

Presentation planning document

Session:

School number:

School name:

- Please retain a copy of this form either using the **Save As** function or by printing a copy.

- After completing this form it must be printed and then signed by the teacher and candidate(s) to confirm the authenticity of the work.

Candidate name:

Candidate session number:

Candidate name:

Candidate session number:

Candidate name:

Candidate session number:

Title of presentation:

CANDIDATE SECTION

Candidate responses on this form must be limited to a maximum of 500 words. It is not permitted to exceed the two sides of the candidate section.

Describe your real life situation:

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

Explain the connection between your real life situation and your knowledge question:

Please turn over

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:

I will start with providing the brief information on the situation, then I will give the list of the theories of what have happened on the plane, including the most weird ones. Also I will ask the audience to try to evaluate the probability of each theory being true.

After defining the theory and introducing my knowledge question, I will talk about evidence, introduce two new knowledge questions: Most of the people are able to classify the evidence as strong or weak? How do we differentiate between strong and weak evidence?

Then I will look back at the theories and try to evaluate them looking at evidence.

After that I will introduce four more subsidiary questions: Do the number of people who agree that something is "true" qualify as evidence? To what extent does a probability of something happening affect our judgment? If there is little to no evidence, is there still a probability? Can we be certain that it is false? Do our beliefs about different theories and even theories themselves get affected by the emotions? If there is an evidence against the theory, can we be certain that it is false?

I will give my answer to this questions, for example I will say that relatives and friends of the passengers will want to believe in any theory that gives them a chance to see this people again, even more, they might create these theories themselves.

To conclude I will connect my knowledge question to other real life situations.

Show how your conclusions have significance for your real life situation and beyond:

The disappearance of MH 370 have raised a lot of theories, when you read some of them, for example that it was sucked into a black hole, you start laughing. We make this judgement without even noticing it ourselves, and I have concluded that this decision is based on different things. It is mostly based on the evidence, but also emotions, because we want to believe in something that is better for the passengers, on what other people agree with and on the statistical probability of this happening (as in the meteor strike theory).

Theories are used in many different areas of our lives. We use widely in all of the sciences. Probably, the most famous theory in sciences is atomic theory. If you look at its history, you can see how it developed over the years, based on the new evidence that was introduced, most of this evidence was the results of the experiments. Social sciences also use theories. We can also see how historians draw the conclusions about what have happened based on the evidence that they have, the older the event is, the less evidence they have, the bigger the probability of them not being right is. You can see how different history is taught in different cultures.

I certify that the presentation and the above plan is my/our own work.

Candidate's signature:	<input type="text"/>	Date:	<input type="text" value="June 2014"/>
Candidate's signature:	<input type="text"/>	Date:	<input type="text"/>
Candidate's signature:	<input type="text"/>	Date:	<input type="text"/>

Please turn over

TEACHER SECTION

Enter your mark (0-10) for this presentation:

5

Provide **comments** to support your assessment of the presentation:

I tried in vain to narrow the scope of this inquiry which struck me all along as having the potential to end up as largely descriptive with some TOK relevance, which is how it actually turned out.

I certify that the plan and the presentation were, to the best of my knowledge, the work of the presenters named (with permitted teacher support).

Teacher's name:

Date: June 2014

Signature: