

# Lochac A&S Competition – Judging Report

**Entrants: Please fill in this section. Complete a separate form for each entry.**

SCA Title: \_\_\_\_\_ SCA Name: \_\_\_\_\_

Mundane Name: \_\_\_\_\_

Event: \_\_\_\_\_

Category: (see right) \_\_\_\_\_

Theme: \_\_\_\_\_  
(one of the three competition themes set for this event)

**Categories** (choose one):

**Beginner:** someone with 0-3 years experience of the skill they are demonstrating.

**Intermediate:** someone with 3-5 years experience of the skill they are demonstrating.

**Experienced:** someone with more than 5 years of experience. Or a Laurel in any field.

**Group entry:** an entry by more than one person, of any experience level.

## **Instructions:**

**The rest of this form should be completed by the judges.**

Once the judges have finished, the competition organiser should copy the required information to the separate Record of Results form.

Winners are awarded in each Category. Runners-up or special mentions can be made at the organiser's discretion.

**After the competition, provide this Judging Report to the entrant.**

This entry was judged by (SCA name):	Judges, are you willing to be contacted by the entrant for further discussion? If so, please provide contact details.
-1-	
-2-	
-3-	

# Lochac A&S Competition - Judging Report - Feedback and Scoring

	Averaged Score	Judge 1 Score	Judge 2 Score	Judge 3 Score	Comments
Workmanship					
Authenticity					
Interpretation					
Complexity					
Documentation					

## Lochac A&S Competition - Judging Criteria - what was considered in scoring this entry:

Points per Category	0	1-2	3-4	5-6	7-8	9-10
<b>Workmanship</b>		Obvious major flaws, or failure at attempted technique.	Obvious flaws, problems with attempted technique.	Some flaws, displays a developing level of technical skill.	Very minor flaws, good level of technical skill and attention to detail.	No discernible flaws, high level of technical skill, with attention to detail and finish.
<b>Authenticity</b>	No attempt at authenticity.	Minimal attempt at authenticity, very obviously non-period materials, techniques or design elements.	Some attempt at authenticity, effort made to include some period materials, techniques or design elements.	Moderate attempt at authenticity, effort made to include and combine period materials, techniques and/or design elements.	Strong attempt at authenticity, majority of materials, techniques and design elements are authentic.	Uses authentic materials, techniques and equipment in producing an entry that as a whole is highly authentic.
<b>Interpretation</b>	No attempt made to explain method and materials used.	Provides minimal information about how the item was constructed and/or about the materials used, with no reference to sources.	Provides basic explanation of how the item was constructed and about the materials used. Provides some insight into their design choices, but without reference to sources.	Provides basic explanation regarding how the item was made and about the materials used, with limited reference to the sources. Information about design decisions/ substitutions is incomplete or not adequately supported by the evidence provided.	Provides detailed explanation of why particular materials and methods were used, with more extensive reference to primary and secondary sources to justify design decisions/ substitutions. Some aspects of the explanation or use of the evidence are missing/unclear.	Provides a clear, comprehensive and well-justified explanation of the method and materials used, and presents a fully-referenced argument in support of design decisions, including any substitutions made.
<b>Complexity</b>		Requires simple, singular process to produce the entry.	Uses a couple of stages or different techniques in the creation of the entry.	Multiple stages or techniques are used to produce the entry, requires competence.	Requires mastery of the technique, a number of stages and techniques are used in creating the entry.	Very ambitious project, combines a number of different, and difficult, techniques and stages in creating the entry.
<b>Documentation</b>	No provided documentation.	Identifies period and place relevant to the entry.	Places the entry in its historical context, describes some basis for creation of the entry.	Uses some sources to begin discussion of the item and its creation.	Uses a range of sources, both secondary and primary, to discuss the item in terms of its context and the evidence behind the creation of the entry.	A scholarly level of analysis and discussion, using primary and secondary sources, with a detailed discussion and sustained argument providing the basis for the creation of the entry.

## **First-Time Judges, please read:**

Feedback is vital to any A&S competition, and may well be the most important part of the process, as people entering competitions can only improve their skills, or know what was successful, if they are told.

### **Some of the reasons people may enter an A&S competition:**

- Help improve their practice
- Help improve their documentation
- Motivate themselves into trying something new
- Motivate themselves into finishing a project
- See if they can challenge themselves in their chosen field of study
- Would like to see how they do against their peers
- Would like recognition for their hard work
- Share their knowledge

Knowing what has motivated someone to do something is always helpful and it helps you arrange your words and thoughts when trying to be constructive.

### **How to give feedback, and what to expect:**

Giving good feedback is a skill that can easily be learnt. Tactless or harsh feedback might scare people off from future entries - or even future projects!

### **Feedback help:**

- Helpful, constructive commentary is good, blunt and harsh is not.
- Sandwich feedback - mention something you like, then a (tactful) criticism, then something you like again
- Use PNI - something positive, something negative (in a helpful way) and something interesting
- If you say something is good/not so good - say why – people need to know the reasons for your comments
- Use ‘because’ and ‘this was’ to link up your reasons.
- Keeping it brief / bullet pointing can be helpful
- Use descriptors when talking about why you like something or why something wasn’t successful.
- Try not to give positive feedback followed by ‘but’ then negative (it negates what came before).
- Using words like ‘not successful (in this way)’ or ‘could have improved (the overall look)’ are gentle ways of giving constructive commentary.
- Direct people to further resources or people to talk to