

## Assessment outline

### First assessment 2015

The assessment model in theory of knowledge (TOK) has two components, both of which should be completed within the 100 hours designated for the course.

Both the essay and the presentation are assessed using global impression marking. The essay contributes **67%** of the final mark and the presentation contributes

## Assessment details

### Nature of assessment tasks

The two assessment tasks, the essay and the presentation, both have at their centre reflection on knowledge questions, but this reflection is demonstrated differently in each. The emphasis in the TOK presentation is on demonstrating an understanding of knowledge at work in the world, and is in a sense an extensive TOK reflection on a single example (the ref1 ( ) (e) --2.9 (1) -12.957 (i) -2.5 -12.3 (i) 3 (s) -6.4 (e) -1 -22h2(((e) -14.r) -6 (957 -2) -817.3 (o)).

## The role of the teacher

In relation to the student's essay on a prescribed title, the teacher has three principal responsibilities:

- to encourage and support the student in the writing of the essay
- to provide the student with advice on and guidance about the skills needed
- to ensure that the essay is the student's own work.

These responsibilities should be met through the following interactions.

1. The student should **discuss the prescribed titles** with the teacher, although the final choice remains with the student who should be encouraged wherever possible to develop his or her own ideas.
2. After choosing the title and unpacking/developing ideas in relation to it, the student may present his or her work (an **exploration**) to the teacher in some written form. For example, this might resemble a set of notes and ideas, with tentative connections drawn between them, spread over a large piece of paper. Discussion with the teacher should subsequently allow the student to create a **plan** in which

Students are expected to use a standard style and use it consistently so that credit is given to all sources used, including sources that have been paraphrased or summarized. When writing text a student must clearly distinguish between their words and those of others by the use of quotation marks (or other method such as indentation) followed by an appropriate reference that denotes an entry in the bibliography or works cited. The title “bibliography” or “works cited” depends on the referencing style that has been chosen. If an electronic source is cited, the date of access must be indicated.

Students are not expected to show faultless expertise in referencing, but are expected to demonstrate that







Assessment details





## Assessment instruments

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Presentation moderators will similarly endeavour to reach a holistic judgment based on the responses of the student(s) and teacher on the TK/PPD form.

The markbands for each assessment task in effect represent a single holistic criterion applied to the piece of work, which is judged as a whole. The highest descriptor levels do not imply faultless performance and







