SCIENCE TALENT SEARCH
SCIENCE TEACHERS' ASSOCIATION of VICTORIA
Tel: (03) 9385 3999

JUDGE'S EVALUATION SHEET PHOTOGRAPHY

FULL NAME OF ENTRANT(S)
ENTRY CODE
SCHOOL
TITLE

If there are errors to Entry details please PRINT here

GUIDELINES	YES	NO	SUB-TOTAL
ORIGINALITY Photos must be taken by student, STS face sheet signed by parent and teacher for verification	1	0	
UNALTERED IMAGES **Digital photography:** the original, unaltered images must be provided on one separate A4 sheet of paper as part of the explanation of the process undertaken. **Traditional photography:** the negatives must be supplied, attached to one A4 sheet of paper.	1	0	
MOUNTED PRINTS (I) Each print may measure up to a maximum of 210mm x 297mm (A4) and must be separately mounted on thick card no larger than A4 size. Book and poster formats are not allowed.	1	0	
MOUNTED PRINTS (II) Each separately mounted print must include: • a caption relevant to the photograph on the front • the student's name and school on the front Only 3 – 6 prints submitted.	1	0	
WRITTEN REPORT • No more than 800 words in length. • Includes Aim, Method and Scientific Content.	1	0	

SUBTOTAL ____ /5

JUDGING CRITERIA	Not Shown	Little		Some		Mostly Accurate		Accurate		Compre-hensive		SUB-TOTAL
1. Aim & Scientific knowledge	0	1	2	3	4	5	6	7	8	9	10	
2. Scientific relevance of images (Images clearly illustrate the scientific ideas.)	0	1	2	3	4	5	6	7	8	9	10	
3. Photographic Technique (i) (Use of equipment)	0	1		2		3		4		5		
4. Photographic Technique (ii) (Visual integrity)	0	1		2		3		4		5		
5. Dramatic impact, creativity, organisation and presentation	0	1		2		3		4		5		

SUBTOTAL ____ /35

SUITABLE FOR STS PUBLICITY ☐ YES ☐ NO

TOTAL MARKS _____ /40

Judge's Name …….. Judge's Signature .....

Judge's Name …….. Judge's Signature .....

PHOTOGRAPHY SECTION MARKING CRITERIA

1. Aim and Scientific Knowledge **(i) Aim or statement of intentions for taking photographs.** **(ii) Demonstration of knowledge of the science illustrated in photos.** **/10**	**Aim and Scientific Knowledge** *** Poor explanations** of intentions. *** Poor knowledge** of science illustrated in photos. **1 or 2**	**Aim and Scientific Knowledge** *** Incomplete explanations** of intentions. *** Some knowledge** of science illustrated in photos. **3 or 4**	**Aim and Scientific Knowledge** *** Satisfactory explanations** of intentions. *** Adequate knowledge** of science illustrated in photos. **5 or 6**	**Aim and Scientific Knowledge** *** Clear explanations** of intentions. *** Sound knowledge** of science illustrated in photos. **7 or 8**	**Aim and Scientific Knowledge** *** Exceptional explanations** of intentions. *** Exceptional knowledge** of science illustrated in photos. **9 or 10**
2. Scientific Relevance of Images **Photographs demonstrate scientific principles or ideas in written report.** **/10**	**Scientific Relevance of Images** *** Photographs do not lead the viewer to the science ideas in written report.** Students are unsure of the scientific principles or ideas of their photographs; they are unable to demonstrate links between their images and the report. **1 or 2**	**Scientific Relevance of Images** *** Photographs and science ideas in the written report have some connection.** Students can describe some scientific ideas being demonstrated in their photographs and can make some links between the images and the report. **3 or 4**	**Scientific Relevance of Images** *** Photographs and science ideas in the written report are clearly connected.** Students are able to describe the scientific principles being demonstrated in their photographs and give some idea of the link between the images and their report. **5 or 6**	**Scientific Relevance of Images** *** Photographs strongly convey the scientific ideas in the written report.** Students are able to demonstrate the scientific principles or ideas displayed in their photographs and the scientific relevance of their images. **7 or 8**	**Scientific Relevance of Images** *** Impact of the photos is strong; aims and scientific ideas in written report are clearly evident; scientific principles and the relevance of their selected photographs are comprehensively explained.** **9 or 10**
3. Photographic Techniques **(i) Use of photographic equipment - camera, tripod, and techniques - correct focus, colour balance and exposure, manipulation (for intended purpose)** **/5**	**Photographic Techniques** *** Shows little or no command** of the use of photographic equipment and techniques to attain a desired result. **1**	**Photographic Techniques** *** Shows limited command** of the use of photographic equipment and techniques to attain the desired result. **2**	**Photographic Techniques** *** Shows some command** of the use of photographic equipment and techniques to attain the desired result. **3**	**Photographic Techniques** *** Shows good command** of the use of photographic equipment and techniques to attain the desired result. **Shows some degree** of originality and sophistication. **4**	**Photographic Techniques** *** Shows thorough understanding** of the use of photographic equipment and techniques to attain the desired result. **Shows high degree** of originality and sophistication. **5**
4. Photographic Techniques **(ii) Visual integrity – visual/compositional elements and impact** **/5**	**Photographic Techniques** *** No visual integrity** **1**	**Photographic Techniques** *** Little visual integrity**. **2**	**Photographic Techniques** *** Weak visual integrity** of some of photos. Many visual elements need to be added, moved or removed. **3**	**Photographic Techniques** *** Shows visual integrity** of most of photos. One visual element needs to be added moved or removed. **4**	**Photographic Techniques** *** Strong visual integrity; highly developed conceptual and artistic qualities across all photographs.** **5**
5. Overall dramatic impact, creativity and originality, organisation and presentation **/5**	**Overall dramatic impact, creativity and originality, organisation and presentation.** *** Guidelines were not followed.** **Project is not organised**. **Does not create a strong visual impact.** **1**	**Overall dramatic impact, creativity and originality, organisation and presentation.** *** Some guidelines were followed.** **Project is somewhat organised**. **Visual integrity needs major readjustment.** **2**	**Overall dramatic impact, creativity and originality, organisation and presentation.** *** Most guidelines were followed**. **Organisation needs improvement**. **Visual integrity is evident but needs improvement.** **3**	**Overall dramatic impact, creativity and originality, organisation and presentation.** *** Guidelines were followed**. **Project is organised**. **Visual integrity is clearly evident.** **4**	**Overall dramatic impact, creativity and originality, organisation and presentation.** *** Guidelines were followed**. **Project is exceptionally well organised and complete**. **Visual integrity is exceptional and creates a dramatic visual impact.** **5**