

How to fill out your presentation planning document (PPD)

How best to fill out your form to make sure the moderator confirms your teacher's mark

Session

This will either be 'May' or 'November' followed by the year you're taking the course, e.g. 'May 2016'.

Title of presentation

The title doesn't matter too much. Many students just use the knowledge question (KQ).

Describe your real-life situation (RLS)

Don't spend too many words giving needless description. Describe to the moderators those elements of the RLS that are relevant to the analysis you are setting up. The real challenge isn't how you describe the RLS, but the choice of RLS. Choose something you are interested in and something from which you can clearly extract a genuine knowledge issue. Don't 'make up' an RLS.

You might also (depending on word count) describe where you encountered the RLS. Did you read an article? Did you see it on the news? In a textbook? During your internal assessment?

State your central knowledge question

This must be expressed as a question and KQs have to be focused on knowledge, not some interesting question within a discipline. It should be 'decontextualised' from the specifics of the RLS and it should be focused on genuine knowledge concepts.

Explain the connection between your RLS and your KQ

This is where your moderator will see your first genuine analysis. Do not leave it up to the moderator to work out the connections between the KQ and the RLS — you must explain how they are connected. Explain how you get from the specifics of the RLS to the abstract question about knowledge.

Outline how you intend to develop your presentation, with respect to perspectives, subsidiary knowledge questions, arguments etc. Responses can be presented in continuous prose or as bullet points

In cases where KQs are poorly formulated, the 'Outline' section can save the whole process.

The most important thing is that you need to show the moderators genuine content. Don't just say 'I will develop the KQ' or 'I will explore history as an area of knowledge (AOK)': you must tell the examiner what that development will be or exactly what you will be saying about that AOK. The moderators must see your thinking in writing, but briefly. You shouldn't be writing out your script, but you should be telling the moderators what your ideas are.

One way you might do this is to try to write down in a sentence the subsidiary conclusions you arrived at during your analysis. For each of these you could include a sentence or two to explain and develop.

For this reason you must do some genuine planning ahead of time, then summarise that planning here.

Show how your conclusions have significance for your RLS and to others

Here you again need to show genuine content. 'I will now discuss my conclusions' is not something a moderator can use to get a sense of the quality of the presentation.

Here you wrap up the main themes of the presentation and clearly identify the *outcomes* (those ideas which you are arriving at after a careful analysis). Because the main analysis of the knowledge involved has been decontextualised from the RLS, this is where you place the RLS back into the context of the KQ. How does what you have discovered about knowledge help you to understand the original RLS?

Also, because your analysis has been an abstract exploration of knowledge, you can show how the conclusions you arrived at can help you understand some other RLS, or the RLS in a wider context. Good presentations often identify slightly different RLSs that are related but that can be used to draw out slightly different points.

Teacher section

This section is really the whole point of the exercise. The IB moderators (see p. 42) need to see that the teachers are marking correctly, so the teacher's role here is to justify the mark he or she has placed in the box. The student's section is to support the moderator's judgements of the teacher's mark.

Teachers must show their thinking (just like they ask their students to do). They must include far more than just a narrative of the student's presentation or more than just language from the assessment description. Good comments will include specific reference to what the student has said, and link that directly to aspects of the assessment criteria. The moderators want to know how the teacher is applying the criteria, so a genuine evaluation of the presentation is required. Teachers should explain what it is about the presentation that fits with the level descriptor and might even explain why they haven't given a higher or lower mark.

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