**Presentation Planning Document—Revision**

Please observe the following requests from examiners:

* Double space and use 12 pt font—Times New Roman or Ariel is preferred
* Maximum 500 words
* Type your answers in WORD first, ensure you check the word count, then copy and paste into the CORRECT TKPPD document.

**Please read the following notes prior to revising your TK PPD**

The TKPPD has a two-fold purpose. Firstly, and as indicated by its name, presentation

planning document, it is meant to be used for preparation and planning. As such it is intended

to aid the candidate in the planning of the presentation by giving the candidate direction

through the different parts of the candidate section. A well-planned presentation will be a good

one; a badly-planned presentation will most likely be a bad one Secondly, it is used by

examiners to moderate the teacher’s assessment. Therefore, all content that needs to be in

the delivery of the presentation should be on the TK/PPD. Despite knowing this some

candidates made very little effort to complete the document clearly and appropriately. The two

purposes demand flow and clarity of the TOK analysis to be demonstrated in the document.

Examiners cannot guess what may have been meant and there must be evidence in both the candidate section and the teacher’s comments section for the mark awarded by the teacher.

When that is not the case examiners have to moderate marks accordingly.

Some specific recommendations regarding the TK/PPD are made below following what was

viewed this session:

* **Describe your real-life situation**

-The requirement is for ONE real-life situation to be described.

-The real-life situation should be substantive and concrete. From such a real-life situation it is

possible and easier to extract a knowledge question. Some candidates seemed to find it

difficult to use something real and resorted to inventing situations which were usually

superficial. Lengthy descriptions are ineffective.

-This is an example of a concrete real-life situation which is clearly and sufficiently described:

*A 14-year old boy in USA took his homemade clock to school to show his teacher. He was*

*arrested on suspicion that it was an explosive device. When it was proven that it was indeed*

*just a clock he was released, The boy is Muslim and his name is Ahmed Mohamed.*

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

-The requirement is for ONE knowledge question to be stated. The instruction is for ‘your’

knowledge question. Therefore, candidates must extract their own knowledge questions from

their real-life situations.

-It is not permitted to use prescribed title questions in any form as knowledge questions.

Therefore, presentations which use them cannot be awarded any points.

-Knowledge questions are second-order questions. This means, as stated in the TDK guide

(p.20), that ‘instead of focusing on specific content they focus on how knowledge is

constructed and evaluated’. Candidates must pay particular attention to that focus and ensure

that the knowledge question which they extract from their real-life situation is a second-order

question. Questions such as ‘what ethical considerations justify the possession of firearms?’

or ‘to what extent is it ethical to prevent immigration by refugees from troubled areas?’ are not

second-order questions because they focus on ethics, not on knowledge. Their answers will

consider ethical dilemmas, not knowledge. There were many presentations with questions

similar to these and candidates must be wary of choosing ethical topics for their presentations.

-Candidates (and their teachers) should always have in mind that a knowledge question must

be open, general and about knowledge. Furthermore, questions should

not be so broad that they are unanswerable (e.g. ‘what is art’?).

-This is the knowledge question which was extracted from the real-life situation above. It is a

second-order question so it serves as a good example:

*On the basis of what knowledge and evidence do we form our cultural beliefs?*

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

-Many candidates found it difficult to do what is required here. What is needed is an explanation

of why their central knowledge question is raised from their main real-life situation. Extracting

a knowledge question from a real-life situation should not be forced. The knowledge question

should be the question about knowledge which one may ask oneself in the context of that reallife situation. All too often candidates repeated their real-life situation and their knowledge

question here or started to tell what would be included in the presentation. The connection

was thus not explained. Using the example above, this is how the candidate in the example above explained the connection between her real life situation and her knowledge question:

*A cultural belief that all Muslims (especially if called Mohamed) are terrorists is shown in my*

*real-life situation and it probably comes from knowledge and evidence of very few and very*

*selected incidents (those involving Muslims). Here it is a negative stereotype made stronger*

*by fear (emotion) and people usually don’t think of on what basis they hold their beliefs. That*

*made me ask my knowledge question.*

* **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.**

-The outline does not fulfil its purpose if it presents the structure rather than the ideas that will

be used. A list of headings or of questions is not an outline, The outline is for a TOK

presentation, therefore TOK concepts and TOK terminology must be used.

-The outline must present the ideas that will be developed ‘with respect to perspectives, related

knowledge questions (previously referred to as “subsidiary knowledge questions), arguments’

—that is compulsory. It is a TOK presentation, therefore the outline must refer to second-order,

not first order, claims and questions.

-It is a cause of concern that many candidates do not complete this section with enough detail

to allow the examiner to see how the real-life situation has been analysed using the tools of

TOK. Also of concern is the number of candidates who thought that many real-life situations

had to be considered in depth, thus reducing the room available for what should be the focus

of the outline.

* **Show how your conclusions have significance for your real-life situation and to others**

-Conclusions must be drawn. Candidates must show how their arguments progressed and what

judgements they have reached. In doing so, they will show how consideration of the KQ was

meaningful to their RLS, but also to other situations. Both parts of the instruction must be

answered. Many candidates ignored the “and to others” instruction.