

## Impression

| This covers how the entry is presented to the Judge. |
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| Points      | Item  | Performance   | Research Paper   |
|-------------|---|---|--|
|             | Excellent   | Excellent   | Excellent  |
| 9-10        | The display is excellent. Not<br>only does it give some context<br>for the object in either<br>construction or period, but it is<br>also artistically pleasing.<br>i.e. As below but may contain<br>several illustrations of the<br>object in period circumstances. | Totally Engaging. The<br>performance draws the<br>audience into the piece<br>through the performance.<br>i.e. Excellent use of acting to<br>portray the subject matter of<br>the performance. Multiple<br>people may be used to<br>accompany the piece in such a<br>way that the overall whole<br>adds great understanding to<br>the entry. Period costumes<br>may be involved. | Professional Look:<br>Typed and bound with cover<br>page and table of contents.<br>May contain numerous related<br>pictures. |
|             | Good  | Good  | Good   |
| 7-8         | The display is pleasing to the<br>eye and includes several<br>elements that enhance the<br>relevance of the object.<br>i.e. As below but with other in<br>period objects to give some<br>context for the item.  | Performed with a good artistic<br>flair.<br>i.e. They portray some of the<br>emotions in the piece through<br>body and facial movements or<br>they have multiple people<br>accompany their piece without<br>overshadowing the main<br>entry. Period costumes may be<br>involved.  | Semi-Professional look:<br>Typed and bound with a cover<br>page and numerous related<br>pictures.                            |
|             | Average   | Average   | Average  |
| 5-6         | Presented with a few<br>decorative elements.<br>i.e. As below but may also<br>include some of the tools used<br>in construction.  | Performed with some attempt<br>at artistic flare.<br>i.e. They smile through the<br>performance, use their body to<br>emphasize main points or they<br>are accompanied through the<br>piece.  | Typed with a cover page<br>and/or a few pictures.  |
|             | Simple  | Simple  | Simple   |
| 3-4         | Presented with a single<br>decorative accompaniments.<br>i.e. The item may have a<br>picture of the original or a<br>table cloth.   | Performed with a minimal<br>amount of expression.<br>i.e. Some facial expression but<br>may appear shy, movement<br>kept to a minimal or a basic<br>accompaniment is used to<br>keep time.  | Neatly hand written or typed.  |
|             | Basic   | Basic   | Basic  |
| 1 <b>-2</b> | Presented with no extra<br>decoration or display.<br>i.e. The item on a bare table.   | Performed without artistic<br>content.<br>i.e. No facial expressions,<br>movement or outside support.   | Difficult to read.<br>Sloppy hand written work.  |



## Documentation

| Points | Item / Performance                       | Research Paper                                    |
|--------|--|---|
|        | Excellent                                | Excellent   |
|        | As below but either access to several    | Multiple easily accessed and rare sources used as |
| 11-12  | primary sources for examination, or an   | well as interviews with experts in the field and  |
|        | interview with an expert in the related  | some access to primary manuscripts.               |
|        | field.                                   |   |
|        | Good                                     | Good  |
| 0.10   | As below but there may be multiple       | Multiple easily accessed and rare sources as well |
| 8-10   | common sources, several rare sources or  | as either interviews with experts or some access  |
|        | access to a single primary source for    | to primary sources.                               |
|        | reference purposes.                      |   |
|        | Average                                  | Average   |
| 5-7    | The documentation includes all 5 Ws. 2   | Multiple common sources and/ or a few rare        |
| 5-7    | or more common sources may be cited or   | sources.  |
|        | 1 rare source.                           |   |
|        | Simple                                   | Simple  |
| 3-4    | The documentation covers 3 or 4 of the 5 | Two or three easily accessed sources and/or a     |
| 3-4    | Ws. 1 or two common sources may be       | single rare source.                               |
|        | citied.                                  |   |
|        | Basic                                    | Basic   |
| 1-2    | The documentation covers one or two of   | One or two easily accessed sources used to        |
|        | the 5 Ws. No external sources are cited. | support the main thesis.                          |

This covers the research done and submitted for the entry.

**Common Source**: This is a source that is commonly found or used in the field for the area of study. For example <u>Pleyn Delit</u> for cookery, or <u>Medieval Calligraphy</u>: Its <u>History</u> <u>and Technique</u> for calligraphy would be considered common sources. Common sources may be ones which do not have the highest academic standards.

**Rare Source**: These books are used by those who do a great deal of research in the field, but these books are hard to come by. They may be out of print, or they may require special orders from a library. Examples of rare sources are <u>Stepping Through Time</u>: <u>Archaeological Footwear from Prehistoric Times Until 1800</u> for shoemaking or <u>Fashion</u> in the Age of the Black Prince: A Study of the Years 1340-1365 for costuming.

**Primary Source**: This is when the original medieval source can be examined by the entrant. This may be through a copy of medieval texts on the subject or by examinations of the object used in period.



## **Technical Ability**

This covers how difficult the project was to manufacture/ complete, and how much skill the entry reveals.

| Points       | Item  | Performance  | Research Paper  |
|--------------|---|--|---|
|              | Excellent   | Excellent  | Excellent   |
| <b>12-14</b> | Flawless. Not only technically<br>perfect but beautiful to behold.<br>The craftsperson used multiple<br>techniques very well or has<br>mastered a single technique<br>and everything in the piece is<br>of a high caliber of skill.   | Breathtaking. The quality of<br>the performer's ability is<br>amazing, and it draws the<br>audience to a strong emotional<br>reaction. Professional quality.                         | The thesis is clear and the<br>support is very strong.<br>There is a logical<br>progression of points and<br>the ideas developed<br>redefine the topic they are<br>dealing with. This should<br>be published.                   |
|              | Good  | Good   | Good  |
| 9-11         | The project is almost perfect.<br>The craftsperson shows<br>multiple techniques in its<br>construction with one or two<br>of those techniques surpassing<br>the others or exceptional skill<br>with working in a single<br>technique. | The performer's delivery was<br>strong. It may not be perfect,<br>but the overall strength of the<br>performance carries the<br>audience through. No<br>reference notes were needed. | The thesis is clear and the<br>support is strong. The<br>writer leads the reader from<br>point to point logically.<br>New ideas on the topic are<br>developed in the text. With<br>some work, this paper<br>could be published. |
|              | Average   | Average  | Average   |
| 6-8          | The project is good, but there<br>may still be a few elements<br>that need to be polished for a<br>good final result.   | It was adequately performed,<br>nothing was missing or off-<br>key. Used reference notes.  | The thesis is clear and the<br>support is ok, though it<br>may rely on some leaps of<br>logic. Some new ideas on<br>the topic may be developed<br>in the text.  |
|              | Simple  | Simple   | Simple  |
| 3-5          | The project is finished, but has<br>some aspects which need to be<br>finished off.  | A few forgotten pieces or one<br>or two notes off key. It needed<br>more practice. Mostly read<br>from reference papers  | The thesis is clear, but the<br>support may be spurious. It<br>has a few intriguing ideas,<br>but they might not be fully<br>developed.   |
|              | Basic   | Basic  | Basic   |
| 1-2          | Roughly done. There is no finish to the project.  | Many forgotten sections or<br>totally off key. It needed much<br>more practice. Read from<br>reference papers.   | Poorly realized thesis with<br>inadequate support. It<br>brings little new to the<br>topic.   |



## Authenticity

| Points | Item / Performance  | Research Paper  |
|--------|---|---|
|        | Excellent   | Excellent   |
| 12-14  | Museum Quality. All the materials involved<br>were in period including the tools and<br>techniques used.<br>i.e. The dress as below but using a bone<br>needle and linen thread or a period song<br>with medieval arrangements, themes, sung<br>in the original language with period looking<br>sheet music.  | The paper has a totally specific focus on a<br>specific time or period and the ideas and<br>philosophies of that period. It makes the<br>actions of that period logical and easily<br>understandable. |
|        | Good  | Good  |
| 9-11   | All the materials used are in period, and the<br>whole project was made with period<br>techniques though modern tools were used.<br>i.e. The dress as below using modern thread<br>and needles and sewing tools or a period<br>song that deals with medieval arrangements<br>and themes but uses modern sheet music.  | The topic covered in the essay deals with<br>medieval issues from a medieval mindset<br>with little to no modern interference. It<br>maintains the overall strength of the points<br>covered.         |
|        | Average   | Average   |
| 6-8    | Almost all the materials are in period and the<br>method of construction uses some modern<br>elements, but these are hidden or not<br>noticeable by the lay person.<br>i.e. The dress as below made and serged on a<br>sewing machine, but with all the finishing<br>seams hand done or a piece of music that has<br>a period arrangement and themes, but<br>modern lyrics. | The topic covered in the essay deals with<br>medieval issues, but some of the points<br>covered deal with more modern attitudes<br>than medieval and this weakens these points.                       |
|        | Simple  | Simple  |
| 3-5    | The materials used are not period and the<br>methods of construction/ presentation are<br>modern but the overall style is definetly<br>medieval.<br>i.e. A poly-cotton 14 <sup>th</sup> century side less<br>surcoat made and serged on a sewing<br>machine or a piece of music that has a period<br>arrangement, but modern instruments, lyrics<br>and themes.             | The topic covered in the essay deals with<br>medieval issues, but the logic presented is<br>viewed through very modern eyes and this<br>has tainted the results.                                      |
|        | Basic   | Basic   |
| 1-2    | The materials used are not period and the<br>methods of construction/ presentation are<br>modern, but the overall style is medievalish.<br>i.e. A poly-cotton t-tunic made and serged on<br>a sewing machine or a piece of music that<br>sounds like it could be medieval but it is<br>lacking any of the defining qualities of the<br>medieval pieces that inspired it.    | The topics referred to in the essay are more<br>related to modern topics than medieval,<br>though they touch on some medieval aspects<br>or ideas.  |

This covers how medieval or historically accurate the piece is.