



JUDGE'S MANUAL

ORDER OF DEBATE

In each debate, there will be a Speaker of the House and a Timekeeper. Each team will have three speakers, one of whom will give either the first or second speech as well as the reply speech.

- The Speaker of the House calls the House to order and introduces the debate.
- The Speaker of the House invites the First Speaker for the Proposition to begin the debate.

Speaker	Middle School	High School
First Speaker Proposition	5 minutes	6 minutes
First Speaker Opposition	5 minutes	6 minutes
Second Speaker Proposition	5 minutes	6 minutes
Second Speaker Opposition	5 minutes	6 minutes
Third Speaker Proposition	5 minutes	6 minutes
Third Speaker Opposition	5 minutes	6 minutes
<i>Short Break</i>	<i>2 minutes</i>	<i>2 minutes</i>
Reply Speaker Opposition (First or Second Speaker)	4 minutes	4 minutes
Reply Speaker Proposition (First or Second Speaker)	4 minutes	4 minutes

- The Speaker of the House thanks the competitors and invites the judges to hand in their score sheets. Judges then confer with each other outside the room before one judge delivers the result and comments.
- The Speaker of the House thanks the judges and concludes the debate.

Roles of the Teams

Proposition

- Has the **burden of proof**: *significant majority* of cases.
- Has to **define** the motion and keep the debate tracked to what the motions proposes. This can be done implicitly (i.e. no need to say “these are our definitions”), but Proposition’s understanding of the motion has to be clear.
- Should describe the **status quo (Senior)**.
- Can present a **solution** to the current problem, and demonstrate that said solution is both **practical** and **effective**.

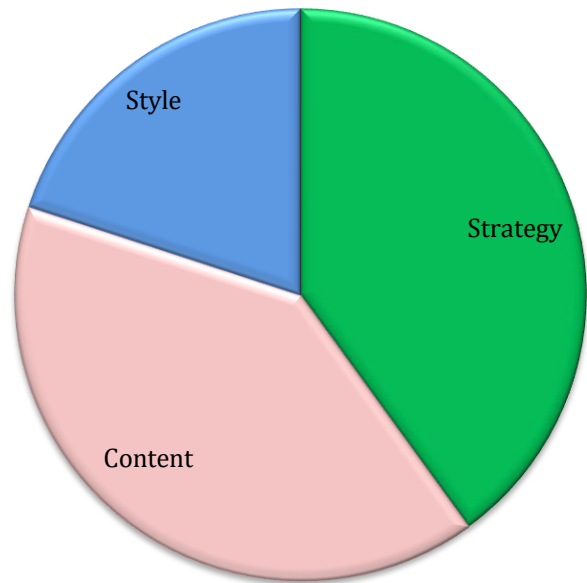
Opposition

- Cast **reasonable doubt** on the Proposition’s case, by proving that it does not apply in significant minority of cases.
- Can set up its case purely on rebuttal of Prop, but this is can be strategically risky
- It can have substantive arguments of its own
- Strategic choices an opposition can make:
 - *accept* the issue as given by the Prop. and debate
 - *challenge* the definition and propose another one
 - *broaden* the definition
 - present an “*even if*” case

JUDGING CRITERIA

There are three main criteria for judging:

1. **Strategy – 40%**
 - a. Role
 - b. Definition
 - c. Consistency
 - d. Teamwork
 - e. Points of Information (POI)
2. **Content – 40%**
 - a. Quality of information
 - b. Rebuttal
 - c. Timing
3. **Style – 20%**
 - a. Confidence
 - b. Pace
 - c. Pitch/Volume
 - d. Politeness



Strategy – score out of 40 (range: 24 – 32)

Role: Did the Speaker fulfill his or her tasks?

Speaker	Tasks
First Proposition	Definition Proposition case line Allocation of arguments to be covered by each Speaker on the Proposition Arguments as assigned by him/herself
First Opposition	Accept or reject/redefine definition Rebuttal of first proposition's arguments Opposition case line Allocation of arguments to be covered by each Speaker on the Opposition Arguments as assigned by him/herself
Second Proposition	Rebuttal Arguments assigned to them by First Speaker
Second Opposition	Rebuttal Arguments assigned to them by First Speaker
Third Proposition	Rebuttal Give very small amount of new constructive material if First Speaker said they would No new material otherwise
Third Opposition	Rebuttal Give no new constructive arguments
Reply	Role is the same for Opposition and Proposition (Opposition Reply goes first) Distil six 5-minute speeches into one short reply Only focus on the main issues of the debate, not minor details Isolate the "key" areas of clash in the debate Demonstrate why their team's case best carried the day

Definition:

As a judge, make sure you write down the definition as soon as it is given. If it ever comes up as an issue later in the debate, you'll want a record of exactly what was said. A tip is to write the words of the motion in advance vertically on a sheet of scrap paper so you can fill in the definition beside each word as the first speaker defines the motion.

In a debate, a Proposition and an Opposition team contest the truth or falsehood of a motion. The first duty of the Proposition is to give a fair and clear definition of the motion. A fair definition is one which allows for a reasonable debate to follow; an unfair definition will attempt to narrow the debate to the point where it is nearly impossible for the Opposition to contest, or perhaps will even make debate a logical impossibility (such as a truism or tautology – see note below). A clear definition is one that avoids any unnecessary ambiguity by succinctly delineating all relevant terms in the motion.

If the Proposition fails to deliver on either of these criteria, it is the prerogative of the Opposition to contest the definition, either in part (redefining selected terms) or in total. The same burden applies to the Opposition; their chosen definition must allow for a fair debate, and must clearly delineate the terms of the contest. If the Opposition wishes to challenge the definition it must be done in the first speaker's speech. Not commenting on the definition by the first speaker is the same as accepting it, and later challenges should be seen as inconsistency among the Opposition.

In many instances, there are multiple ways in which one can reasonably define a motion – if the Proposition chooses one that the Opposition failed to prepare for, that is NOT grounds for rejecting the Proposition's motion. An Opposition challenge is only legitimate in instances where the Proposition is derelict in their duty to provide a fair and clear definition.

Sometimes the debate will denigrate to a back-and-forth about whose definition is appropriate: the dreaded "definitional debate". If this happens, simply decide which team was right and score accordingly. If both teams are in the wrong, find something else to score on (style perhaps). Under no circumstances can debates end in a tie!

Truisms & Tautologies

Truisms are standalone statements that are true (i.e. THBT [This House believes that] George Washington was number one). Tautologies exist when the definition of a motion is circular in nature and defines its own truth. Essentially, the definition makes the motion true so there is little room for clash (i.e. THBT government is best when it governs least)

Organisation and Timing:

While we should acknowledge that these are students between the ages of 11-18, who are debating and thus are developing, a strong speech should be well structured and include a clear beginning, middle and end. There should be clear signposts along the way to allow the audience and judges to follow the line of argument. Students should also be cognizant of the time limits for their speeches and how to divide their time between rebuttal, signposting and constructive material.

Consistency:

Debating is a team sport, and as such it is imperative that the winning team is comprised of three consistent speakers – three outstanding but contradictory debaters will not win. A well-prepared team will have a 'case-line' – a one- or two-sentence summary of their case, repeated by each speaker. If the case-line "shifts" during the debate this is usually penalised in the strategy mark.

Teamwork:

Aside from being consistent, a good debate team works together. It is generally a good thing to see debaters quietly conferring with each other while they are sat at the table, provided they do not distract the speaker or the judges. Also, it is preferable for each team member to offer points of information, rather than having one who always rises.

Points of information:

A Point of Information (POI) is a short interjection by a member of the team who does not have the floor. They are forbidden in the first and last minutes of the main debate speeches, and none are allowed during the Reply speeches. In order to give a POI, the debater must stand and say something to the effect of "Point of Information". Before delivering the POI, the offering debater must wait for the speaker to accept the point; if the point is declined, the debater must sit down without further comment. The speaker is entitled to finish their sentence/immediate thought prior to acknowledging or accepting the POI, and doing so is preferable to a speaker who stops mid sentence to take a point. In the unprotected time in each speech, the speaker should accept at least one, and usually not more than two. If the speaker doesn't accept any points, it seems as though he/she is 'afraid' of what the other side might say. Speakers who take too many are not penalised as such, but a speaker who does so is unlikely to be able to fulfill their role correctly and should lose points there. The team who doesn't have the floor should offer points of information reasonably often, but offering too many points and/or offering them before a speaker has even finished dealing with the previous point of information is thought of as "badgering" and the culprits should be marked down. Speakers who try to give points of information inappropriately (in the first or last minute of the speech, before the speaker has finished dealing with another point of information, etc.) should lose points for strategy.

Content – score out of 40 (range: 24 – 32)**Quality of Information:**

A team's case-line should be supported by their constructive arguments in a logical and understandable way. Their constructive arguments, in turn, should be supported by facts and examples, usually with a source mentioned (though this is not necessary if the fact in question is generally well known). Consider whether examples are broadly applicable or have been cherry picked. Assertion – delivering an argument with no facts, figures or proof to back it up – is a sign of a poor (and probably a poorly prepared) debater and should be marked down.

Sometimes judges have personal views that lead them to prefer one side of the argument to the other prior to the debate. You have to put these out of your mind and **judge the debate independently of your own feelings**. A well-chosen motion will allow both sides to put forward reasonable cases.

Quality of Analysis:

When assessing each speech think about the quality of the analysis: are links between cause and effect logical and well-structured or is the student just stating assertions? Ideally you should see students providing analysis and explanation of their points and HOW their evidence supports their case. It might look something like: → claim → explanation → example → conclusion. This is a difficult skill to master so you would expect to see varying degrees of mastery with this concept but all students should be analysing the information they present at some level.

Rebuttal:

Rebuttal is as important a part of a debate speech as constructive arguments – and for the third speakers, usually all that they have. A debate without rebuttal is like two ships passing in the night. Teams must argue their own cases and address/refute those of their opponents. Obviously the first speaker for the proposition has nothing to rebut so all their marks for content are based on the constructive case. If a constructive argument is not rebutted, it stands, no matter how weak you might think it is – remember, you are an impartial adjudicator, not a participant, and if one team fails to rebut their opponent’s weak case, they cannot rely upon you to do it for them.

Timing:

Speaking for an inappropriate amount of time (i.e. stopping well before the final bell, or going on so long that the timekeeper rings the bell continuously) should be marked down. Speakers should manage their time well so that they give sufficient time to each part of their speech without rushing through anything, but also without unnecessarily repeating themselves to eat up the minutes.

Style – score out of 20 (range: 12 – 16)**Confidence:**

The speaker may refer to brief notes, but should not simply read a speech. Speakers may opt to use index cards, legal pads, or sheets of paper. Provided that they use them confidently and do not distract the audience fumbling with them, one is not preferable to another. A strong debater will make eye contact with their audience and thus engage them in the debate.

Pace:

The Speaker should not speak so fast that it is unclear what is being said, nor should they speak so slowly that it is clear they are searching for arguments or trying to stretch out their time. A good speaker will speak at a pace you find easy to follow.

Pitch/Volume:

A good speaker will not speak at one (monotonous) pitch the whole time, but raise or lower their pitch to keep your attention. They should be loud enough to be heard, but not shouting.

Politeness:

There are certain debating conventions not rigorously enforced at this level – for instance, don’t penalise a debater who doesn’t address the other speakers by addressing the chairperson as “Mr” or “Madam” Speaker, and doesn’t refer to their colleagues and opponents as “Honourable”, for example. However, any bad language or personal attack on another speaker should be marked down severely.

The marking system used in this tournament is similar to that used at the Annual World Schools’ Debate Championships. The marks are kept in a range of 60-80 and attached is a grid that will assist with marking in this range (“Marking Standard Summary”). The idea behind this range is that even the poorest debater will achieve a mark of 60, which will encourage them to keep trying. It is absolutely imperative that you keep your marks within this range – under no circumstances whatsoever should a score be below 60 or above 80, even if it is obviously the worst/best debate speech you could ever imagine.

MARKING STANDARD SUMMARY

These score ranges should be used and judges should not score outside of them in order to provide consistency throughout the tournament. If you're undecided it is perfectly reasonable to give scores to the nearest half-point (this is a good way to differentiate between two very close debaters), but any more precision is unnecessary.

Substantive Speeches (out of 100; Strategy – 40, Content – 40, Style – 20)

Standard	Strategy (40)	Content (40)	Style (20)	Overall (100)
Exceptional	32	32	16	80
Excellent	31	31	15-16	76-79
Extremely Good	30	30	15	74-75
Very Good	29	29	14-15	71-73
Good	28	28	14	70
Satisfactory	27	27	13-14	67-69
Competent	26	26	13	65-66
Pass	25	25	12-13	61-64
Improvement Needed	24	24	12	60

Reply Speeches (out of 50; Strategy – 20, Content – 20, Style – 10)

Standard	Strategy	Content	Style	Overall
Exceptional	16	16	8	40
Very Good to Excellent	15	15	7 ½	36-39
Good	14	14	7	35
Pass to Satisfactory	13	13	6 ½	31-34
Improvement Needed	12	12	6	30

Note: You can combine marks from different levels, e.g. an excellent mark for style with a poor mark for content, or any combination you like. A mark of 32 + 25 + 12 would give an overall rating of 69, or just 'below average' despite the exceptional mark for strategy.

KEY POINTS FOR JUDGES

SPEAKER REQUIREMENTS

Speaker	Tasks
First Proposition	Fair definition Proposition case line Case division Constructive arguments
First Opposition	Accept or challenge definition Rebuttal Opposition case line Case division Constructive arguments
Second Proposition	Rebuttal Constructive arguments
Second Opposition	Rebuttal Constructive arguments
Third Proposition	Rebuttal Small amount of new constructive argument IF assigned by First Speaker
Third Opposition	Rebuttal No new constructive arguments
Reply	Summarise key issues in debate

JUDGING THE DEBATERS

Strategy:

- Was the definition fair?
- Was there a case line?
- Was the argument divided appropriately between the team members?
- Did they each take at least one point of information?
- Did they know the rules and NOT interrupt during the first and last minutes?
- Did the speech have a beginning, middle and an end?

Content:

- Was the argument well thought through and logically sound?
- Was there solid information or facts to back up?
- Did the content convince you? Imagine you read it, not heard it.
- Did they rebut the other side's content?

Style:

- Were they confident and did they make eye contact?
- Was their speaking style fluid and engaging?
- Were they organised and not easily flustered?

Overall: Put your own personal views to one side and listen to the argument. The key issue is to decide who won the debate overall – the mark should reflect this. A good debate is often even, right down to the very last rebuttal.

Scoring: Please use pencil so that any adjustments can be clearly made by erasing your original score and replacing it with the new one. A calculator is also a very useful tool to bring to help you add up your scores quickly.