

Criteria A: Knowledge Issue(s) (10 points)

Is/are the problem(s) of knowledge implied by the prescribed title recognized and understood, and prominently maintained throughout the essay?

The phrase “problems of knowledge” refers to possible uncertainties, biases in approach to knowledge or limitations of knowledge, and the methods of verification and justification appropriate to the different Areas of Knowledge. If appropriate, intermediate points (1,3,5,7 and 9) may be awarded by the assessor.

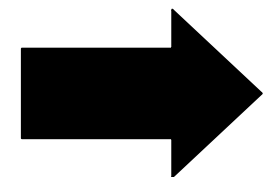
10	8	6	4	2	0
The candidate has: an excellent recognition and understanding of the problem(s) of knowledge implied by the book selected; the development of ideas is consistently relevant to the themes of the book, and to Biology and TOK in general; it is a balanced, purposeful inquiry, and reflects the voice of the candidate.	The candidate has: a good recognition and understanding of the problem(s) of knowledge implied by the book selected; the development of ideas is consistently relevant to the themes of the book, and to Biology and TOK in general; it is a balanced inquiry, and reflects the voice of the candidate	The candidate has: a satisfactory recognition and understanding of the problem(s) of knowledge implied by the book selected; the development of ideas is generally relevant to the themes of the book, is a balanced inquiry, and, for the most part, reflects the voice of the candidate.	The candidate has: a poor recognition and understanding of the problem(s) of knowledge implied by the book selected; the development of ideas is generally irrelevant to the themes of the book.	The candidate has: a very poor recognition and understanding of the problem(s) of knowledge implied by the book selected; the development of ideas is irrelevant to the themes of the book.	The candidate has: not recognized any problem(s) of knowledge implied by the book selected.

Criteria B: Quality of Analysis (10 points)

Do the analysis, and the treatment of counter-claims, show critical reflection and insight in addressing the problem(s) of knowledge?

If appropriate, intermediate points (1,3,5,7 and 9) may be awarded by the assessor.

10	8	6	4	2	0
The candidate: demonstrates: an excellent level of critical reflection and insight; the discussion is detailed, and the arguments are logically valid; the main points are cogently justified and evaluated, and there is effective acknowledgment of their implications; counter-claims are identified and thoroughly evaluated.	The candidate demonstrates: a good level of critical reflection and insight; the discussion is detailed, and the arguments are logically valid; the main points are justified and evaluated, and there is acknowledgment of their implications; counter-claims are identified and evaluated.	The candidate demonstrates: a satisfactory level of critical reflection and some insight; the discussion is adequately detailed and, in general, the arguments are logically valid; the main points are justified and evaluated, and there is acknowledgment of their implications; counter-claims are identified.	The candidate demonstrates: a poor level of critical reflection; the discussion is generally superficial, or the arguments are logically invalid; some of the main points are justified and evaluated, but there is little acknowledgment of their implications.	The candidate demonstrates: a very poor level of critical reflection; the discussion is entirely superficial or the arguments are logically invalid; the main points are not evaluated, and there is no acknowledgment of their implications.	The candidate demonstrates: no concern with the problem(s) of knowledge implied by the prescribed title.



Criteria C: Breadth and Links (10 points)**Does the essay reflect an awareness of different Ways of Knowing and different Areas of Knowledge, and of how they may be linked?**

The terms “Ways of Knowing” and “Areas of Knowledge” refer to the elements of the TOK diagram. This is not to discourage reference to elements that do not feature on the diagram and that may be equally relevant and appropriate. The word “across” here denotes links and comparisons across elements in the same radial section of the diagram. The word “between” here denotes links and comparisons between elements in different radial sections of the diagram.

****Hint: Check out MsChien’s “Habits of Mind” to help to with this part, especially “points of view”, and “Alternatives”****

5	4	3	2	1	0
The candidate demonstrates: an excellent level of awareness of different Ways of Knowing and different Areas of Knowledge; effective links and comparisons are drawn across and between them.	The candidate demonstrates: a good level of awareness of different Ways of Knowing and different Areas of Knowledge; appropriate links and comparisons are drawn across and between them.	The candidate demonstrates: a satisfactory level of awareness of different Ways of Knowing and different Areas of Knowledge; appropriate links are drawn either across or between them.	The candidate demonstrates: a poor level of awareness of different Ways of Knowing and different Areas of Knowledge; some links are drawn either across or between them, but these are not always appropriate.	The candidate demonstrates: a very poor level of awareness of different Ways of Knowing and different Areas of Knowledge; links are attempted but are inappropriate.	The candidate demonstrates: no awareness of different Ways of Knowing and different Areas of Knowledge.

Criteria D: Structure, Clarity and Logical Coherence (5 points)**Is the essay structured, clear and logically coherent?**

If the essay is of fewer than 1200 words or exceeds 1600 words in length, zero will be awarded for this criterion.

This criterion is not intended to assess linguistic skills. Rather, it is intended to assess the extent to which the main ideas are clearly and coherently conveyed in an appropriately structured form.

5	4	3	2	1	0
The essay is: excellently structured, with a concise introduction, and a clear, logically coherent development of the argument leading to an effective conclusion; concepts and distinctions are succinctly defined and clarified.	The essay is: well structured, with a concise introduction, and a clear, logically coherent development of the argument leading to a conclusion; concepts and distinctions are defined and clarified.	The essay is: satisfactorily structured, adequately clear and logically coherent enough to convey the main points.	The essay is: poor in its structure, clarity and logical coherence.	The essay is: very poor in its structure, clarity and logical coherence.	The essay is: unstructured, unclear or logically incoherent or has no relevance to the prescribed title.

Criteria E: Examples (10 points)**Is the essay well supported by appropriate examples drawn from a variety of sources?**

5	4	3	2	1	0
The candidate uses: excellent (consistently appropriate and effective) examples, drawn from a wide variety of sources, to illustrate succinctly the main points of the argument; the examples reflect a high degree of scientific thought and multiple points of view.	The candidate uses: good (consistently appropriate) examples, drawn from a variety of sources, to support the main points of the argument; the examples reflect a degree of scientific thought and multiple points of view.	The candidate uses: satisfactory (generally appropriate) examples, drawn from a variety of sources, to support the main points of the argument.	The candidate uses: poor (rarely appropriate) examples, drawn from a limited variety of sources, to support the main points of the argument.	The candidate uses: very poor (or inappropriate) examples, drawn from narrow sources, not supporting the main points of the essay.	The candidate uses: no examples relevant to the prescribed title.