

## 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:

My real life situation is about Women's status in developing countries. I read this article on there is a significant difference in the living standards of women in developing countries as compared with developed countries. The main areas of issue are lack of rights (legally and illegally), immoral punishments for dishonoring the family, unreasonable amounts of dowry and denial of property rights. As a female, having lived in both developed and developing countries, I have seen first handedly the kind of gender inequality present in our current society. This piqued my interest in this specific area and hence I chose this as my real life situation.

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

To what extent is how we view a concept (gender inequality) determined by our measuring devices?

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

The knowledge claim I extracted from my real life situation is "The status of women improved the most in economically progressive areas dominated by Western culture". However, this prompted me to think: How do we know what is "Gender Inequality"? In order to understand this, I did some research on what is gender inequality, and I got a lot interesting results such as the Gender Empowerment Index and the percentage of women having a property etc. And then I realized, that these measurements of gender equality eventually formed our opinion on gender equality. Because there are indexes such as the percentage of women in parliament, people started believing that more women working in parliament is a step towards gender equality. Therefore I came to the conclusion that how we define gender equality is eventually up to the measuring devices we used to measure gender equality by. In terms of how we measure women's status is determined by how we choose to measure it? And then I made my question more general into "To what extent is how we view a concept (gender inequality) determined by our measuring devices"?

**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:

- 1) Present the real life situation and how it links to me
- 2) State the knowledge claim extracted from the real life situation
- 3) Explain how it eventually led me to my knowledge question
- 4) Go back to the real life situation and take it apart to analyze it
- 5) State the area of knowledge and way of knowing for my knowledge question
- 6) Explain the measuring devices used in relation to my area of knowledge
- 7) Take the measuring devices apart and analyze it one by one through my way of knowing while relating it back to my knowledge question  
    ->Talk about the pros and cons of each measuring device as a mean of determining gender inequality (Give examples if necessary)
- 8) Conclusion: answer the knowledge question
- 9) Relate the answer to the concept of "modeling"
- 10) State the limitation of my conclusion
- 11) Explain the counter claim to my conclusion (Quantitative and qualitative data)
- 12) Other real life situations to my knowledge question (two)
- 13) A final conclusion and discuss whether or not there is a way around it
- 14) Work Cited

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

My initial conclusion to my knowledge question is that essentially, when we try to measure concepts like 'equality' using socioeconomic indicators, we are immediately selecting variables which we believe to be important (for instance, the gender empowerment index) through the process called "modeling". However, after I discussed the limitation to my methodological way of measuring a concept, about how the measuring devices is not just limited to quantitative data but also qualitative data. I came to a final conclusion that how one views a concept is very dependent on our measuring devices (whether is it qualitative or quantitative), and that until we can come up with a better way of measuring, this is the best that we can do. From my conclusion, I realized that it has a big significance for my understanding of the world, fundamentally, everything is based on perception, however, towards abstract concepts like "freedom" or "equality" that doesn't have an universal measurement, the measuring devices that each and everyone uses is actually what they believe the concept to be. In my case for my real life situation, gender inequality, how I choose to measure gender inequality is how I view gender inequality. And this conclusion can be applied to everything else, our concept of beauty, concept of family, concept of freedom and so on. How we choose to define a concept is up to what we measure that concept by. And it is not a bad thing to do because in my opinion, a part of what makes us human is that we have this urge to understand. This is my understanding of the world after reaching my conclusion from my knowledge question.

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

Candidate's signature:

Date: Oct. 23, 2014

Candidate's signature:

Date:

Candidate's signature:

Date:

**Please turn over**

## TEACHER SECTION

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

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

An excellent presentation that used the real-life situation of women's differing socioeconomic status to explore the effect of different measurement instruments on the phenomenon measured. The KQ was well articulated and strongly located in the RLS. If any improvement, it would have been perhaps to have explored a greater range of alternative AoKs - what about measurement / observer effect in the Sciences, for example?

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

Teacher's name:

Date:

Signature: