



# Decoding the Universe

Exploring the unknown with nature's hidden language



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# The Tasmanian Science Talent Search

## About the Tasmanian Science Talent Search

The Tasmanian Science Talent Search (TSTS) is an initiative of the Science Teachers Association of Tasmania. It has been operating consistently for the last 60 years (although not always under the same name) and has involved over 60 000 students across Tasmania.

Through TSTS we aim to inspire a lifelong interest in science, promote high quality teaching and learning, & highlight a national path to Science and STEM excellence.

The National Science Week 2025 Schools Theme is **Decoding the Universe: Exploring the unknown with nature's hidden language**. The theme aims to highlight the fascinating intersection of mathematics, science, and understanding our natural world. The Universe is everything around us, it includes the Earth, stars, planets, galaxies, and even the tiny particles that make up everything in existence. The Universe is a huge place filled with mysteries and hidden rules or 'secret code' that we're only starting to understand. First Nations peoples have been "decoding" the Universe through stories, traditional practices, and observations of the land. Scientists explore the unknown using tools like telescopes, microscopes, computers, and experiments. They also look for patterns in nature and use maths to help explain what they see. It's like being a detective - gathering clues and piecing them together to solve the big questions. By decoding the Universe and understanding nature's hidden language, we can learn how everything works - from the tiniest atom to the largest galaxy. This knowledge can help us solve real-world problems like climate change, health issues, and space exploration. It also helps us see the world in a whole new way, filled with amazing patterns and connections. For resources and more information, check out the [National Science Week Website](#).

## TSTS Categories

The 10 categories will be judged across 6 divisions. All categories will be awarded first place, runner up prizes. Prizes vary across the various categories and are allocated on a yearly basis according to sponsorship.

### Categories

#### Themed Categories

- Picture Book
- Creative Writing
- Photographic Essay
- Posters and Infographics
- Video
- Scientific Essay
- Innovation Challenge

#### Open Categories

- Environmental Science Project
- Engineering & Inventions
- Research Investigation

### Divisions

Division 1: Years K - 2

Division 2: Years 3 - 4

Division 3: Years 5 - 6

Division 4: Years 7 - 8

Division 5: Years 9 - 10

Division 6: Years 11 - 12

*Please note that not all categories are available in all divisions.*

*See the category pages for details.*

## Science Teachers Association of Tasmania

The Science Teacher's Association of Tasmanian Inc (STAT) is a professional association for Tasmanian science educators from kindergarten to tertiary level. It is a fully volunteer run, non-profit professional association that exists for the support of science education in all its forms.

### STAT Mission Statement

*Supporting all Tasmanian Science Teachers to provide excellence in science education.*

### Strategic Priorities

- Committed to developing a community of science teachers through collaboration and networking
- Aims to provide a variety of professional development, responsive to the needs of STAT members
- To grow teacher capacity and student outcomes through the sharing of resources and knowledge
- Supporting inclusive student focused learning in Science and STEM

### Supporting inclusive, student focused learning in Science and STEM

Through the Tasmanian Science Talent Search, the Science Teachers Association of Tasmania supports student focused learning in Science and STEM and encourages science teachers to provide their students with the opportunity to develop a broad understanding and application of science which is fundamental now and in the future. Through TSTS we aim to develop students skills and attitudes which will contribute to the development of the wider community and world in which they live and will work.

### Contacts & Help

For more information, visit [Tasmanian Science Talent Search](#)

For all queries please contact TSTS Coordinator - Steve Foskett via [tsts@stat.org.au](mailto:tsts@stat.org.au)

## Submission Information

### Entry Fees

School STAT Member: With a TSTS Membership Package - unlimited entries

Individual STAT Member: With a TSTS Membership Package - unlimited entries

STAT Member: \$10 per entry

Non-STAT Member: \$25 per entry

### Conditions of Entry

TSTS 2025 is open to all Tasmanian students K - 12. All entries must be submitted via the [stat.org.au](http://stat.org.au) website, following the required submission procedure.

STAT expects that work submitted to the TSTS is of a high standard. On the rare occasion that entries do not meet that standard the judging committee reserves the right not to award prizes in any division.

Entries submitted to the TSTS may be displayed on the STAT website or shared at presentation events.

The Tasmanian Science Talent Search reserves the right to publish entries, entrants names, and any photographs taken at TSTS related events.

If possible, students in Divisions 4 - 6 who submit entries for Creative Writing, Scientific Essay, STEM Challenge, Research Investigations, Environmental Science Projects, or Invention & Engineering Projects should pass their work through Turnitin and submit the report with their entry.

If students are not able to access Turnitin, the judges reserve the right to submit a student's entry for checking.

A risk assessment is required for all TSTS entries in the Open Section categories & the Innovation Challenge. A risk assessment form can be found at the end of this booklet.

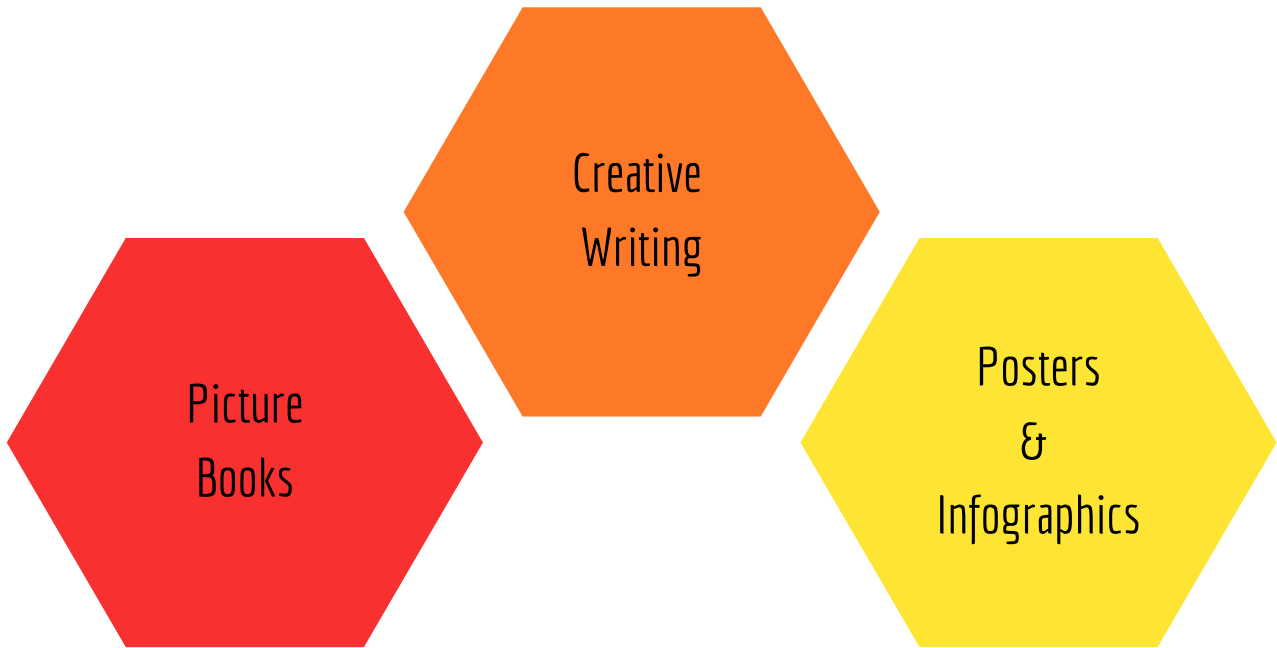
Entries that do not follow submission guidelines for their category will not be considered. Please read the entry guidelines carefully.

For the Engineering & Inventions category, models and inventions may contain commercially available components but must not be solely assembled from or based on commercially available kits.

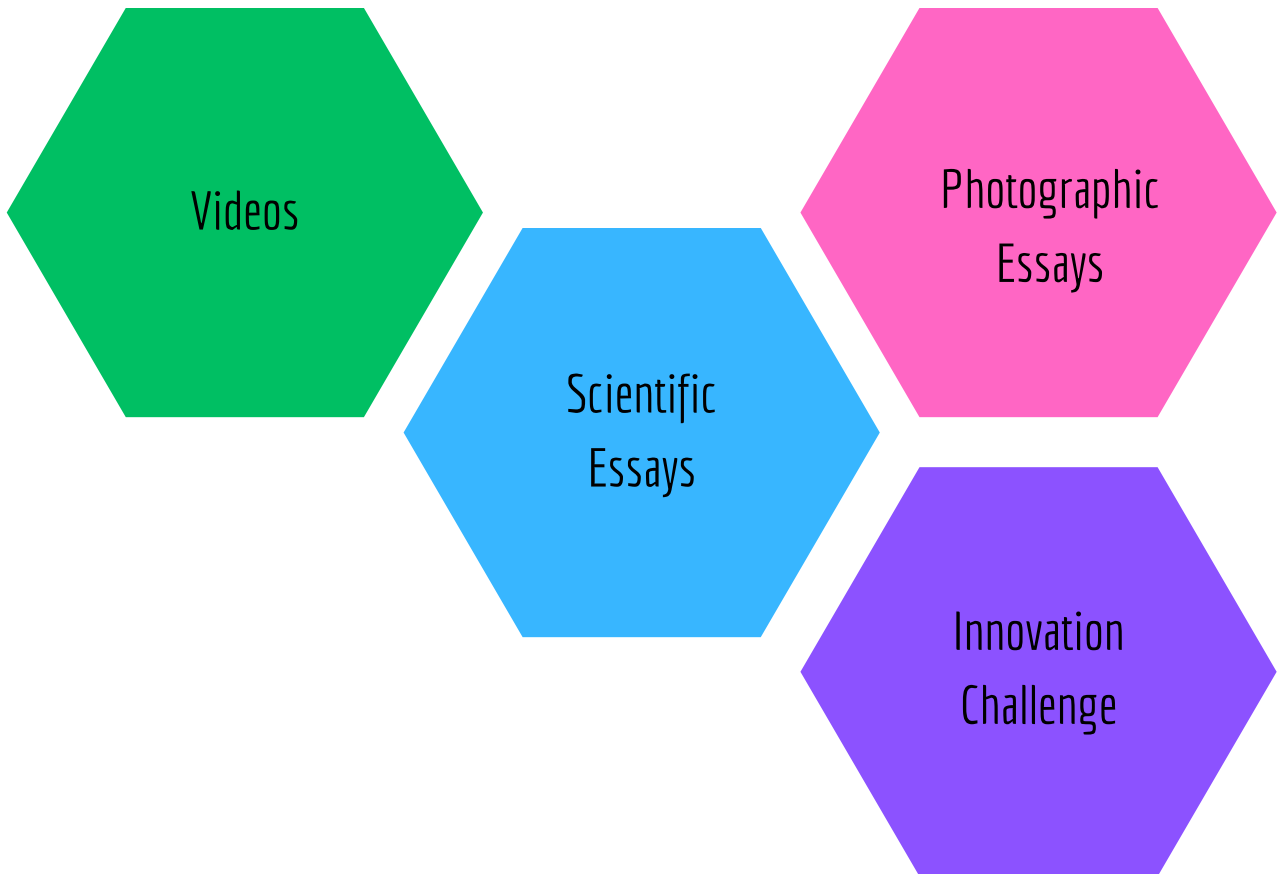
### Safety Considerations

Students and their supervising teachers or parents should ensure that all entries are conducted in a responsible and safe manner. Projects involving microorganisms will only be accepted if adequate safety precautions are evident and the microorganisms present no threat to the health of individuals or the environment. Projects including explosives, rocket fuels, or other hazardous chemicals detrimental to the environment or potentially harmful to individuals will not be accepted. All electrical experiments should not be in excess of 32 volts AC or 115 DC. Projects involving illegal activities will not be accepted.

All entries must be submitted via the [Tasmanian Science Talent Search](#) following submission procedures. All entries should be submitted as PDFs except in the video category where a weblink should be provided.



**THEMED CATEGORIES**



## PICTURE BOOKS

**THIS CATEGORY IS OPEN TO DIVISIONS 1 - 3**

### Entry Guidelines

- Entries must be relevant to the topics of “**Nature’s hidden language**” or “**Exploring the unknown**” and be a work of **fiction**.
- Entrants may be individuals or small groups (of up to 3 students). Divisions 1 and 2 may submit whole class entries.
- Entries should include **scientific concepts** and **information** in the story.
- Entries should consist primarily of pictures supported by **minimal text**.
- An **appendix** including a brief explanation of **3-5 key scientific concepts or ideas** used to develop the story should be included.
- A **bibliography** listing all sources used to develop the entry should be included.
- An **acknowledgements** statement listing any people who helped and what they did should be included in the submission.
- Typed text is encouraged but not essential however, handwriting should be clear and legible if used.
- Pictures can be created using any medium.
- Downloaded images cannot exceed 25% of total artwork and must be cited.

### Word Limits

Division 1: 200 words

Divisions 2 – 3: 300 words

### Submission Deadline

**26 September 2025**

### Instructions

1. Decide on the 3-5 key science ideas you want to cover in your entry.
2. Create your picture book. Remember, artwork can be created using any medium and at least 75% should be original work. Handwriting is OK as long as it is clear and legible, but typed text is preferred.
3. Add your appendix summarising the science ideas you used to develop your story.
4. Add your bibliography and acknowledgments.
5. Submit your picture book as an A4 or A3 PDF.

### Resources

[Exploring Picture Story Books](#)

[Writing Your Picture Story Book](#)

## CREATIVE WRITING

### THIS CATEGORY IS OPEN TO ALL DIVISIONS

#### Entry Guidelines

- Entries must be relevant to the topic **Decoding the Universe - exploring the unknown with nature's hidden language**.
- Only individual entries will be considered for this category.
- Entries must be **imaginative**. This could be a diary, letter, cartoon, play, narrative, fable, a poem, music lyrics or any other creative writing style you like.
- Entries should include at least **3-5 key science concepts**, which should be listed in an appendix.
- A **bibliography** listing all sources used to develop the entry should be included.
- An **acknowledgements** statement listing any people who helped and what they did should be included in the submission.
- Typed text is encouraged but not essential. Handwriting should be clear and legible if used.
- Illustrations can be used to complement the writing or as an integral part of the text style. Any medium can be used.
- Downloaded images **cannot** exceed 25% of total artwork and must be cited.

#### Word Limits

Division 1: 50 – 300 words

Division 2: 100 – 500 words

Divisions 3 – 6: 250 – 1000 words

#### Submission Deadline

**26 September 2025**

#### Instructions

1. Decide on the 3-5 key science ideas you want to cover in your entry.
2. Write your piece. Be creative!
3. Add your appendix listing each scientific idea covered in your entry. For Divisions 3 and above, this should include a short (1 – 3 sentences) explanation of each concept.
4. Add your bibliography and acknowledgments.
5. Submit your entry as an A4 PDF.



## POSTERS & INFOGRAPHICS

**THIS CATEGORY IS OPEN TO ALL DIVISIONS**

### Entry Guidelines

- Entries must be relevant to the topic **Decoding the Universe: Exploring the unknown with nature's hidden language**
- Possible themes the explore include but not limited to:
  - **How do different living organisms communicate?**
  - **Explain one of nature's hidden languages**
  - **Explore one of the unknown questions of the Universe**
  - **Using Maths to explain the natural world**
- Only individual entries will be considered for this category.
- Entries should be informed by personal research or be part of a learning sequence.

### Divisions 1 - 3: POSTERS

- Posters should integrate understanding of scientific concepts with artistic skill and interpretation.
- Posters may combine graphic and text elements.
- Typed text is encouraged but not essential. Handwriting should be clear and legible if used.

### Divisions 4 - 6: INFOGRAPHICS

- Entries should be in the style of a **scientific infographic poster**
- Posters should integrate visual style and information and contain both graphic and textual elements
- Typed text is encouraged but not essential, handwriting should be clear and legible if used.

### Submission Deadline

**26 September 2025**

### Instructions

1. Decide on the topic of your scientific infographic. Scientific infographics should communicate a science concept, issue or idea in a way that is eye-catching, informative and/or challenges a person's thinking.
2. Create your entry.
3. Submit your entry as an A3 PDF.

### Resources

[How to make an infographic](#)

## PHOTOGRAPHIC ESSAYS

**THIS CATEGORY IS OPEN TO DIVISIONS 2 - 6**

### Entry Guidelines

- Entries must be relevant to the topic **Decoding the Universe: Exploring the unknown with nature's hidden language.**
- Possible themes the explore include but not limited to:
  - **The Universe in everyday patterns.**
  - **Hidden light of the Universe.**
  - **From stardust to life.**
  - **The Universe within us**
- Only individual entries will be considered for this category.
- Entries should include a series of 6 – 8 photographs that tell a story.
- Photographs must be taken by the entrant for the purpose of this competition.
- Photos may be edited by the entrant.
- Each photograph may include a caption of up to 20 words.
- Photographs can be arranged in any sequence.
- No photograph can exceed 1 MB and entries must not exceed 8 MB in total.
- Include a numbered list of all photographs in the order they appear and state what if any editing has been performed.
- An artist's statement of up to 200 words, acknowledgments, and bibliography should be included in the entry.

### Submission Deadline

**26 September 2025**

### Instructions

1. Take your photographs and edit them if you would like to.
2. Create your title page. This should include your project name, your name, the division you are entering, and your school's name.
3. Add your photos (one per page) in any order you like. Photos may be accompanied by a caption (up to 20 words each).
4. Write your artist's statement (no more than 200 words).
5. Add your bibliography and acknowledgments.
6. Submit your essay as a PDF. All entries must be submitted via the [www.stat.org.au](http://www.stat.org.au) website, following the required submission procedure.

## VIDEOS

### THIS CATEGORY IS OPEN TO ALL DIVISIONS

#### Entry Guidelines

- Entries must be relevant to the topic **Decoding the Universe: Exploring the unknown with nature's hidden language.**
- Entries may be submitted by individuals or by small groups of up to 3 students. Divisions 1 and 2 may submit whole class entries.
- Entrants may choose any topic related to the theme and any genre.
- Videos should be informed by personal research or be part of a learning sequence.
- Videos must be the work of the entrant. Any footage from other sources must make up less than 10% of the final video.
- Only the entrant may work on the editing and post-production of the video. Techniques taught by teachers etc must be done using unrelated footage.
- Videos should be 90 seconds to 3 minutes long not including credits.
- Credits should include roles of entrants, bibliography, acknowledgments, and a list of equipment and software used.
- Credits should be up to 30 seconds long.

#### Submission Deadline

**26 September 2025**

#### Instructions

1. Choose the topic you wish to convey in your video.
2. Write a script and plan your shoot. Think about your use of sound, slow motion, subtitles, animation, colour, etc.
3. Film and edit your footage.
4. Include a credits section. Make sure to add everyone involved and what they did.
5. Upload your video to a video sharing site like YouTube
6. Make sure your video can be viewed by anyone with a link.
7. Submit your video by sharing a link to your entry All entries must be submitted via the [www.stat.org.au](http://www.stat.org.au) website, following the required submission procedure.

#### Resources

[Sleek Geeks](#)

[MyState Filmmaking Guides](#)

## SCIENTIFIC ESSAYS

**THIS CATEGORY IS OPEN TO DIVISIONS 4 - 6**

### Entry Guidelines

- Entrants may choose from one of the following topics for their scientific essays:
  - **The Power of Climate Data: Decoding the past and predicting the future of our planet**
  - **First Nations Traditional Knowledge: Decoding nature's code and caring for country**
- Indicate the topic choice in the title of your entry.
- Only individual entries will be considered for this category.
- The essay must incorporate scientific information and evidence
- Essays should follow conventions of persuasive writing.
- References should be cited in-text and a bibliography included at the end of the essay.
- Include An acknowledgements paragraph listing anyone who assisted with the essay and what they did.
- Formatting: Times New Roman or Arial font, 12 pt., 1.5 line spacing, 2.5 cm margins.

### Word Limits

- Division 4: 1200 words
- Division 5: 1500 words
- Division 6: 2000 words

### Submission Deadline

**26 September 2025**

### Instructions

1. Choose the topic you wish to write your essay on. Make sure it is clear which you have chosen.
2. Plan your essay. Write a thesis statement, do some background reading, and plan your arguments.
3. Write your essay. You may want to use images, tables, or graphs to support your argument, but these should be used sparingly.
4. Cite your sources in-text and include a bibliography.
5. Add an acknowledgements paragraph at the end of your essay including anyone who helped develop your essay including in the planning or editing stages.
6. Submit your essay as a PDF. All entries must be submitted via the [www.stat.org.au](http://www.stat.org.au) website, following the required submission procedure.

### Resources

[Persuasive Writing](#)

[Plagiarism & Referencing](#)

## INNOVATION CHALLENGE

### THIS CATEGORY IS OPEN TO ALL DIVISIONS

**This Year's Challenge is to design an innovative solution to a real-world problem by learning from patterns, behaviours, or systems found in nature.**

Explore how "nature's hidden language" can inspire new ideas.

For example: how animals communicate, how plants grow or how ecosystems function .

#### Your project should:

- Identify a problem in your community, environment, or daily life.
- Explain how a natural pattern, process, or system inspired your idea.
- Design and describe a solution based on this inspiration.

#### Examples of Challenges by Age Group:

##### Early Childhood (Kindergarten -Year 2):

- Design a bird feeder that mimics how flowers attract bees or birds.

##### Primary (Years 3 - 6):

- Create a water-saving garden system inspired by how cacti store water.

##### Secondary (Years 7 - 10):

- Develop a house cooling system based on termite mounds or penguin huddling behaviours.

##### Senior Secondary (Years 11 - 12):

- Propose a sustainable energy solution inspired by photosynthesis or wave patterns in the ocean.

#### Entry Guidelines

- Projects must focus on how nature's patterns inspired your solution.
- Submission Format: A report in PDF format including:
- A clear explanation of your problem and solution.
- Supporting materials such as diagrams, drawings, photos, or videos.

#### Collaborations:

- Individual entries or small group entries (up to 2 students).
- Whole-class entries allowed for Divisions 1 and 2 (Kindergarten–Year 4).
- Bibliography Required: Include references to your research sources.

#### Submission Deadline

**26 September 2025**



## Step by step guide to the ENGINEERING DESIGN PROCESS

### 1. Discover the Problem

- Think about a problem affecting your school, community, or the environment.
- Look for ways nature might have already solved a similar problem.

### 2. Explore Nature's Ideas

- Research natural systems (e.g., how bees build hives, how trees grow, or how fish swim).
- Ask: Why does this system work? Could this help solve your problem?

### 3. Design Your Solution

- Imagine a creative idea inspired by nature.
- Draw or build your idea as a prototype. This could be:
  - A physical model made with craft materials.
  - A digital drawing or 3D design.
  - A coded animation or simulation.

### 4. Test and Imagine

- Imagine how your idea would work in real life.
- Think about what might go wrong and how to improve it.
- Ask: How could this idea help people or the environment?

### 5. Share Your Work

- Create a report explaining your idea.
- Include photos, drawings, videos, or any other visuals to support your explanation.
- Share who would benefit from your solution and how it could be used.

### Some ideas for inspiration related to the theme:

Nature and Communication:

- How can patterns like bird songs or ant trails inspire better communication systems?

Sustainability and Efficiency:

- How can natural processes like photosynthesis or leaf shapes improve energy or resource use?

Materials and Structures:

- How can designs like honeycombs or spider webs help us build stronger, lighter structures?

Resilience and Adaptation:

- How can ideas from nature (like animal camouflage or deep-sea creatures' pressure resistance) help solve tough problems?



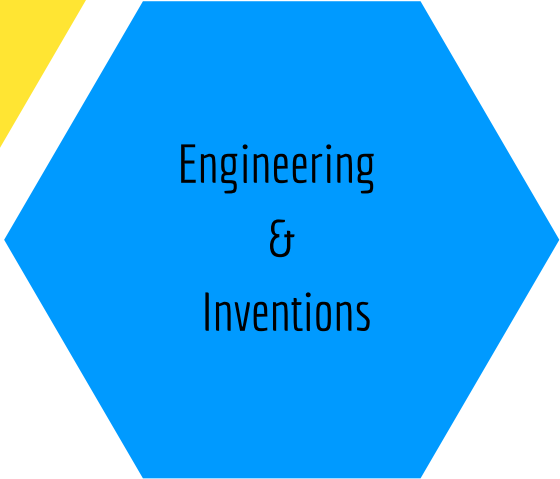
Research  
Investigations



**OPEN CATEGORIES**



Environmental  
Science  
Projects



Engineering  
&  
Inventions

## RESEARCH INVESTIGATIONS

**THIS CATEGORY IS OPEN TO ALL DIVISIONS**

### Entry Guidelines

- This is an **open section**.
- Entries may be submitted by individuals or small groups of up to 3 students. Divisions 1 and 2 may submit whole class entries.
- An **acknowledgments** section listing all people who helped with the investigation and what they did must be included in the report.
- **Do not** use standard school experiments. If based on a school experiment, it should offer a novel application, have some change, or use the method across a wider range of conditions.
- Quantitative data is encourage but qualitative data will be accepted if analysed appropriately.
- A risk assessment must be included with entries. Entries without a risk assessment included **will not** be considered for judging.
- Formatting: Times New Roman or Arial font, 12 pt, 1.5 line spacing, 2.5 cm margins.

### Submission Deadline

**26 September 2025**

### Instructions

1. Choose the topic you wish to investigate.
2. Do some background research to understand the main concepts associated with your topic. Seek expert knowledge from within your community or the industry associated with your topic.
3. Identify a problem or a knowledge gap to address in your investigation.
4. Take some time to plan your investigation and your experiments.
5. Perform your experiments! Keep a detailed log book of your methods and results. Make sure you note down if anything goes wrong or was unexpected.
6. Analyse your data and decide how you want to display it. What kind of graphs or tables will best show your results?
7. Write up a report. Check out the guides below for more information.
8. Submit your report as an A4 PDF.

### Resources

[Writing a Primary Research Investigation Report](#)

[Writing a Secondary Research Investigation Report](#)

[Predictions v Hypotheses](#)

[Controlled Experiments](#)

[Variables](#)

[The Scientific Method](#)

## ENVIRONMENTAL SCIENCE PROJECTS

**THIS CATEGORY IS OPEN TO DIVISIONS 4 - 6**

**A Environmental Science Project can be used to report on a 'grass-roots' initiative in agriculture, conservation, land management or related disciplines. Projects can be Case Studies of works completed by a school, local community citizen science group or partnership.**

Unlike the Innovation Challenge, which focuses on planning and background research, Environmental Science Projects must be carried out and include data generation, analysis, and discussion.

### Entry Guidelines

- This is an **open section**.
- Entries may be submitted by individuals or small groups of up to 3 students.
- Entries should be related to the study of the environment or solving an environmental problem **in the entrant's school or local community**.
- A **bibliography** listing all resources used must be included.
- An **acknowledgements** page identifying people who worked on the initiative must be included.
- Formatting: Times New Roman or Arial font, 12 pt, 1.5 line spacing, 2.5 cm margins.

### Word Limit

1500 – 3000 words

### Submission Deadline

**26 September 2025**

### Instructions

1. Choose a problem or challenge you wish to address in your project. Make sure to clearly outline what this problem is in your background.
2. Do some background research on your chosen topic. Seek expert knowledge from within your community or the industry associated with your topic.
3. Write up a comprehensive background section summarising your research and your project aims.
4. Include a section that addresses the methods, interventions, or strategies you will use to address your problem.
5. Present your observations and results. Use measurements where possible. You can display your results however you like, as tables, graphs, photos, interview, maps, etc.
6. Write your discussion section. This should describe the outcomes of your work, analyse what was and was not successful, identify errors or problems you encountered, and suggest possible improvements or future work that needs to be done.
7. Submit your report as an A4 PDF.

## ENGINEERING INVENTIONS

THIS CATEGORY IS OPEN TO DIVISIONS 3 - 6

### Entry Guidelines

- This is an **open section**. Students may plan, carry out and report on an experimental inquiry on a topic in which they have a personal interest, or is of community relevance.
- Entries may be submitted by individuals or small groups of up to 3 students.
- Using an **Engineering Design Process**, students identify a problem then create, test, and refine a working invention.
- An invention may be a completely new idea or a significant refinement of an existing device. A method or process can be an invention.
- An entry must be a working invention that solves a **real problem**. IT-based projects in an Engineering or Science context are also eligible.
- Entries must apply **scientific principles** and show research into similar or rival inventions or devices.
- Entries must be well manufactured.
- A **bibliography** listing all resources used must be included.
- An **acknowledgements** section identifying people who worked on the initiative must be included.
- A report, risk assessment, logbook, and video **must** be submitted for an entry to be eligible.
- Formatting: Times New Roman or Arial font, 12 pt, 1.5 line spacing, 2.5 cm margins.

### Word Limit

800 – 3000 words

### Submission Deadline

26 September 2025

### Instructions

1. Choose a problem. and research current solutions to this issue.
2. Design a device or product to solve the problem or provide an alternative to current solutions.
3. Write up your report (use the Engineering Inventions Report link below as a guide)
4. Submit your report as an A4 PDF. Make sure you include your logbook and a video of your invention.

### Resources

[Engineering Design Process](#)

[Engineering Inventions Report](#)



## RISK ASSESSMENT

This form is required for all entries into the Research Investigation, Environmental Science Project, Invention & Engineering, and STEM Challenge categories.

Student Name	
Teacher* Name	
Project Title	

\*Parent/Guardian if student is home-schooled

### **Part 1: Project Risks**

*List the risks associated with your project:*

*Describe the safety precautions you will take to minimize the risks associated with your project:*

## **Part 2: Specific Hazards**

*List all hazardous chemicals, activities, and/or equipment that you will use. If your project does not involve any hazardous materials, go to part 3.*

*List any potentially hazardous biological agents that you will use:*

*Describe the safety precautions and procedures that you will use to reduce the hazards associated with your project:*

*Describe the disposal procedures of any hazardous chemicals or potentially hazardous biological agents that you will use:*

**Part 3: References**

List the source(s) of safety information you used, including websites, books or laboratory safety guidelines:

**Part 4: Declaration**

I/we have talked with an appropriate adult about the risks associated with this project and how I/we will manage these.

I/We have discussed with an appropriate adult about any specific hazards associated with this project and how I/we will manage these, including the safe disposal of any hazardous materials

Signed Student(s): \_\_\_\_\_

Date: \_\_/\_\_/\_\_\_\_

Signed Teacher\* \_\_\_\_\_

Date: \_\_/\_\_/\_\_\_\_

\*Parent/Guardian if student is home-schooled

## SPONSORS

The Tasmanian Science Talent Search is an entirely non-profit endeavour of the Science Teachers Association of Tasmania. TSTS relies on the generous support of sponsors to provide prize money and support the administrative costs of running this program.

We would like to give a huge thank you to this years supporters, in particular, Rowe Scientific, without whom we would not be able to provide this opportunity to Tasmania's science students.



## MARKING CRITERIA

### Picture Books

1. Book includes a clear scientific concept relevant to the theme
  2. Book includes an accurate portrayal of the scientific concept
  3. Creativity of storyline
  4. Visual impact
  5. Adherence to guidelines
- 

### Creative Writing

1. Piece includes a clear scientific concept relevant to the theme
  2. Piece includes an accurate portrayal of the scientific concept
  3. There is clear integration of the concept into the piece
  4. Piece displays creativity of expression of topic
  5. Cohesion of elements is of a high quality
  6. Adherence to guidelines
- 

### Posters & Infographics

1. Poster displays a clear scientific concept relevant to the theme
  2. Poster displays a clear understanding of the scientific concept
  3. Poster displays creativity in topic choice
  4. Poster displays creativity of expression of topic
  5. Quality of poster presentation
  6. Adherence to guidelines
- 

### Videos

1. Video highlights a clear scientific concept relevant to the theme
  2. Scientific concepts are used accurately in the video
  3. Video conveys a coherent message
  4. Footage, editing, and sound are of a high quality
  5. Video shows clarity of expression and story
  6. Adherence to guidelines
- 

### Scientific Essays

1. Scientific concepts relevant to the theme were clearly identified
2. Scientific concepts were described clearly and accurately
3. Essay contains an appropriate amount of scientific content
4. Specialised vocabulary is used accurately
5. Information is presented in an engaging and informative manner
6. Adherence to guidelines
7. Conclusions drawn in the essay are appropriate
8. Resources used as evidence are appropriate



## MARKING CRITERIA

### Photographic Essays

1. Photographs highlight a clear scientific concept relevant to the theme
2. Artists' statement/captions show understanding of topic
3. Photographs highlight technical skill
4. Selection and sequence of photos tells a story
5. Artists' statement shows link between intention and outcome
6. Adherence to guidelines

### Innovation Challenge

1. The team had a clearly defined problem that was well researched
2. The team generated innovative ideas independently before selecting and planning which to develop
3. The team developed an original or built on an existing idea with a prototype model or drawing that represents their solution
4. The team shared their ideas, collected feedback, and included improvements in their solution
5. The team shared a creative and effective presentation of their current solution and its impacts on their users.

### Environmental Science Projects

1. A locally relevant problem was identified and explained
2. The report included an introduction that outlined the background information clearly
3. The data was collected and analysed appropriately
4. The conclusions drawn were appropriate based on the data presented
5. Issues and challenges with the project were identified and discussed

### Research Investigations

1. The research question is clear, testable, and identifies a contribution to the field of study
2. The researcher has completed a risk assessment
3. The researcher has included an hypothesis
4. The data was collected and presented appropriately
5. The report includes a clear analysis of the investigation and identifies areas of improvement
6. The report included appropriate references and acknowledgements
7. The report is well written and presented overall

### Engineering & Inventions

1. Team had a clearly defined research question that was well researched
2. The invention described is largely new idea or refinement of an existing invention is clearly shown
3. The design brief clearly explained how the invention was designed, built, and tested
4. The discussion clearly explained the scientific principals behind the invention
5. The discussion includes analysis of the invention testing results and identifies areas for improvement

