

KEY JUDGING CONSIDERATIONS

NOTE: We are delighted to receive posters that teachers feel are eligible for a 'Special Commendation' in view of the effort put in by the individual young person and therefore, do not feel obliged to just submit your 'best' or highest scoring posters, we want all young people to be able to achieve through our programme. Please attach a note if necessary.

1) Compelling content:

This is the most important criterion. Does the poster reflect a positive and life-affirming outlook? Do you get a positive impression of the author's character and values? Does the poster have universal appeal? Does it appear like the author has researched the WWI topic effectively? Does the poster show some understanding of the First World War and the effect it had on people? Does the poster make you both think and feel? Did you learn something special and compelling about the author? Does the poster capture a value or ideal in a unique or special way?

2) Presentation

Is the poster clearly set out? Does it form a coherent whole?

3) Grammar and spelling:

Judges should determine the extent to which poor grammar and spelling may distract the reader from grasping the message.

SUGGESTED POSTER SECTION WEIGHTING

Section 1 – Values and Qualities – 20%

Here the main thing will be the quality of insight and understanding demonstrated in the comment in each panel. There are no right or wrong choices. Do the students express why they have made their choices?

Section 2 – Favourite Poem – 5%

Does the student explain why they have chosen the poem? Is the poem reflective of WWI?

Section 3 – Inspiring Story/Person – 30%

The important thing is how the student has understood the inspiring figure or story and how it relates to WWI, some connection between their personal life and the story/person should also be shown. Specifically:

- Background of the person/story chosen.
- Does it relate to WWI? Has research been done?
- Ideals and values that person/story shows that have inspired the author.
- Achievements - Are there any particular success stories about this story/person, what values were used to achieve this?
- The message they conveyed
- Conclusion – why they are inspiring and what similar ideals the students would like to realise themselves.

Section 4 – Inspiring Quotations – 5%

This will depend on whether the students have added comments about the quotations. Do the quotations make sense together? And how are they related to the student's choice of qualities and/or inspirational figure/story?

Section 5 – Inspiring Painting/Photo – 5%

Why have they chosen the painting and what is the quality of their comments? Have they chosen something relevant to WWI?

Section 6 – My Aspirations – 30%

This is the most important section. The questions are difficult. Do you get a sense that they have really thought through their answers and do you feel that they have used what they have learned about values, history and inspiration people to reflect on their future? Can they relate their own experience to the principles of the poster? Have they made a connection between the past and present? Are there indications that the exercise has made them a better and more reflective person? Why not check the back!

Presentation - 5%

Is the poster clearly set out? Does it form a coherent whole?