**SIGNS OF A GOOD TOK ESSAY (8, 9, 10 scores)**

* Don't keep using "actually" and don't use "I think" or "I guess" at all.
* Better papers: use the TOK world more, and the writing makes more sense and relates more to TOK. The authors also tend to have more understanding of the topic
* It should give ideas that make someone think about the topic
* A-level papers fluidly combined RLSs with the TOK world, weaving in and out of situations and branching off previous ideas to come to new conclusions.
* Their abundance of RLSs comes from brief mentions and name-drops alongside and within well-developed examples.
* More advanced vocabulary and personal engagement.
* I personally believe that an A level paper should have a significant level of argumentativeness because that alone can prove you know what your'e talking about and can help answer your topic.
* The better papers utilized many, shorter paragraphs to unpack numerous complex RLSs. The best papers gave a very brief summary of the salient information regarding their RLS and immediately bring it into the TOK world. They also utilize much of the "TOK vocab" such as pursuit of knowledge, acquisition of knowledge, and shared vs personal knowledge.
* They begin by stating the question and defining key words in the sentence to increase understanding of the topic
* avoids words of uncertainty such as, "probably" and "maybe"
* Stating facts mundane and dragging the paper on through endless RLSs makes it a research paper; not a TOK essay. The knowledge that is covered should be succinct, yet thought-provoking
* Although there is not an overall best format for writing a paper, stating a point, providing support, and doing some sort of rebuttals/alternative insight are all successful ways of doing this essay.
* What makes an A level paper for the TOK essay is, the flow of the points that are made
* They seem to know what they are doing and the essay doesn't seem to be rushed like doing it the night before the due date.
* It seems that the papers that received the highest scores begin by diving straight into an analysis of the prompt, rather than beginning to answer the prompt. In these cases, the knower refutes or brings their own opinions to the validity and wording of the prompt. Then they delve into their ideas on answering (or disproving) it, using RLSs as supports for their claims, rather than focusing exclusively on said RLSs. They also provide their own questions to answer and draw insight relating to the prompt
* It was all very easy to read and the case studies included were interesting and kept me reading. Other papers were good about staying on topic and clearly relating back their RLS to the KQ or essay prompt.
* In higher-scoring papers, the RLSs referenced and KQs created lead to further exploration in the nuances of the prescribed title.
* Oftentimes lower scoring papers agree/disagree completely without consideration for the possibilities of analysis.
* I noticed that the highest scoring papers use real world events that are often accompanied with statistics/numerical values to help support their claim.
  + eloquence, nice logical flow of ideas from paragraph to paragraph  
    - attacking the wording of the prompt is good as long as it is your own opinion/insight and not citing a definition from a dictionary.
* there were no fluffly introductions, authors mainly just jumped write into discussing their question
* -interesting and non-overused RLSs & it also is very meta cognitive
* In the better papers , they usually give better context as to what their KQ is talking about.
* The most important quality that makes a good paper, good is the genuine will to explore the prompt chosen.
* The student dedicated the first paragraph to a full analysis of the prompt; he or she even took each word of the prompt and analyzed the significance of it, fully demonstrating that he or she understood the prompt.
* They use studies and articles about real-life situations that have actually occurred.
* Word count is as close to full word count as possible.
* The person "unpacked" the question in the introduction paragraph, establishing definitions to ambiguous terms and setting parameters for how the statement would be attacked.
* They never lost track of their knowers perspective
* A scrumptious diversification of RLS that add to the knowledge claims  
  Avoid stating "i believe" in the opening sentence and begin with RLS   
  FIRST IMPRESSIONS MATTER: Depth of knowledge introduced in first paragraph, sets up for in depth solid essay
* You should not focus on one single example longer than a paragraph. Use first person but back up your thoughts with important people and their findings
* Should use the IB experience and incorporate that into the paper.
* Additionally, the '10' papers jump between AOKs, such as between history and science and making connections to the question.
* The KQ remains the main focus throughout the ENTIRE piece and they dont go off topic