

Northern and Interior District Authority Scholarship Application 2024

INFORMATION AND GUIDELINES

DISTRICT AUTHORITY SCHOLARSHIPS, 2024 (Group 1, 2 and 4 Independent Schools)

INFORMATION AND GUIDELINES

Definition of the District Authority Scholarship

1. The purpose of the District/Authority Scholarships is to acknowledge superior achievement in the following specialty areas:
 - Fine Arts**
 - Applied Skills**
 - Physical Activity and Sports**
 - Second Languages**
 - Community Service**
 - Leadership**
 - Technical and Trades Training**
 - Indigenous Languages and Culture**
2. Each scholarship recipient will receive a \$1250 **voucher** to use towards post-secondary tuition. See <https://studentaidbc.ca/apply/designated> for a complete list of designated institutions.
3. To obtain the District/Authority Scholarship voucher, qualifying students *must enroll in, and attend*, a full program in a designated post-secondary institution, or a training program which requires secondary school graduation and is approved by the Ministry of Advanced Education and Job Training, normally no later than five years following their graduation.
4. To be considered for a District/Authority Scholarship, applicants must:
 - be a Canadian citizen or Permanent resident (Landed Immigrant) – foreign students in B.C. on a study permit are **not eligible** to apply
 - be enrolled in a **Group 1, 2 or 4 Independent school in Grade 12**
 - fulfill B.C. Ministry of Education graduation requirements
 - must be a BC resident (parent/guardian address)
5. The following chart delineates the eight **Specialty Areas** and within each, examples of specific **Focus Areas**. Students can apply in one Specialty Area only. Students are advised to choose the area where they are best able to demonstrate the highest level of achievement in a portfolio.

Specialty Areas

FINE ARTS	APPLIED SKILLS
FOCUS AREAS: Classical Music Music Composition Creative Writing Musical Theatre Dance Photography Film & Video Popular Music Studio Arts: Fabric and Fiber Studio Arts: Printmaking and Graphic Design Studio Arts: Ceramics and Sculpture Studio Arts: Drawing and Painting Theatre Performance Theatre Production: Technical Theatre Visual Arts: Media Arts	FOCUS AREAS: Accounting & Marketing Agricultural Sustainability Analog Systems, Digital Systems Business Computer Applications Business Information Mgmt. Business Entrepreneurship Computer Programming Debate/Public Speaking Electronics and Robotics Food Studies/Cooking Information & Communication Technology Internet Applications Journalism/Yearbook Leadership Mechanical Model UN/Model Commonwealth Textiles
PHYSICAL ACTIVITY	SECOND LANGUAGES
FOCUS AREAS: Performance in Sport: Individual Performance in Sport: Team	FOCUS AREAS: American Sign Language German, Mandarin, Arabic Italian, Punjabi French, Japanese, Spanish Korean, Other
LEADERSHIP	TECHNICAL AND TRADES TRAINING
FOCUS AREAS: Leadership (Community and Global) Leadership in Health and Physical Activity Leadership in Sport	FOCUS AREAS: Automobile Technology Drafting and Design Carpentry/Joinery Metal Fabrication and Machining Welding
Community Service	INDIGENOUS LANGUAGES AND CULTURE
FOCUS AREAS: Service Projects Local Service Global	FOCUS AREAS: Creative Arts Languages

APPLICATION INSTRUCTIONS

The application/registration process is entirely digital. The registration as well as all documentation and portfolios will be due on the same date (April 8th) as per the following instructions. Good luck to all applicants and please be sure to follow all directions carefully. If you have difficulty have your teacher/counselor or administrator, contact the email listed below.

1. The deadline for application submission is **April 8, 2024**. Applicants can access the online Registration and Application Form from here: [Web Form Link](#)
2. You will need a google mail account to upload all the documents. Applications and Portfolios must be submitted through the link above. Students should have all documents saved and ready in advance, before filling out the application form online and this will make the upload much easier. All Portfolios are to be submitted (digitally) there along with the following documents. Through the web form link, applicants need to (scanned to PDF):
 - a. submit a one-page personal letter of application, introducing himself/herself, superior achievement in his/her chosen specialty/focus area, and future and career goals.
 - b. submit the Evidence and Documentation List (Chart found on following pages 4 & 5).
 - c. submit a signed Applicant Verification Form (found on the last page of this package on Page 6).
3. All applicants must create a digital portfolio that shares, indicates, or demonstrates superior achievement in the applicants chosen Specialty and Focus area. While this link is also due on April 8th, the applicants web link will be reviewed during the **Adjudication Period in May** and can be fine-tuned between April 8th and the adjudication.

PLEASE NOTE: The adjudication process is based entirely on your digital portfolio. A few categories will require a brief interview for follow up. These are noted clearly in the presentation requirement focus area descriptions that follow.
4. All communication on the behalf of applicants should come from the school directors/counsellors or administrators. **School directors or counsellors can direct inquiries to Mike Campbell:**
northerninteriordas@gmail.com

EVIDENCE AND DOCUMENTATION LIST (Due April 8, 2024)

Name: _____

BC Ministry PEN: _____

SCHOOL/COMMUNITY COURSES TAKEN RELATED TO SPECIALTY AREA		
Grade 10	Grade 11	Grade 12
AWARDS		
List any awards, certificates or competitions connected to your specialty area that you have received or been involved in over the last three years.		
Grade 10	Grade 11	Grade 12
SCHOOL ACTIVITIES		
List the school activities (club, councils, events) in which you have been involved during Grades 10, 11 and 12 in your specialty area. Start with your most recent involvement.		
Activity	Position Held	Grade(s) involved

COMMUNITY ACTIVITIES

List the community activities in which you have been involved during **Grades 10, 11 and 12** in your specialty area. Start with your most recent involvement.

Activity	Position Held	Grade(s) involved

2024 POST SECONDARY PLANS

Are you planning to attend a post-secondary institution next year? Yes No

If **'yes'**, what is your intended program of study? _____

The DAS voucher is valid for 5 years from time of graduation. If you answered **'no'** to the above question, please briefly describe your post-secondary plans.

Applicant Verification Page:(To be signed by a school representative and submitted with application.)

SCHOOL COUNSELLOR/DIRECTOR OR ADMINISTRATOR:

Please use the following checklist to determine that this application form is complete.

Have the following ready before starting your online application:

- A. This Verification page with the School Authority Signature scanned to PDF
- B. Typed, one-page personal letter of application scanned to PDF
- C. Pages 4 & 5 Evidence/Documentation List scanned to PDF
- D. Weblink for Portfolio or Additional evidence as required per Focus Area

The affixed Documents/Evidence are submitted to support the application of _____(Student Name)

BC Ministry PEN: _____ School Name: _____

**I, _____, certify that, to the best of my knowledge, the information
And documentation submitted in this application are correct and complete and that the applicant is
in a position to graduate at the end of this school year.**

(Position of School Coordinator)

(Signature of School Coordinator)

Thank you for your assistance in this process. We trust that this experience will be of great benefit to all of our students as they demonstrate their achievements, and to us as we celebrate with them.

EVIDENCE PORTFOLIO

The following is not an exhaustive list of Categories and any questions regarding alternate topics can be directed to Mike Campbell at interiornortherndas@gmail.com

Portfolio Requirements

A strong portfolio will include clear explanations of your strengths, skills and involvement in your chosen area. The evidence provided to the adjudicator should be easy to follow and identify as your work or your participation. (Example: For sports performance; providing a video of games with no explanation or even identifying your number would be an example of what not to do.) Be sure to read the guide for your area. Ultimately your portfolio needs to clearly identify that you are performing or demonstrating a skill at a very high level, which exceeds normal expectations.

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, displaying a mastery of all competencies in the selected area.

Agricultural Sustainability

Applicants must demonstrate experience in local food production and local food security. This requires evidence of an exceptional 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.

Applicants in this category may also demonstrate work in agriculture that demonstrates an exceptional understanding and commitment to sustainable agriculture. They must exhibit a significant level of hours outside of school or work which exemplify this commitment.

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. They must also demonstrate timelines that chronicle the development of the project.

Carpentry and Joinery

Students are required to send evidence of at least Three projects of varying degrees of difficulty. ONE of the projects should be a major work. All 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. Video evidence of the various build stages involved
4. Construction quality (hand-cut wood joints where appropriate, machine cut for other areas, strength with grace, not overbuilt, materials selection, matching grain, etc.)
5. Finishing quality

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 a particular area, and that the student has made a difference in his or her community or globally. The applicant might have held the chief role in at least one event or served in multiple projects. Evidence must show superior service, skills and a commitment to the organizations served. Lastly, the applicant must 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

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.

Applicants are required to submit a brief commentary of the five pieces submitted in the application process. They should describe for the adjudicators:

- 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 present two selections, (recorded performances), that 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 (Interview required)

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 including the following in the portfolio:

1. Evidence of the applicant speaking for up to 3 minutes, about the progression of his/her debating or speaking experiences
2. The applicant must provide evidence speaking to 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*
 - c. *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 web link providing video, drafting blueprint and/or pictorial portfolio. Hard copy submissions need to be arranged with adjudicators. 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 of an 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 main project containing original work that they will have begun and completed during high school. Along with their finished product (which should be a web link – 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 present a major project in food studies comprised of a prerecorded video submitted in advance on a web link. The video should clearly demonstrate the process used and follow the directions below. Videos should be positioned to allow the adjudicator to assess the entire process, as if filming a cooking show. The applicant should describe verbally on the video what they are doing at the key steps throughout the process.

1. They will prepare and record, without assistance a two-course, nutritious meal (appy/main OR main/dessert) that must 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 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 submit 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 (Interview may be required)

Applicants should submit 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. It may be an improvement on a machine or product, or a new process for creating an object.

Leadership Community/Global

Successful applicants must submit a portfolio via weblink that identifies 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 portfolio evidence through a weblink 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 portfolio evidence through a weblink of their unique contributions as a leader in the sport community. This could include, 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 has your leadership impacted others?

Model UN/Model Commonwealth (Interview Required)

Model UN or 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 Classical: Vocal and Instrumental

Students will provide two recorded selections via weblink, that best demonstrate their musical and technical abilities and their mastery of stage performance. 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.

Music Composition (Classical and Popular)

Students will submit two original compositions (e.g., Classical, Jazz, Folk, Pop/Rock) through a web link to the adjudicators. For popular music, lyrics and chord charts will suffice and can be emailed to 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 with presentation.

Musical Theatre

Students will present two selections on a web link, 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 used and costumes, if applicable, are encouraged.

Performance in Sport: Individual

Applicants should provide evidence through a digital submission, 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

A. Reality Photography

Applicants are to submit a digital portfolio of 20-30 photographs. 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.

B. Altered Photography

Applicants are to submit a digital portfolio of 20-30 photographs. 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:**

- **Minimum 10 to Maximum 15 photos representing one concentration, such as landscape, nature or cityscape**
- **Minimum 10 to Maximum 15 photos displaying a breadth of exploration**
- **A student biography and artist statement must accompany the submitted photographs**

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

Students will present two selections that best demonstrate their musical and technical abilities and their mastery of stage performance. 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

Successful applicants in this category will demonstrate fluency in a language **OTHER than their first or home language or language of academic instruction** (i.e., the student attends school in English, though English may not be their first language). Applicants should submit written evidence revealing language expertise (e.g., creative writing pieces, short stories, documentaries, interviews, novels and/or drama script).

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 of eight original works will be submitted in digital format. The portfolio should be 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.
- Your work may be displayed on a table in a video format or on easels, trifolds or display boards to elevate your work.
- 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 must include of six pieces showing evidence of the following: Hard copies may be required in advance in this category.

- 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 video evidence of two CONTRASTING pieces (e.g., Modern vs. Shakespeare or Comedy vs. Tragedy) that best demonstrate their dramatic and technical abilities and their mastery of stage performance. 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 in advance to the adjudicator. Applicants should submit 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 may also 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.

Trades

The portfolio requirements for this category vary on the trade. Each portfolio will require that they demonstrate a skill level, understanding and ability that exceeds what would be expected in a standard class setting. Students will be required to demonstrate above average dedication to the field of choice. They will have to demonstrate through a

portfolio, evidence demonstrating a high level of skill and proficiency in their chosen trade. The portfolio should include examples of finished projects as well as the steps taken along the way that demonstrate the skills required.

