

TOK Essay Marking Grid

	1-2	3-4	5-6	7-8	9-10
Understanding Knowledge Issues <i>Does the essay demonstrate understanding of knowledge issues relevant to the question? Does it demonstrate an awareness of the connections between knowledge issues, AoKs and WoKs</i>	The essay includes very little treatment of knowledge issues that are relevant to the prescribed title and demonstrates little understanding of them. If present, AoKs and or WoKs are merely mentioned	The essay includes some treatment of knowledge issues that are relevant to the prescribed title and demonstrates a rudimentary understanding of them. Some links to AoKs and / or WoKs have been attempted but they are largely ineffective	For the most part the essay treats knowledge issues that are relevant to the prescribed title, and demonstrates some understanding of them. Some effective links are drawn between AoKs and/or WoKs	The essay consistently maintains as its focus knowledge issues that are relevant to the prescribed title. Effective links and some comparisons between AoKs and / or WoKs are drawn, so that the essay demonstrates a good understanding of the knowledge issues under consideration	The essay consistently maintains as its focus knowledge issues that are relevant to the prescribed essay title. Effective links and some comparisons between AoKs and / or WoKs are elaborated, so that the essay demonstrates a sophisticated understanding of the knowledge issues under consideration.
Knower's Perspective <i>To what extent are relevant knowledge issues connected to the student's own experience as a learner. How aware is the student that their perspective has been influenced by their schooling and upbringing and is just one among many perspectives</i>	The essay shows no evidence of independent think about the relevant knowledge issues. There is limited personal engagement with the knowledge issues and no attempt to acknowledge or explore different perspectives. There are no appropriate examples	The essay shows very little evidence of independent thinking about the relevant knowledge issues. There is some personal engagement with the knowledge issues. Different perspectives may be mentioned but there is no attempt to explore them. Examples chose and are sometimes appropriate	The essay shows some evidence of independent thinking about the relevant knowledge issues. The student has shaped the essay in a way that shows personal engagement with the knowledge issues. There is an awareness that different perspectives may exist, although there may be little attempt to explore these. Examples chosen are appropriate, although there may be little variety in their sources	The essay shows adequate evidence of independent thinking about the relevant knowledge issues. The student has shaped the essay in a way that shows thoughtful, personal engagement with the knowledge issues and some self-awareness as a knower. There is an acknowledgement of different perspectives and some attempt to explore these. Examples chosen are effective, with some variety	The essay shows much evidence of independent thinking about the relevant knowledge issues. The student has shaped the essay in a way that shows both a personal, reflective exploration of the knowledge issues and significant self-awareness as a knower. There is serious consideration of different perspectives and some attempt to explore these. Examples chosen are varied and effectively used
Quality of Analysis <i>Are the main points of the essay justified? Are the arguments logical and persuasive? Have counterclaims been considered? Are the implications and assumptions of the essay's argument identified?</i>	There is no inquiry into knowledge issues, only description. There are very few attempts at justifying the main points of the essay. There is very little evidence of any awareness of counterclaims	The inquiry partly explores, but largely describes, knowledge issues. There is some justification of main points and some coherent argument. Counterclaims are implicitly identified	The inquiry explores knowledge issues. Most points are justified; most arguments are coherent. Some counterclaims are considered	The inquiry explores with some insight, in some depth and / or detail, knowledge issues. All, or nearly, all, main points are justified and arguments are coherent. Counterclaims are explored. Implications of the essay's argument are identified	The inquiry explores with a high degree of insight, in considerable depth and / or detail, knowledge issues. All main points are justified and arguments are coherent and persuasive. Counterclaims are explored and evaluated. Implications and underlying assumptions of the essay's argument are identified
Organisation <i>Is the essay well structured? Is the language clear with key terms well defined? Have factual inaccuracies been avoided and are sources cited correctly?</i>	The essay is very poorly structured. It is difficult to understand what the writer intends. Factual information used to support arguments may contain significant inaccuracies. Sources of information and ideas may not be acknowledged and there is no attempt at referencing	The essay is poorly structured. It is sometimes difficult to understand what the writer intends. There may be some attempt to explain or explore the meanings of terms but this contributes little to conceptual clarity. Factual information used to support arguments is not always reliable. Some sources of information and ideas are acknowledged; there is some attempt at referencing but it is incomplete or not sufficiently precise to permit tracing of sources	The essay is satisfactorily structured. In general, concepts are used clearly; if concepts are explained these explanations are generally adequate. Factual information used to support arguments is mostly correct. Most sources of information and ideas are acknowledged; most referencing permits tracing of sources, although some precision may be lacking. The word limit has been met	The essay is well structured. Concepts are used or developed clearly: some explanations are included, where appropriate. Factual information used to support arguments is correct. Sources of information and ideas are acknowledged; most referencing permits tracing of sources. The word limit has been met	The essay is very well structured. Concepts are used clearly and, where appropriate, refined by helpful explanations. Factual information used to support arguments is correct. Sources of information and ideas are acknowledged; all referencing permits tracing of sources. The word limit has been met