

## Reasons: Level 1

Reasons give you a chance to justify your placings. By practicing judging and reasons regularly, you will soon develop a good system for judging, and be able to justify your placings with your reasons.

### Structure

Good reasons have a specific structure. Whether you are presenting written or oral reasons, you should follow the same format. Reasons should have three parts, an introduction, a body and a conclusion. Let's look at each of these.

#### The Introduction

The introduction to your reasons should be a simple statement telling the listener two things:

- the class you judged
- your placing of the class

An example of an acceptable introductory statement is:

"I placed this class of 2 year old Holstein Cows 3 1 2 4."

or

"I placed this class of 1<sup>st</sup> cut Alfalfa Hay 2 4 3 1."

Notice that the classes are not called cows or hay, but "2 year old Holstein Cows" and "1<sup>st</sup> cut Alfalfa Hay". Both of these statements identify the class completely and correctly, and state your placings of the class.

You may vary the statement slightly as you become a more experienced judge. Just remember to identify the class you judged and include how you placed the class.

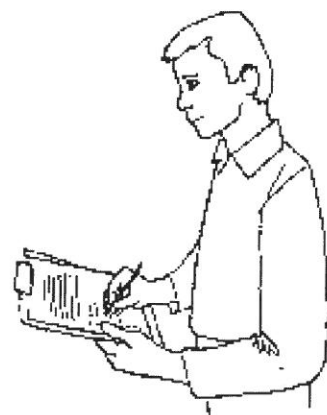
#### The Conclusion

The conclusion of your reasons should be a simple statement summarizing the information from your introductory statement. Again, give a complete and correct identification of the class on which you are giving reasons and your placing of the class.

An example of an acceptable concluding statement is:

"For these reasons, I placed this class of 2 year old Holstein Cows 3 1 2 4."

or



"These are my reasons for placing this class of 1<sup>st</sup> cut Alfalfa Hay 2 4 3 1."

Again, once you become more experienced, you may wish to vary your concluding statement slightly. This is acceptable as long as you provide complete identification and placings. In advanced competitions, you may eliminate this concluding statement.

## The Body

The body will be the most detailed part of your reasons. Therefore, you should spend the most time preparing this section. Here are some hints to help make the preparation of your reasons a little easier:

- Do your analysis in pairs. There are three pairs in your reasons - a top, middle and bottom pair.
- Be comparative. It is not acceptable that you simply describe the animals or items in the class. You must use comparative terms. Words ending with "-er" and phrases beginning with "more" are ways to make your reasons comparative.
- Make sure that all the information you provide in your reasons is true and accurate for the class. You will lose marks for wrong information.
- State your most important points first, then go on to your less important points.
- Follow a logical pattern on each animal or item. Head to tail, top to bottom, most important to least important points.
- Be thorough in your reasons. Make sure you mention all of the points that you consider to be important.
- There are words you should never use in your reasons. They include "good", "better", "best" and "nice". These words are not specific enough about what you appreciate about that entry.
- Use the correct terms for the items or animals you are judging. Know the meaning of the terms you are using.
- Be positive. State the advantages one animal has over the other animal rather than pointing out the weak points of the lower placed animal. Avoid being negative.
- Grant when the lower animal of the pair has an advantage over the upper animal of the pair. Keep your grants short and simple.
- Be organized. If you can show the judge that you are organized in your judging and your reasons, you will appear more knowledgeable.
- If a placing is close, say so.
- Be concise. If possible, get your point across in a few words rather than many words. For example, 4 is wider from pin to pin.
- Avoid using "he", "she" or "it". Refer to the animals or items by their number without saying "number 4". Refer to the entry as 4.

In review, your reasons should have a basic structure like this:

I placed this class of..... 3 1 2 4.

I placed 3 over 1 because.....

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- 
- 

I placed 1 over 2 because.....

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- 
- 

I placed 2 over 4 because.....

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- 
- 

For these reasons, I placed this class of..... 3 1 2 4.

As you become more experienced, you will begin to add to this general structure. Beginner judges can start with one point per pair and as you become more experienced you will add more points to each pair.

The general rules for written and oral reasons are the same. In both, you must provide a good presentation. It is your method of presentation, which differs. Let's look closely at the presentation of reasons.

## Guidelines for Marking Written Reasons

### Presentation

- logical, easy to follow
- comparative throughout - uses comparative terms – “more”, words ending in “er”
- introduction and conclusion
- class is identified completely and correctly
- uses proper expressions - grant, advantage, etc
- this is not a spelling test - just as long as you can tell what the member is trying to say

### Content .

#### Reward points for:

- accurate information
- thorough - covers all the points the judge mentions
- “seeing” the animals in the class
- uses the appropriate terms for the item or animal
- uses the terms for parts accurately
- specific

#### Deduct points for:

- inaccurate information
- “canned” reasons
- wrong use of terms

# Judging Clothing

## Workmanship (from the outside)

- clean, well pressed
- garment is cut on grain of fabric
- pattern runs in same direction on each piece
- all patterns are matched
- trims or fasteners are sewn on neatly and securely
- topstitching is straight, even and of correct length
- buttonholes, belts, pockets, collars or cuffs are well made
- zipper lies flat, is covered and is neatly stitched
- gathers, if any, are evenly distributed
- set-in sleeves are smooth, with no puckers
- garment hangs well, with no puckers or pulls
- hem area is smooth with no puckers or stitches showing

## Workmanship (from the inside)

- interfacing and lining are of suitable type and weight
- lining and interfacing are attached correctly
- stitching is of even length and tension
- seam finish suits fabric and is neat
- dart stitching tapers gradually
- seams are trimmed and graded to reduce bulk
- facings are flat, smooth and do not roll to outside
- curved seams lie flat without puckering
- hem is of even width; secure and well attached

## Design, Colour and Materials

- choice of design, colour and materials shows creativity and individuality
- up to date style, suitable for intended use
- fabric, trims and notions are suited to intended use