

Evidence/Presentation Requirements

This is not an exhaustive list and adjudicators may provide additional instructions prior to interview. All evidence and portfolios will be submitted directly to the assigned adjudicator a minimum of one week prior to the Interview date.

Accounting/Business Studies

Accounting and Business Education lend themselves to creative project opportunities. Students are to submit evidence of a major project. Applicants are to provide journal entries that detail their challenges and successes. They should also provide evidence how the project exceeds related course requirements.

Agricultural Sustainability

Applicants must demonstrate experience in local food production and local food security. This requires evidence of a certain number of hours of community service in organizations tied to local food production and food security, as well as experience and documentation in the growing of local food in both private gardens and community gardens. The applicant must have made a difference in their local community and grasped an understanding of the concept of food security and how local food production is an important part of making communities healthier and more sustainable.

Business Computer Applications / Business Information Management

Applicants should submit evidence of a major business project utilizing some aspect of modern computer technology. This should include (but is not limited to) a project manual detailing each of the different aspects of the project, a précis describing how the project exceeds course requirements. Examples of a major project could include an on-line purchase control system, an inventory management database, an accounting system or a policies and procedures manual.

Carpentry and Joinery

Students are required to present during the interview, at least THREE projects of varying degrees of difficulty. ONE of the projects should be a major work. Aspects of the presentation may be prerecorded; **the link should be provided to the adjudicator in advance**. All four projects must demonstrate the following:

1. Originality and creativity (not something downloaded or built from a magazine article)
2. Evidence of planning (detailed drawings, joinery selection, parts lists, cost estimates)
3. Construction quality (hand-cut wood joints where appropriate, machine cut for other areas, strength with grace, not overbuilt, materials selection, matching grain, etc.)
4. Finishing quality

Classical Music: Vocal and Instrumental

Students will submit recordings of two selections that best demonstrate their musical and technical abilities and their mastery of stage performance to the adjudicator in advance. Students should be prepared to speak to their submissions as well as perform live during the interview process. They are encouraged to consult their sponsor teachers for assistance with the selection of pieces appropriate to their talents and to provide some critical assistance regarding presentation.

Community Service

Applicants should provide evidence that they have a high level of dedication to service in a variety of areas or long-term service in one particular area, and that the student has made a difference in his or her community. (The applicant might have held the chief role in at least one school event.). Evidence must show superior leadership and service skills and a commitment to the organizations served. Lastly, the applicant must be able to articulate their service philosophy and service/leadership principles.

Computer Programming

Applicants should submit evidence of a major project in any commonly used programming language. This should include (but is not limited to) the documented source code either on print or electronic media, an executable file when appropriate, a précis detailing all of the different aspects of the project as well as how it exceeds course requirements. Examples of a major project could include games, business applications, and applications of advanced data structures or an in-depth analysis of an esoteric programming language. Please note that HTML is not a programming language.

Creative Writing

A Writer's Resume to be submitted to the adjudicator a week in advance.

Writers should prepare a Writer's Resume outlining any awards/accomplishments/publications/ workshops/courses taken. Applicants should also list the items in their portfolios by genre and title and style, if applicable. Finally, writers should include five pieces or excerpts of pieces (maximum 500 words each please) chosen for variety, excellence, and originality for the adjudicators to be able to read.

At the adjudication, applicants will make a ten-minute presentation. Applicants should bring the complete versions of the five pieces submitted in the application process. They should be prepared to speak to the adjudicators about:

- Why do you write?
- What writers have influenced you? (Or other people who have influenced your writing?)
- What are your greatest strengths as a writer?
- What are your goals for growth as a writer?

Dance

Students will submit two selections in advance to the adjudicator. These should best demonstrate their dance abilities and their mastery of stage performance. Suggested styles could include but are not limited to Ballet, Modern Theatre, Jazz, Lyrical, Contemporary, Modern, Ballroom, Latin, Irish/Scottish/Ethnic, Hip Hop (or other street and related styles). Students are encouraged to consult their sponsor teachers for assistance with the selection of pieces appropriate to their talents and to provide some critical assistance regarding presentation.

Debate and Public Speaking:

Applicants should submit an outline of the progression of their experiences and successes in debate and/or public speaking (i.e., a resume). As well, the applicant should indicate a sample of topics spoken on and/or positions debated in competition.

Because quality debate and speech demonstrate high levels of analytical thought and excellent skills in speaking performance, the 10-minute presentation and 5 min follow up comprised of these elements:

1. An opportunity for the applicant to speak, for up to 3 minutes, about the progression of his/her debating or speaking experiences.
2. An opportunity for the adjudication panel to question the applicant on his/her understanding of the skill of debating/speaking and/or knowledge about the topics the applicant has encountered in competition. (3 minutes)
3. A quick sample of the applicant's skills to be demonstrated by being asked to prepare a one-minute impromptu speech. Applicants would be given two minutes to prepare, one minute to speak.
 - a. For debaters, this would be either the negative or affirmative on a simple two-sided topic provided by the interviewers.
 - b. For public speaking, candidates would be given a quote from a famous person and asked to respond to and or/explain how they understand the quote and its current relevance.

*** The impromptu adjudication questions would be based on materials presented as evidence in the application process, allowing the adjudicators the opportunity to prepare valid questions for #2 above.*

Impromptu debate topics will be clear cut topics and will be garnered from the Manitoba Speech and Debate Association "general topics" list at <https://sites.google.com/site/manitobadebate/resolutions/general-topics>.

Impromptu speaking topics will be broad-based and of general applicability. They will be drawn from the Bartlett's online database.

Drafting and Design Technology

Drafting and Design Technology courses lend themselves to creative project opportunities. Students are to submit evidence of a major project in the form of a video, drafting blueprint and/or pictorial portfolio.

Applicants are to provide journal entries that detail their challenges and successes. They should also provide evidence how the project exceeds course requirements. Note: Pictorial portfolios/ videos have been successfully used by students to document their involvement in the construction of homes, and/or rebuilding and restoration of automobiles.

Entrepreneurship

Applicants should provide evidence that they show entrepreneurial spirit and have set up their own business venture. Evidence must show the development and operation of a business plan including the research that was done to determine the feasibility of the business, a mission statement and objectives, and legal and ethical business operation. In addition, applicants may present details about leadership and/or teamwork in an entrepreneurial activity and discuss how their personal attributes influence the venture's success. Protection of intellectual property is another issue that may be included, as well as the role of innovation in an entrepreneurship venture. Financial statements showing the venture's profitability may be included.

Film & Video

Students will be required to submit one week in advance one main project containing original work that they will have begun and completed during high school. Along with their finished product (which should be on DVD format – do test it before submitting), students need to include the following:

- a detailed written description of the **main** project being submitted (project should be substantial in both length as well as complexity – but no longer than 10 minutes) and would consequently entail a substantial number of 'working' hours (minimum 50 hours)
- a list of higher-level skills and problem-solving techniques used in completing the project
- evidence of pre-production work and filming/editing process that went into the project (i.e., journal, preliminary sketches/brainstorming ideas, photos, shot list/storyboard, etc.)
- a self-evaluation or critique of the finished project, including reasons for the best/ favourite part of the project as well as what was learned from the entire process (including what you might do differently next time).

Food Studies

Applicants will submit one week prior to the adjudicator a video demonstrating a major project in food studies comprised of two components. The interview will further challenge their background knowledge in relation to their submission and related topics.

1. They will prepare, without assistance, a three-course, nutritious meal (appy/main/dessert) that will include (but not be limited to):
 - a. adaptation of ingredients and methods to create original recipes
 - b. presentation skills
 - c. a variety of cooking methods
 - d. cost and nutritional analysis

Indigenous Language and Culture

Students will be asked to demonstrate use of language, culture and traditions at their school or in their community. They will need to present to the adjudicators panel their commitment to preserving and sharing their language, culture and traditions as it relates to their personal journey.

Information and Communications Technology

Applicants should present evidence of a major project in one of the branches of ICT such as database design, networking, web page design using XML or some combination thereof. This should include (but is not limited to) a project manual detailing each of the different aspects of the project, a précis describing how the project exceeds course requirements. Examples of a major project could include an on-line purchase control system, an inventory management data base or a distributed network.

Innovation or Invention

Applicants should present evidence of the development and creation of their innovation or invention. The innovation or invention should be recognized as the product of unique intuition or genius (as distinguished from skill or craftsmanship.)

An innovation might be a new idea, or a new or improved device, service or process. The innovation might offer a better solution or meet new requirements or unarticulated needs. The innovation might be original and more effective, something “new” that breaks into a new market or realm of society. It might also involve integration of various ideas in a new way that has impact.

An invention is an original, new and useful device, method or process that did not exist previously. It may be an improvement on a machine or product, or a new process for creating an object.

Leadership

Successful applicants will identify how, as leaders, they have made a difference in their school and/or community, how they effected change, and how they came to be the leader that they are. Students should consider, for example, their leadership philosophy, key leadership principles to which they adhere,

and/or any leadership model that has helped shape them as individuals. Leadership involves serving in a key role at the organization and/or implementation level of an event. The application should provide evidence of superior leadership skills and commitment to the organizations served. School involvement may include organizing fundraisers, raising awareness through educational initiatives, running spirit events, or the like. Evidence of leadership outside the school may include, but is not limited to, participating in service opportunities, mentoring, or community projects. Portfolios may be used to reflect on the above, providing any distinguishing evidence as well as revealing any specific leadership skills that the applicants have developed as a direct result of their leadership involvement.

Leadership in Health and Physical Activity

Applicants should provide evidence of how they have advanced quality physical activity and/or health education programs in their school or community. Descriptions of the project or event and the key leadership role played in the execution of the activity should drive the portfolio presentation. As well, the applicants need to demonstrate how they have advocated for better health (emotional and/or physical) through the events they led, who benefitted, and how. The applicant may want to reflect on (but is not limited to) the

sustainability and impact of the events, such as the link between physical activity and healthy lifestyles, the link between physical activity and a positive community, the possible physical literacy gained, the importance of fun and fair play, or the reasons why it is important to get more individuals participating in physical activities today.

Leadership in Sport

Applicants should provide evidence of their unique contributions as a leader in the sport community. This could include, but is not limited to, being voted captain, advancing gender equity, or recognizing ways for sport to be more inclusive. While character is paramount (ensure reference letters specifically speak to this), skill and performance will also be considered. Be sure to provide any documentation of achievement. Reflect on the following when preparing your portfolio: How have you given back to the sport or your community in a meaningful way (i.e. being a captain, coaching, or leading a summer camp)? What have you done to advance sport? How would your life be different if you didn't have sport? How would you be different if you didn't take the leadership opportunities provided through sport? How would others' lives be different? Portfolios should reflect on the above, providing any distinguishing evidence as well as revealing any specific leadership skills that the applicants have developed as a direct result of their leadership involvement.

Model UN/Model Commonwealth

Model UN and Model Commonwealth events give students opportunities to learn about diplomacy, public speaking, collaboration, and leadership. A winning candidate in this category should be able to express him or herself with

confidence, articulation, knowledge and understanding of the complexity of international relations. The candidates in this category will undergo a ten-minute interview involving these elements:

1. An opportunity for the applicant to speak, for up to 3 minutes, about the progression of his/her Model UN or Model Commonwealth experiences.
 2. An opportunity for the adjudication panel to question the applicant on his/her learning about the skills of diplomacy, collaboration, and leadership and how the applicant has encountered these in his/her conference experiences. (3 minutes)
 3. A quick sample of the applicant's skills to be demonstrated by being asked to prepare a 1-minute impromptu speech on a topic in line with Model UN or Model Commonwealth themes. Applicants would be given two minutes to prepare, one minute to speak.
- The impromptu adjudication questions should be based on materials presented as evidence in the application process, allowing the adjudicators the opportunity to prepare valid questions for #2 above.
 - Impromptu topics should allow the candidate to address the complexities and nuances of international relations and diplomacy, giving them opportunities to consider how a given country or delegation might approach a topic/issue.
 - Applicants should submit a resume of their Model UN/Model Commonwealth experience, include a list of awards/recognitions and any leadership or organizational positions held.

Music Composition (Classical and Popular)

CDs and hard copies – web links; should be submitted one week prior to adjudication to the adjudicator. Students will submit two original compositions (e.g., Classical, Jazz, Folk, Pop/Rock) with their applications. The compositions should be recorded and presented in hard copy. For popular music, lyrics and chord charts will suffice as hard copy. Students are encouraged to consult their sponsor teachers for assistance with the selection of pieces appropriate to their talents and to provide some critical assistance with presentation.

Students should be prepared to discuss compositions with the adjudicator at the adjudication evening.

Musical Theatre

Students will be required to submit one week in advance of the adjudication, digital evidence of two selections that best demonstrate their musical and technical abilities and their mastery of stage performance. Selection of pieces should be made to bring out BOTH the applicant's singing and acting ability. Pieces must be selected from standard Broadway repertoire. Students are encouraged to consult their sponsor teachers for assistance with the

selection of pieces appropriate to their talents and to provide some critical assistance regarding presentation. Props can be brought (or requested – furniture, for example) and costumes, if applicable, are encouraged.

Performance in Sport: Individual

Applicants should provide evidence of a high level of performance and superior commitment to an individual- based sport (supply documentation of awards received, evaluations, etc.). They should include how their current accomplishments compare to the highest possible achievement for their age group (junior national team, provincial team, Paralympic Sport, BC Summer Games, etc.). In addition to skill-based advanced performance, applicants should reflect on the following when presenting a superior portfolio: How have you developed in character as a direct result of high-performance sport? How have you given back to the sport or your community in a meaningful way (i.e., mentoring, coaching, or being a role model)? What has been the most significant part of your journey, and where do you intend on going from here? Artful presentation and evidence of depth help distinguish the applicant.

Performance in Sport: Team

Applicants should provide evidence of a high level of performance and superior commitment to a team-based sport (supply documentation of awards received, evaluations, etc.). They should include how their current accomplishments compare to the highest possible achievement for their age group and sport organization (junior national team, provincial team, Paralympic Sport, BC Summer Games, etc.). In addition to skill-based advanced performance, applicants should reflect on the following when presenting a superior portfolio: How have you developed in character as a direct result of high performance sport? What does “team” mean to you? How and why does team sport make a difference? What has been the most significant part of your journey, and where do you intend on going from here? Artful presentation and evidence of depth help distinguish the applicant.

Photography: Reality

Applicants are to submit a week in advance a portfolio of 20 photographs to the adjudicator.

Any manipulation or modification to the original image is limited to minor retouching of blemishes and must not alter the content of the original scene. No composites. HDR techniques are acceptable as long as the result is what the eye naturally sees. The photographer may make enhancements in the camera (zooms, pans, multiple exposures, blurs, cropping) with modifications/enhancements using a digital imaging software program such as Photoshop to improve the overall presentation of the original captured image. For example, one may improve contrast/tonality or enhance colour. Techniques that dramatically change the presentation of the original captured image must be entered as Altered Photographs. ***** A portfolio submitted in advance is required for this category. Requirements for portfolio submission below the Photography: Altered).***

Photography: Altered

Applicants are to submit one week in advance of adjudication portfolio of 20 photographs to the adjudicator. Images must be heavily manipulated and obviously creatively enhanced including composites, creative filters etc. These images are not meant to look like a regular photograph.

*****Requirements for both Photography categories above:***

- 10 representing one concentration
- 10 displaying a breadth of exploration.

These photographs may be presented in two sizes:

- 5x7
- 8x10 or 8x12.

Further notes:

- A minimum of 10 photographs must be 8x10 or 8x12.
- Photographs must be presented in a black binder book with clear sleeves.
- No frames, poster boards, project boards or extra books will be accepted.
- A student biography and artist statement are to accompany the photographs in the binder.

Popular Music (Jazz and Contemporary): Vocal and/or Instrumental

Students will submit two selections digitally in advance to the adjudicator, that best demonstrate their musical and technical abilities and their mastery of stage performance. The interview will include questions them on background related to the submission. Students may be required to play a shorter piece live during the interview. Students are encouraged to consult their sponsor teachers for assistance with the selection of pieces appropriate to their talents and to provide some critical assistance regarding presentation.

Second Languages

Evidence should be submitted one week in advance to the adjudicator. Successful applicants in this category will demonstrate fluency in a language OTHER than their mother tongue or language of academic instruction (i.e., the student attends school in English, though English may not be the mother tongue**). Applicants should submit written evidence revealing language expertise (e.g., creative writing pieces, short stories, documentaries, interviews, novels and/or drama script). For oral evidence, applicants should be prepared to speak and answer questions in their second language during the adjudication process.

****This category is intended to recognize achievement in the learning of a *foreign* language, not to assess ability in a first/native language or to consider achievement in a second language if that second language is also the main language of instruction where the student currently attends school.**

NOTE: Potential applicants should note that the second language adjudicator, in conjunction with the DDAA Organization Committee, reserves the right to determine whether the language being applied in constitutes a “second” language. Where it is determined that the language is not the “second” language, the application may be disqualified.

Studio Arts**

A portfolio will be submitted a minimum of one week in advance to the adjudicator. The portfolio may be digital as well as in hard copy at the discretion of the adjudicator, as the interview is online. The submissions should be comprised of eight original works made up as follows:

- Four works should represent one major concentration, with an accompanying artist statement as it relates to the concentration.
- Four other works displaying breadth of exploration. If a student wishes to present a sketchbook, it would be considered one of the breadth pieces.

NOTES

- All eight submitted works must be clearly labeled as a concentration work or exploration work.
- As the interview is online students should be prepared and work with a counsellor to maximize effectiveness of the presentation.
- If a significant piece of work by a student is unavailable for submissions because it has been sent away for portfolio adjudication for post-secondary admissions, a digital image or photographic representation would be accepted in its stead. An authentication form, signed by the art teacher or counsellor, must be submitted with the reproduction.

Textiles

A digital portfolio submitted one week in advance of adjudication to the adjudicator; must include of six pieces showing evidence of the following:

- Use of a variety of fabrics.
- Quality of finish and fit.
- Use of a variety of advanced sewing techniques.
- Creativity in adapting

patterns to suit individual

needs. Documentation of the

following:

- Record of research, planning and pattern adaptation
- Cost analysis
- Fabric samples
- Photographs and/or sketches of work and finished garments

Theatre Performance

Students will present live two CONTRASTING pieces (e.g., Modern vs. Shakespeare or Comedy vs. Tragedy) maximum 4 minutes each; that best demonstrate their dramatic and technical abilities and their mastery of stage performance. Digital portfolios may be submitted in advance at the direction of the adjudicator.

Students are encouraged to consult their sponsor teachers for assistance with the selection of pieces appropriate to their talents and to provide some critical assistance regarding presentation.

Theatre Production: Technical Theatre

This digital portfolio must be submitted a week in advance to the adjudicator. Applicants should be prepared to present a portfolio that demonstrates their active involvement in theatre production. Elements presented in the portfolio include: Prompt book, ground plans, crew schedules, pictures of productions, a tentative rehearsal schedule for a two act play with a rehearsal schedule of 9 weeks to opening, other documentation of interest. Items for discussion include: a description of the production roles taken; identification of typical production working environment and tools used within a working theatre; relationship between the stage manager and the director designer; rehearsal scheduling and directing.