

TOK Presentation Planning Document

Reminder: Candidate responses on this document must be typed and limited to a maximum of 500 words for the whole of the Candidate section (not per field). It is not permitted to exceed the two sides of the candidate section.

Explain the RLS (Real-life Situation)

In the hope that they would recover the land that had been taken by Israel after their third conflict, the Arabs instigated another war on October 6, 1973. Egypt, in response, opened a diplomatic office for the United States after expelling more than 20,000 Soviet troops amid the attempts to end the war. However, during the Yom Kippur, a day deemed as the divinest of all by the Jews, Egypt teamed up with Syrian to fight against the Israelis, a war that Israel defense forces could not keep up with as they were overpowered. Meanwhile, the remaining armies in the Golan Heights were engaged by Syrian armies even though the Israelis were able to plan and execute organized counter attacks. Eventually, they recaptured the Golan Heights. The fire consequently ceased late in 1973. As a result of how Egypt had chosen to bring to end the war, Syrian considered the act to be a betrayal and put forward the motion that Egypt should be eliminated from the Arab League.

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

To what extent do different perspectives affect emotions and reason?

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

The real-life situation assess the role of different perspective in determining reason and emotions. The KQ, on the other hand, attempt to assess how effective and significant in influencing emotions and reason. Therefore, KQ and RLS complement each other in terms of addressing how different circumstance or perspectives trigger different emotions and reason for different people. Through the KQ and RLS, people are likely to develop different emotions and reason when subjected to differing conditions.

Outline how you intend to develop your TOK presentation in the context of your real-life situation. Include analysis of your main knowledge question and related knowledge questions as well as arguments and perspectives. Responses can be presented in continuous prose or as a list of points:

1. Show how the real-life situation justify my standpoint on the issue of different perspectives on emotions and reason.
2. Asses the RLS carefully to come up with valid claims

Claim 1: People can act differently depending on their reasons and emotions.

Claim 2: People who have been infected before have no fear of covid-19 pandemic.

3. Give an ideal justification of how the claims I make relate to the central KQ.
4. Come up with the best AoKs and WoKs that clearly match with my KQ.

AoK 1: History.
WoK 1: Language.
AoK 2: Human Sciences
AoK 2: Reason

5. Explain how each of the WoK and AoK relate with each other.

Human Science: how people have been forced to act in a certain way as a result of the covid-19 pandemic

History: Why people who have had illness in the past don't fear the coronavirus pandemic.

6. Explain how the AoKs and WoK assist me to assert my claims and counterclaims.

Show the significance of your conclusions with particular reference to your real-life situation and indicate how those conclusions might be relevant to other real-life situations:

In my conclusion, I will assert that in specific circumstances, emotions are reason are significantly connected with varying connections. Moreover, the in-depth mediation on the inference hypothesis reveals that people explain the actions of others by taking a close look at the events that affect them. This hypothesis describes why people are closing down their enterprises in regions such as Wuhan, and also why some people in other regions across the world are considering the government's order that people should shut down their businesses to disregard their needs.

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