

<b>PART A: PROCESS (maximum — 45 marks )</b>				<b>PROCESS</b>
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	
<ul style="list-style-type: none"> <li>• Duplication and reporting of an experiment to test a previously confirmed hypothesis</li> <li>• Lack of knowledge of critical variables</li> <li>• Little evidence of process</li> <li>• Limited data collected</li> </ul>	<ul style="list-style-type: none"> <li>• Extension of a known experiment through some modification of its procedure, data collection, analysis, and application.</li> <li>• 1 variable controlled</li> <li>• Some aspects of the investigative process are evident</li> <li>• Some data and analysis is included</li> </ul>	<ul style="list-style-type: none"> <li>• New approach to the design, modification or application of an existing experiment</li> <li>• 2 or more variables are controlled</li> <li>• Most aspects of the investigative process are evident</li> <li>• Substantive data and analysis are included</li> </ul>	<ul style="list-style-type: none"> <li>• Creative approach to the design, modification, or application or an existing or new experiment</li> <li>• Most of the significant variables are addressed</li> <li>• All aspects of the investigative process are evident</li> <li>• Extensive data and analysis are included</li> </ul>	<b>INVESTIGATION</b>
<ul style="list-style-type: none"> <li>• Limited information from one or two sources</li> <li>• Study is related to a ordinary issue</li> <li>• Little personal observation or opinion provided</li> <li>• No correlated data</li> </ul>	<ul style="list-style-type: none"> <li>• Some background research evident</li> <li>• Correlated data from more than one source</li> <li>• Correlated study shows some connection to one or more issues</li> <li>• Some personal opinion and observation provided</li> </ul>	<ul style="list-style-type: none"> <li>• Some detailed background research evident</li> <li>• Correlated data from a variety of sources</li> <li>• Correlated study shows connections to more than two issues</li> <li>• Some analysis and personal opinions provided</li> </ul>	<ul style="list-style-type: none"> <li>• Extensive background research evident</li> <li>• Correlated data from many sources</li> <li>• Correlated study connects to a variety of related issues</li> <li>• Extensive analysis of data and personal opinion is relevant</li> </ul>	
<ul style="list-style-type: none"> <li>• Construction of a model or other device that duplicates existing technology</li> <li>• Traditional applications are explained</li> <li>• Little evidence of design-test-redesign-test...</li> </ul>	<ul style="list-style-type: none"> <li>• Construction of a model or other device that makes some changes or improvements to existing technology</li> <li>• New application and effectiveness is suggested</li> <li>• Evidence of some data collection (design-test-redesign-test...)</li> </ul>	<ul style="list-style-type: none"> <li>• Design and construction of a model or other device that reflects more than 2 improvements to existing technology</li> <li>• New application is examined</li> <li>• Evidence of sets of data collected (design-test-redesign-test...) along with some analysis and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Design and construction of a device that reflects extensive innovation(s) on existing technology</li> <li>• Applications examine economic, human, and environmental impacts</li> <li>• Extensive and effective data collected and analysed through design-test-redesign-test...)</li> </ul>	<b>TECHNOLOGY</b>
<p style="text-align: center;">20</p> <p>21 22 23 24 25 26 27 28 29</p> <p style="text-align: center;">30</p>	<p style="text-align: center;">25</p> <p>26 27 28 29 30 31 32 33 34</p> <p style="text-align: center;">35</p>	<p style="text-align: center;">30</p> <p>31 32 33 34 35 36 37 38 39</p> <p style="text-align: center;">40</p>	<p style="text-align: center;">35</p> <p>36 37 38 39 40 41 42 43 44</p> <p style="text-align: center;">45</p>	

<b>PART B: DISPLAY</b> (total 20 marks)										
1. <b>SKILL</b> (maximum 10 marks)										
<ul style="list-style-type: none"> <li>• Is the work neat and carefully done?</li> <li>• Is the lettering legible and sized effectively?</li> <li>• Are the colours effective and compatible?</li> <li>• Is the layout complete, logical, and self-explanatory?</li> <li>• Is the content clearly and logically presented?</li> </ul>										
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	
2. <b>DRAMATIC VALUE</b> (maximum 10 marks)										
<ul style="list-style-type: none"> <li>• Is the display simple (not cluttered) and balanced visually?</li> <li>• Does it capture attention?</li> <li>• Does it have sensory impact and promote thought?</li> <li>• Is there good balance and use of contrast?</li> <li>• Do the backboard, table layout, and all table items contribute effectively to the topic?</li> </ul>										
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	
<b>PART C: NOTES AND WORK JOURNAL</b> (maximum 10 marks)										
<ul style="list-style-type: none"> <li>• Is the notebook clear, concise, and legible?</li> <li>• Is it more detailed than the backboard display?</li> <li>• Does it contain raw data when appropriate?</li> <li>• Is it logically organized?</li> <li>• Is there a research section of background information?</li> <li>• Is there a bibliography?</li> <li>• Are there acknowledgements?</li> </ul>										
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	

## PART D: JUDGES DISCRETION

(maximum 5 marks)

- Does the project fit well together?
- Were you impressed with the quality of the display, notebook and overall effort?
- Did the student's sincerity and attitude impress you?
- Was the student knowledgeable for the grade level and topic selected?

1 2 3 4 5

## PART E: INTERVIEW

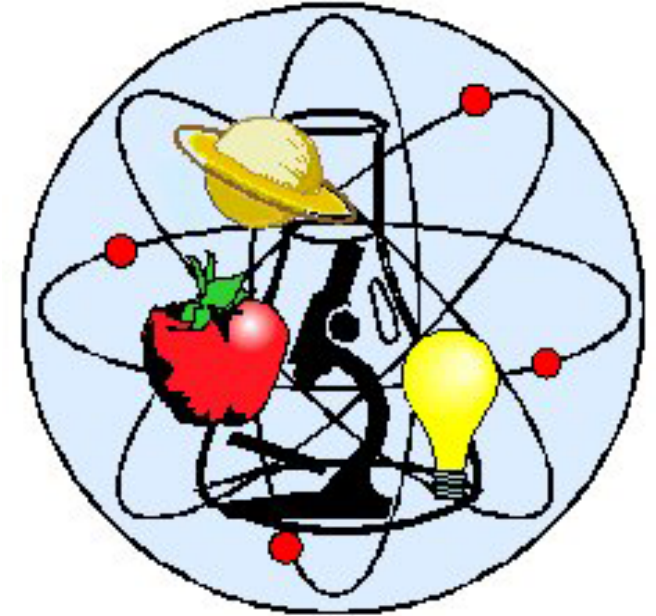
(maximum 20 marks)

Presentation	Logic, Poise, Confidence, Fluency, Enthusiasm (circle a number at the appropriate level)
Understanding	
<b>Level 1</b> Student is unsure of the material or the process of the project and has difficulty answering questions about the project.	7 8 9 10 11 12
<b>Level 2</b> Student can summarize the project adequately and can answer a majority of the questions about the project.	11 12 13 14 15 16
<b>Level 3</b> Student enthusiastically explains the project and answers all questions clearly, logically,	15 16 17 18 19 20

FINAL MARK or RANGE \_\_\_\_\_

## JUDGES SUMMARY

<b>A:PROCESS:</b>	<b>/45</b>
<b>B:DISPLAY:</b>	<b>/20</b>
<b>C:NOTES &amp; WORK JOURNAL:</b>	<b>/10</b>
<b>D:JUDGES DISCRETION:</b>	<b>/5</b>
<b>E:INTERVIEW</b>	<b>/20</b>



**BLUEWATER**

**REGIONAL SCIENCE  
AND TECHNOLOGY  
FAIR**

**INTERMEDIATE/SENIOR  
JUDGING FORM**

## JUDGE'S

## REFERENCE NOTES

(To be used for consensus-building  
with your team members)

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