

TOK Presentation Checklist

In order to help you produce the best possible TOK presentation, here is a checklist for you to run through so that you can iron out any silly mistakes / obvious omissions yourself before you present. It may be a good idea to find a friend to present to who can mark you using this checklist. You can then return the favour!

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Stages 1 & 2: Real Life Situation and Extracting Knowledge Question			
There is a clear, specific real life situation outlined at the start of my presentation and the audience are given enough background information to understand what is going on. The RLS comes from the news or from my own academic experiences / life.			
I extracted a clear knowledge question from the RLS. The question is general, not too closely tied to the RLS and refers explicitly to knowledge, e.g. 'How can we choose between competing knowledge claims in history?' 'What roles do emotion and reason play in the scientific method ?' 'Is there any knowledge which it is too dangerous to pursue?'			
There is a clear link between the knowledge question and the real life situation and I have explained this link to the audience.			
Stage 3: Exploration of Knowledge Question from Different Perspectives			
I focus explicitly on knowledge throughout my exploration of the question and my presentation tells the audience something about how knowledge works in the different WOKs or AOKs.			
I have explored (at least two) different perspectives on my knowledge question. Different perspectives could mean comparing how two people who come from different cultures, religions or backgrounds might answer this question differently. However, an alternative way of doing this may be contrasting the perspectives of two different economists, mathematicians, art critics or philosophers of science. Another alternative would be to compare how this issue could be approached from the perspective of two different AOKs. For example, what counts as proof from the perspective of the Natural Sciences, vs. what counts as proof from the perspective of Maths.			
I have been careful to avoid generalisation, e.g. saying things like all men / Samoans / obese people / scientists / animal rights activists / mathematicians will feel a certain way. One good way to do this is to link each general perspective (e.g. the natural science perspective) to a particular thinker or scientist who represents this view.			
I have included clear links back to my original real life situation and new examples. This might be done by considering how representatives from each perspective will answer the knowledge question in the case of the original real life situation and how they might use new real life situations to support their position. A more sophisticated way to do this would be to explore the implications or consequences that a given perspective on the original real life situation would have in a new RLS. For example, if I am against homosexuality (original RLS) because I think it is 'unnatural' then do I also have to object to the use aeroplanes and cars, Pepsi, clothes and iPods (new RLSs) as these are unnatural too?			
I have explored each perspective thoroughly and considered what people may say against it and how a representative of that perspective might respond to these counterclaims.			
I have included some original arguments and examples (possibly including personal examples from my academic life) that make it clear that I have thought about this issue for myself and have applied what I have learnt in TOK to new issues outside of class.			
I end each section of my essay with a clear summary of the argument so far, how this links back to the original RLS and why the answer suggested in that summary might be significant.			
Stage 4: Conclusion			
I have offered an overall answer to my knowledge question. This may involve siding with one perspective over another or finding some sort of balance where I appreciate that perspective 1 seems to capture the truth in some situations while perspective 2 captures the truth in others.			
I have considered the implications of my overall answer and explained its significance.			
I have presented in a way that makes it clear that I am personally engaged and interested.			
My presentation is about 10 minutes long or 10 minutes per person in a group.			