



FUTURE
**Problem
Solving®**

New Zealand

National Finals
Global Issues
2025 Handbook
For Onsite Competitors



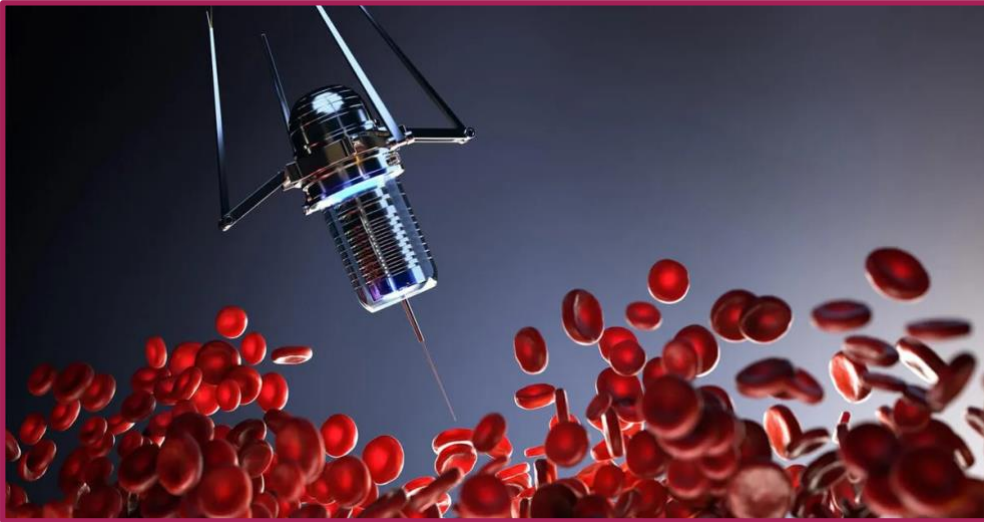
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National Finals Topic:

Nanotechnology



Background

Nanotechnology deals with dimensions and tolerances of less than 100 nanometers. A single strand of human hair, for scale, is typically 100,000 nanometers thick! At this scale, individual atoms of larger materials can be manipulated. Placing atoms as though they were bricks, nanotechnology has the potential to give control over the structure of matter, allowing us to build powerful, yet microscopic substances.

Context

Nanotechnology is widely used in food industries, medicine, energy, automobiles, the environment, electronics, textiles, and cosmetics. Nanotechnology has direct benefits for medicine and the environment, but it may have unintended effects, like all technologies. Nanoparticles of typically unharmed materials, for example, can be toxic if inhaled. Not easily observed, nanotechnology poses risks to security and privacy.

Challenge

How will the efficiency of autonomous vehicles affect the development of transportation, on land and sea, in the air, and possibly space?

How will autonomous transport cope with unexpected risk situations and ethical decisions?

In what ways will autonomous transport impact jobs, industries, infrastructure, and lifestyles?



Nanotechnology Resources

A Practice Future Scene will be available for your students and will be set up in the [Practice Online Booklet](#) site. (We will not be able to provide feedback for them.)

A suggested reading list along with a video featuring a discussion with a Nanotechnology Research Panel can be found at this [link](#), provided by the International Office.

There is a 2025 National Finals Nanotechnology Set available for \$45 plus GST. This is a combined resource featuring the topic specific chapters on Nanotechnology from both the Reading, Research and Resources AND the Topic Activity Units publications.

Evaluation Process

Each Global Issues booklet will be evaluated by at least two evaluators. Top-ranked booklets from all divisions will, if necessary, have at least one further round of evaluation. The decision of the evaluators is final, and no correspondence will be entered into. All evaluation is strictly anonymous and there will be two independent arbiters available for the second and subsequent rounds if necessary.

The first placed Global Issues teams and individuals in the JB, Junior, Middle and Senior Divisions will be eligible to represent New Zealand at the International Future Problem Solving Finals (IC) at the Indiana University, Bloomington, Indiana, USA. Other team placings may be eligible to represent New Zealand but numbers will be allocated by the International Office.



Onsite Guide for Global Issues Competition

1. The booklet competition will be held on Saturday morning. When you arrive at your event site, you will be given the location for your team(s) and individual(s).
2. Students as a team or an individual must decide prior, whether to do a handwritten booklet or complete their booklet online. Coaches need to make sure this decision is included on their schools online registration <https://nationalfinals.fpsnz.co.nz/>
3. **IMPORTANT!** Coaches must make sure that both they and their team **KNOW THEIR TEAM CODE**. In order to assure fairness and anonymity, teams will be referred to **BY THEIR TEAM CODE ONLY** during the booklet competition and Action Plan Presentation. Coaches who are evaluating must ask their team(s) not to share their code with them.
4. Teams are responsible for providing their own laptops or devices and for ensuring that they have sufficient power for the duration of the competition as convenient power points may not be available.
5. Handwritten Booklets - Competitors will be provided with an envelope containing their booklet code, a blank booklet, four copies of the Future Scene, and 12 sheets of blank A4 paper (more paper available from the monitors during the competition on request). Competition supervisors will time the teams for two hours for Primary teams and Junior Individuals and 2 hours and 15 minutes for JB, Junior and Middle teams and Individuals.
6. Online Booklets – Competitors will be provided with an envelope containing their booklet code, four copies of the Future Scene, and 12 sheets of blank A4 paper (more paper available from the monitors during the competition on request). Competition supervisors will start the teams off and the online booklet timer will commence.
7. Only pens/pencils, erasers, sellotape, one dictionary, one non-programmable calculator, one thesaurus, and timing devices, that do not connect to the internet (all supplied by the teams) can be taken into the room. Notes, mobile phones and bags are not allowed to be accessed while teams are competing. Bags will be stored outside the competition rooms. Any team searching the internet during the competition will be disqualified. Food and drink is at the discretion of the coach.
8. Any students arriving late will not be admitted to the competition room.
9. Students must keep their booklet free of all reference to their names, school, town or city. The team code ensures anonymity in evaluation.
10. Students may use the scrap paper provided in their envelope for preliminary work and brainstorming at each step of the problem solving process, students who are used to working on large sheets may use sellotape to stick the blank sheets together.
11. For handwritten booklets an extra page is provided at the back of the booklet to write 'overflow' challenges or solutions. These should be numbered and clearly indicated to the evaluators. Messages to the evaluators may not be written on booklets. Only work written in the booklet will be evaluated - pieces of paper glued/stuck on to the handwritten booklets will not be evaluated. Students may NOT write on the back of the page or outside the boxes. They should only hand the booklet and cover sheet to the supervisor.
12. Once the competition is finished, students should remain seated. Coaches will be allowed to enter the room(s) and receive the information and quotes for the Action Plan Presentation.



Competition Advice for your Students

Here are some of our observations and reflections after marking the Qualifying Problem Booklets. Choose the tips that will help your students optimise their National Finals.

Most importantly ensure that your students take on-board their evaluators feedback from your Qualifying Problem Score Sheet.

STEP 1 Challenges

- Before you even start, remember that you need to read the Future Scene **multiple times**.
- Read the charge!!! This was the number 1 criticism of the QP booklets in all the divisions, including the Individuals. You were told very explicitly what to do, and very few teams and individuals actually followed these instructions.
- Communication as a team is so important for your successful identification of potential challenges.
- Make sure your challenges **relate to the topic and the charge** as well as the Future Scene. The Charge gives you a clear direction for every Step.
- Don't say 'the Future Scene states...' or 'the Future Scene implies....' if it doesn't. Check out what 'implies' actually means.
- Remember that if the Future Scene doesn't say something is or isn't so, neither can you!
- Don't forget to explain why something might be a challenge – as evaluators we have to accept what you have written, not what we think you have written. You will receive more points if you are able to clarify your thinking as to **why** it might be a challenge. **Insightful thinking** is rewarded.
- **Use your research** to support your challenges. Do make sure it is relevant to the challenge. There was a distinct lack of research in the Qualifying Problem, along with a large number of misconceptions due to lack of research.
- It is really important to have your time management sorted out so that you get ALL of your challenges and solutions completed to optimize your score.

STEP 2 Underlying Problem

- **Highlight the Charge!** Discuss the Charge before you start writing your UP.
- Check out the **place** in the Future Scene and make sure you include it in your UP. The place is important because that's where the solutions have to take place – remember that as you write your solutions.
- A pre-prepared UP is obvious to evaluators. There's nothing wrong with brainstorming possible UPs related to the topic, but if you come along with a template and just plug in a couple of parameters from the topic you are unlikely to score well.

- If you don't explicitly mention the parameter of topic, you are highly likely to stray away from the topic or even the Future Scene. Aim to get the topic (Autonomous transport) into the KVP or Purpose not just the conditions phrase – that will give you better focus.
- In the heat of the competition it is easy to mess up the UP, but if you do that, you have basically blown the rest of your booklet, so aim to make one of your team members an 'expert' on UPs. They should check out how a UP is marked (see your QP scoresheets) and then they should go over the UP with a fine tooth comb once it's written and check it for completeness. A lack of a Purpose, or a double KVP will put you out of contention for a placing at the Finals!
- Watch those verbs – they should be active, not passive, and encourage people to take positive actions. If you choose to use "prevent", remember that every solution will have to completely prevent this from happening. 'Ensure' is another verb it is almost impossible to solve. Check that you know the difference between "ensure" and "insure" – they are completely different. We might give you the benefit of the doubt about these in the first two problems, but we certainly won't at National Finals.
- In the Qualifying Problem we saw several UPs where the KVP and Purpose were virtually identical (i.e. a circular UP) – HMW solve the problem so that the problem is solved? Not a good idea.
- If you use more than 3 challenges as a basis for your UP, you are running a strong chance of writing an overly broad UP which is regarded as a restatement/critical error. A large number of UPs in the Qualifying Problem used four or more challenges as the basis for their UP – the more challenges you use, the broader your UP will be.

Important things to Remember:

- Do use empowering verbs like "reduce", "improve", "lessen", "increase".
- Do link the KVP and Purpose, without making them identical.
- Try and choose a KVP which empowers your solutions.
- Check that the Purpose is a logical outcome of the KVP. Reverting to the ubiquitous "so that they all have healthy lives" doesn't help, particularly if the KVP has nothing to do with health.
- Make sure you are aware of where the Future Scene is set. Going global broadens the UP and makes it less focused.

Things NOT to do:

- Don't use verbs like "stop", "eliminate", "ensure", as these are incredibly difficult to solve completely and can generate lots of duplicate solutions! (And make sure you know the difference between "ensure" and "insure"!!)
- Don't use verbs like "inform", "educate", "persuade", "convince" – they will generate generic solutions (i.e. solutions which can be used for any UP!).
- Don't use "help" or "assist" – these are wishy-washy verbs which can be used for any Future Scene.
- And don't ever use "and" in either the KVP or Purpose – it will ALWAYS give you a double or multiple KVP/Purpose!

Step 3 Writing Solutions

What a challenging step this is!

- The biggest problem as usual was solutions that don't actually solve the UP. You need to be very explicit – who will do what, how it works and how it solves your KVP **AND** Purpose. If you have a really good link between your KVP and Purpose, solving the KVP should solve the Purpose. ALWAYS start with solving your KVP because that's the action you want to take. The Purpose is why you want to do it so that's why your solutions should focus first on your KVP. Lots of teams end up solving their Purpose without any reference to the KVP.
- The best solutions are those that empower people and are not imposed on them by governments, councils, etc.
- Existing solutions don't score – they are already in place. Remember there's a fine line between fantasy and fact as well. Aim to write solutions which have scientific credibility. Your research will come in here.
- When we are marking we look for solutions that have a possibility of being able to be implemented within the timeframe of the Future Scene. Creative ideas are innovative and give a new spin to old ideas or ideas that don't already exist. Using SCAMPER (Substitute, Combine, Adapt/Adjust, Magnify/Modify/Minify, Put to other uses, Eliminate, Reverse/Rearrange) can help you generate creative and futuristic ideas. For example,
 - Substitute - what might take the place of apps over the next 20 - 30 years?
 - Combine - what could be combined with the app idea to make it more futuristic?
 - Adapt - how might apps be adapted to include the new technology developed over the next 20 - 30 years?
 - Modify - how could you modify apps to make them more applicable to the UP?
 - Put to another use - what are some different and futuristic ways apps could be used?
 - Eliminate - what might happen if apps aren't around in the next 20 - 30 years?
 - Replace - what could replace apps in the future?
- Remember to respond spontaneously to the Future Scene. If you come along with a whole heap of solutions that you have come up with in advance, it's pretty easy to pick this out when we evaluate. We call these 'canned' booklets and they are frowned on.
- Tagging on the KVP or Purpose isn't sufficient – you must explain HOW/WHY they will be solved and how they work.
- Save the extra fine details for the Plan of Action. If you add too many details, it just 'muddies the waters'.

Step 4 Criteria

- Criteria are VERY important! The ones from the KVP and Purpose are obvious – you need three more that are specific to your UP and the Future Scene. The Charge is a good place to look. Cheap, quick, fast... won't give you a strong best solution. Avoid "WS best solves the UP" or "WS is the most futuristic".
- On the whole criteria were not well done in the Qualifying Problem. Rather than just reeling off stock criteria (cost, environmentally friendly, quick, easy ...), remember that criteria impact on the selection of your best solution. Those stock criteria are more likely to give you an obvious, boring solution than a creative, innovative one.

Step 5 (JB/J) Grid

- Choose your best solutions for this.
- Ranking goes from 1 (ugh yuk = worst) to 8 (woohoo = best). If you have two solutions where you can't decide which gets what mark, (e.g., two may be tied for 3 as their mark) you need to "split the difference", i.e. add $3 + 4 = 7$, divide by 2, so each will get 3.5. This will get you marks, while doubling up on ranking numbers loses them.
- Check your ranking (1-8) and your adding - 1 error could lose you 7 marks!
- If you want to weight a particular criterion by doubling the ranking scores (1 becomes 2, 2 becomes 4, 3 becomes 6...), you can, so long as you don't have any split scores in the ranking column.

Step 5 ALoU

- Refer to your criteria when you are writing your ALoU. It helps to confirm that these are your best three solutions (or best solution, if you are a JB/J). The evaluators always comment that this is a weak point in ALoU.
- Turn each criterion into a question – eg 'In what ways does this best reduce the amount of food lost?' (Advantages) 'In what ways does this not reduce the amount of food lost?' (Limitations).
- Middles/Seniors - Always choose your three best solutions, not your best plus two less worthy. It's really obvious to the evaluators when you do this, it is as if you choose a solution which will be easy to turn into your PAP!
- Your unique outcomes need to be unique, not a list of more advantages. If you can explain why this solution is innovative and has exciting possibilities, you will add to your creative strength score.
- Elaborate on your ideas – one-word answers aren't enough. "Cost-effective" – how? Why? "Might be difficult to implement" – why? It's best to choose a few really important ideas and get these elaborated than to get as many down as you can.

Step 6 Plan of Action

- Lots of teams didn't elaborate on their original solution – you need to explain what the solution is, how it would work and how you would actually put it into place. **You need to show how your criteria relate to this.** Don't just talk about how you are going to implement it. Using 5W+H is always a good process to follow (Who, What, When, Where, Why, How).
- Timelines can be a really good way of adding extra relevant details – if you know when you want the solution in place, then it helps you to work out when you need have certain steps completed.
- Don't forget to include challenge/obstacle that might arise during implementation and how you might overcome these, as well as identifying any people who may have misgivings about the solution and persuading them that it really is your very best solution.

If you have any questions, you can email Christine - she is happy to answer any questions about evaluations on christine.sangster@swis.school.nz.

Hope this has helped – we're looking forward to seeing all of you in a few short weeks.

Christine and the evaluation team.



Practice Future Scene

A practice Future Scene has been set up in the practice site - <https://practice.fpsnz.co.nz/> This is available for use at your discretion. Please note that your practice booklets will not be evaluated by our evaluation team.

It can also be downloaded at this [link](#) for those of you doing handwritten booklets.

The practice Future Scene is the same scene for all divisions.



Action Plan Presentation Guidelines

Please read the following information and bring a copy with you to the National Finals.

General Information

As part of all National and International competitions, teams are required to act out their Plan of Action in front of an audience. Each team will be judged and ranked within its division, **except** Primary and JB Teams will compete as ONE division. As seniors are competing remotely this year, they are exempt from giving a presentation but should note, it will still be an International requirement.

Scoring is independent of the booklet competition, but if a team fails to take part in the Action Plan Presentations they are ineligible for awards in the booklet competition and for possible participation in the International Future Problem Solving Finals.

The presentation activity may include up to seven students. Teams may invite any individuals (from any component) at National Finals to compete as a member of their team, but they must be in the same or a lower division. Every team member **MUST** participate in the presentation.

Each team will have two and a half hours to plan and practise their presentation, which will be outlined in the Programme.

Two **mandatory** props will be shown to you upon completion of your competition booklet. You must include these objects as part of your presentation and will be rewarded for using these creatively.

Two **mandatory quotes** will be given to you upon completion of your competition booklet. It is mandatory that you incorporate **ONE** of these quotes somewhere in your Action Plan Presentation. It must not be split, however, more than one person can say it if you wish. You don't need to mention the author's name.

Presentations must not take more than **FOUR MINUTES**.

Presentations will be held on Saturday afternoon. See the projected timetable in the information guide.

Action Plan Presentation Forms

At the completion of the Global Issues competition teams will be provided with a form on which they (or the team coach) will write clearly:

- The Underlying Problem minus the Conditions Phrase.
- A summary of up to **100-words** of their Action Plan which will be read out by the MC, or a nominated team member, at the commencement of their presentation. This is not included in the timing. (If a team has been unable to write a plan of action in the Global Issues competition, they should write a summary of what their Action Plan would have been).
- This summary must be given to the judges at the beginning of their Action Plan Presentation. Judges may check that there have been no changes made to the Action Plan.

Scoring the Action Plan Presentations

Each presentation must incorporate at least two different dramatic styles chosen from the following:
(Teams will be judged on these elements).

- movement / dance
- song
- mime
- humour
- verse / rap
- sound effects

Note: For a style to be judged, it must make a significant contribution to the presentation.

- Teams and coaches are advised to look closely at the scoring sheet prior to the National Finals event to check the criteria on which the presentations will be judged.
- Teams may use only materials from the approved list in their presentations (see below).
- Items such as glasses, crutches, etc. may only be used by the students who own them and only for the purposes for which they are designed.

Rules and Review

1. Teams may include up to 7 members, which must include all four members of the Global Issues team. Individuals, creative writers and storytellers may be part of the presentation but must be in the same or lower division as the team.
2. Teams need to arrive on time for the team call. All teams are expected to remain in the presentation room during all the Action Plan Presentations for their group.
3. Teams or their coaches must have prepared beforehand a summary of up to 100 words of their Plan of Action, the UP minus the Conditions Phrase and indicate their chosen dramatic styles. This must be clearly written for the MC, or nominated team member to read out. A form for this will be provided by FPSNZ and this sheet must be handed to the MC at roll call.
4. The order of presentations will be determined by a random drawing of team code numbers by the MC. A new number will be drawn following each presentation. Teams must compete when their number is called.
5. The MC will call each team to the "Ready" seats and will introduce each team by its code number. The coach and other adults associated with the team must have no interaction with the team once it takes the "Ready" seats.
6. Each team will have a maximum of FOUR MINUTES to make its presentation. The team may have a short time to prepare their props and stage setting. They will then indicate their readiness to the MC

who will begin each presentation by reading each team's underlying problem and the Action Plan summary. The start of the presentation will be indicated by ringing a bell. Timing of the four minutes will start with this bell. A coloured card will be held up 30 secs prior to the four minute time limit. No bell will be rung at the end of four minutes.

7. Any special costumes and props used MUST BE fashioned from the list of props provided to coaches and teams. Items such as glasses, crutches, etc may only be used by the students who own them and only for the Purposes for which they are designed.
8. Three mystery props will also be included on the day. One of these will be a quote which must be incorporated in the presentation. These will be available for viewing upon completion of your competition booklet.
9. The stage area for student use in presentations will be defined prior. The four chairs which are provided at the front may be used by the participants, though they are not required to be used. Students may not enter or exit the room as part of their presentation. Students must not touch any member of the audience. Note: Please make sure accompanying parents know this.
10. Any team which chooses not to participate in the Action Plan Presentation is ineligible for any placing in the booklet competition. Points from Action Plan Presentations do not count towards booklet marks.
11. Teams should make no reference to, nor wear any identifying clothing referring to their school, town, or city. This is to preserve anonymity.
12. Presentations must be appropriate for family viewing and in good taste, without offensive language, gratuitous violence, racial stereotyping or inappropriate sexual innuendo.
13. All presentations will be videoed at the venue and uploaded for judging.

Presentation Preparation Rules

- Props can only be made onsite at the times when preparations for Action Plan Presentations are scheduled.
- We expect that students (rather than adults) create their props. Props cannot be worked on outside the allocated preparation time.
- Teams may only be coached by their coach or accompanying adults.
- Any breaking of the rules could lead to disqualification from the Action Plan Presentations and, therefore, the team would not be eligible for the International Finals.

Approved Tools and Props

Materials on the props list will be provided by FPSNZ. This is the maximum number of items you may use. You do not need to use all of these items and you may use less if you like, but you may not add any more.

- You must wear street clothes suitable for November (see note below).

Tools

These tools need to be provided by yourselves. They may be used to create your props and with the exception of felt pens and sellotape cannot be used as part of your Action Plan Presentation.

- felt pens – you may also use these as part of your presentation.
- one roll of sticky tape (ordinary sellotape, masking tape, double-sided or coloured tape) – you may also use this as part of your presentation.
- stapler + a box of staples
- scissors

Supplied Prop Materials

You may use these to make props and costumes – you do not have to use all of them:

- 5 sheets of coloured A3 paper
- 10 paper cups

Note: Street clothes are defined as: those that ordinarily would be worn by that participant on the street in November. The school the students come from should not be recognisable on any items of clothing.

The purpose of the presentation is to challenge students' spontaneous creativity. You should not plan a presentation before the finals. There are several reasons for this.

- It defeats the purpose of the competition.
- Since you don't know the Future Scene until the day of the Final it is very likely your final solution will not fit your pre-planned idea.
- The judges will probably recognise that your presentation was planned early.



Sample APP Summary Sheet

Please give your presentation a title that can be read out at the Awards Ceremony if necessary.



ACTION PLAN PRESENTATION Summary Sheet

Title of Presentation (must clearly identify your presentation):

Team Code

Underlying Problem (minus Conditions Phrase):

Summary of Action Plan (one hundred words or fewer):

Word Count

Dramatic Styles (Please circle the styles that you have utilised):

Movement / dance

Song

Mime

Humour

Verse / rap

Sound effects

Please hand this sheet to the MC before you start your Presentation.

Additional Students (List the names of any extra students, beyond the team members, included in the presentation):





Sample Scoresheet

FPSNZ - Action Plan Presentation Scoresheet

Team Code: _____

Time: _____

Title of APP: _____

PRESENTATION SCORING: Points assigned using the below Rubric for each item

Score

Relationship to Action Plan	1 2 3 4 5 Very little relationship to the Action Plan that was read	6 7 8 9 10 Some relationship to the Action Plan, but not fully developed	11 12 13 14 15 Directly related to the Action Plan	
Creativity of Presentation	1 2 3 4 5 Traditional presentation with few inventive elements	6 7 8 9 10 Evidence of inventive elements, average humor or drama	11 12 13 14 15 Highly inventive, strong humor or drama, unique elements	
Persuasiveness of Presentation	1 2 3 4 5 Few persuasive elements evident in Presentation of Action Plan	6 7 8 9 10 Moderately persuasive in promoting Action Plan	11 12 13 14 15 Highly persuasive in promoting Action Plan	
Completeness of Presentation	1 2 3 Weak start and weak ending, or actions were very disjointed	4 5 6 7 Weak start OR a weak ending OR unclear actions	8 9 10 Clear actions with obvious beginning and ending	
Incorporation of Props	1 2 3 Only a few props used, most not noticeable	4 5 6 7 Props used with some creativity	8 9 10 Wide variety of the props used in many creative ways	
Verbal Communication of Ideas	1 2 3 Several actors could not be understood or lacked expressiveness	4 5 6 7 Most actors could be understood, some lacked expressiveness	8 9 10 All actors spoke loudly, clearly, and expressively	
Nonverbal Communication of Ideas	1 2 3 Primarily used words with little use of gestures or body language	4 5 6 7 Used some gestures and body language, but more words	8 9 10 Actors used gestures, pantomime, and bodies in addition to words	
Staging	1 2 3 Actors made minimal use of space, and/or frequently spoke away from the audience	4 5 6 7 Actors made some use of the space and usually spoke towards the audience	8 9 10 Actors made good use of space and almost always spoke towards the audience	
Involvement of Participants	1 2 3 One main actor carried most of the presentation	4 5 6 7 Combination of more involved and less involved team members	8 9 10 Every actor had an effective and fairly equal role	
Preparation	1 2 3 Actors frequently looked to each other to decide what to do next or clearly improvised on the spot	4 5 6 7 Evidence of planning, but actors seemed uncertain of their roles at times and had to improvise	8 9 10 Well-rehearsed presentation that flowed smoothly	
Appropriate Content	0 Inappropriate language/content present throughout	5 Occasional use of questionable language/content	10 Appropriate language/content throughout	
Dramatic Style Elements	1 2 Limited or no use of elements	3 4 Elements noticeable but did not add to overall performance	5 6 Elements used creatively to enhance performance	
Approved List of Items	0 Some materials/items used in the presentation are NOT from the approved list		10 All materials/items used in the presentation are from the approved list	

REQUIREMENTS SCORING: Points received for each completed item

Score

Comments/Impressions/Highlights

Arrived to APP room on time	5
Arrived with completed APP Info Sheet	5
Incorporated Mandatory Prop #1	5
Incorporated Mandatory Prop #2	5
Included Mandatory Quote	5
Completed in time limit	5

Total Score: