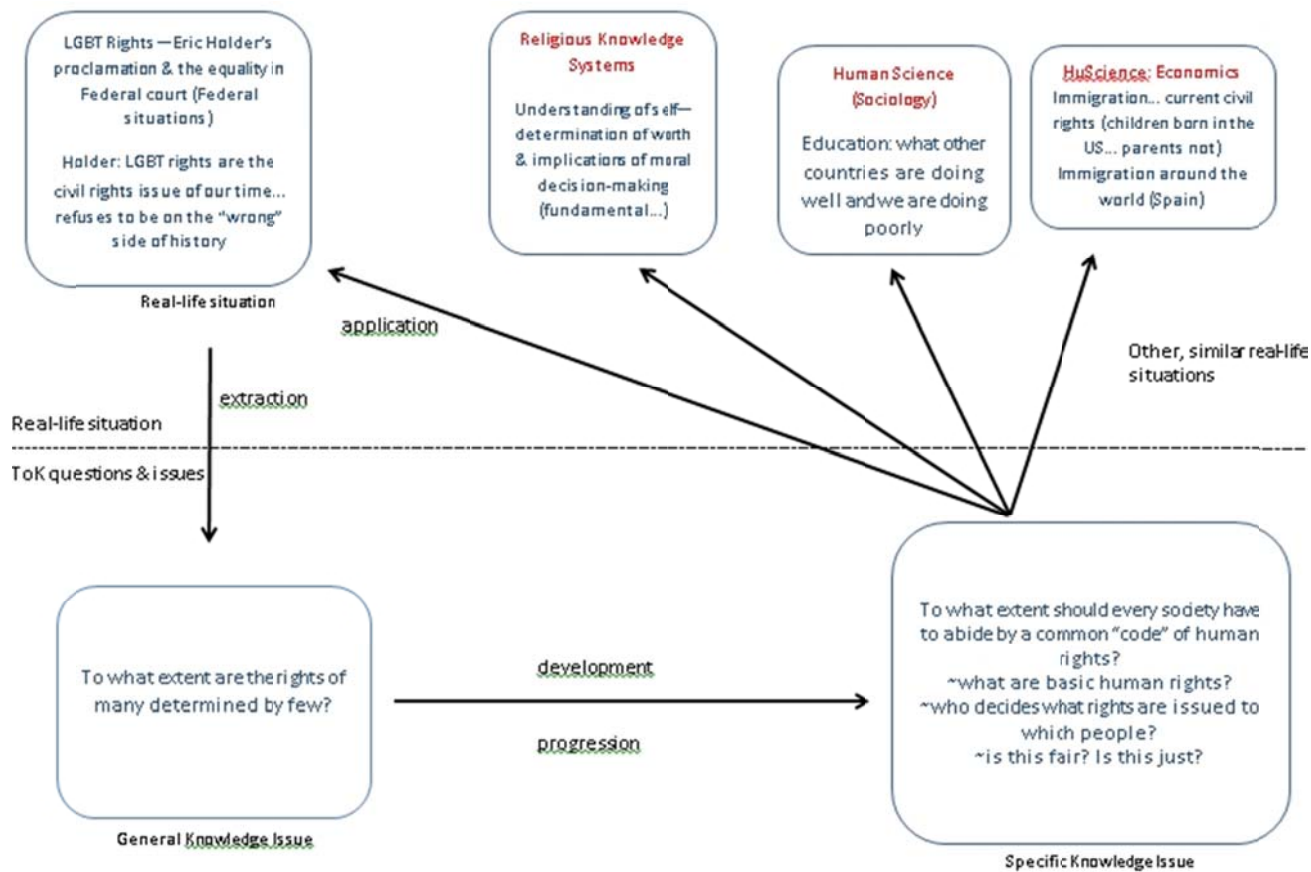


Global Impressions Marking for the Presentation:

Does the presenter succeed in showing how ToK concepts can have practical application?

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



Theory of Knowledge Presentation Assessment:

Do(es) the presenter(s) succeed in showing how ToK concepts can have practical application?

Level 5	Level 4	Level 3	Level 2	Level 1	
Excellent 10-9	Very Good 8-7	Satisfactory 6-5	Basic 4-3	Elementary 2-1	Irrelevant 0
The presentation is focused on a <i>well-formulated</i> knowledge question that is <i>clearly connected</i> to a <i>specified real-life situation</i> . The knowledge question is <i>effectively explored</i> in the context of the real-life situation, using <i>convincing arguments</i> , with <i>investigation of different perspectives</i> . The outcomes of the analysis are shown to be <i>significant to the chosen real-life situation and to others</i> .	The presentation is focused on a knowledge question that is <i>connected</i> to a <i>specified real-life situation</i> . The knowledge question is <i>explored</i> in the context of the real-life situation, using <i>clear arguments</i> , with <i>acknowledgment of different perspectives</i> . The outcomes of the analysis are shown to be <i>significant to the real-life situation</i> .	The presentation identifies a knowledge question that has <i>some connection</i> to a <i>specified real-life situation</i> . The knowledge question is <i>explored</i> in the context of the real-life situation, using <i>some adequate arguments</i> . There is <i>some awareness of the significance of the outcome of the analysis</i> .	The presentation identifies a knowledge question and real-life situation , although the <i>connection between them may not be convincing</i> . There is <i>some attempt</i> to explore the knowledge question. There is <i>limited awareness of the significance of the outcomes of the analysis</i> .	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 (differentiated by level)					
Sophisticated Discerning Insightful Compelling Lucid	Credible Analytical Organized Pertinent Coherent	Relevant Adequate Acceptable Predictable	Underdeveloped Basic Unbalanced Superficial Derivative Rudimentary	Ineffective Unconnected Incoherent Formless	