# UNSA SECONDARY SCHOOLS DEBATE CHAMPIONSHIP

*Debate Training Manual*

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# ACKNOWLEDGEMENTS

## TOURNAMENT FORMAT

The **UNSA Secondary Schools Debate Championship** uses **The World Schools Debating Championship (WSDC) format** which combines the art of persuasion with quick thinking. The debates involve prepared and impromptu rounds with teams showcasing their skills in constructive speeches, rebuttals, and questioning with the adjudicators assessing content, style, and strategy.

### DEBATE FLOW

| Constructive speeches |
|---|

| 1st Proposition (8 min) | 1st Opposition (8 min) |
|---|---|
| 2nd Proposition (8 min) | 2nd Opposition (8 min) |
| 3rd Proposition (8 min) | 3rd Opposition (8 min) |

| Reply speeches |
|---|

| Opposition Reply (4 min) | Opposition Reply (4 min) |
|---|---|

Only 1st or 2nd speakers can deliver the reply speech.
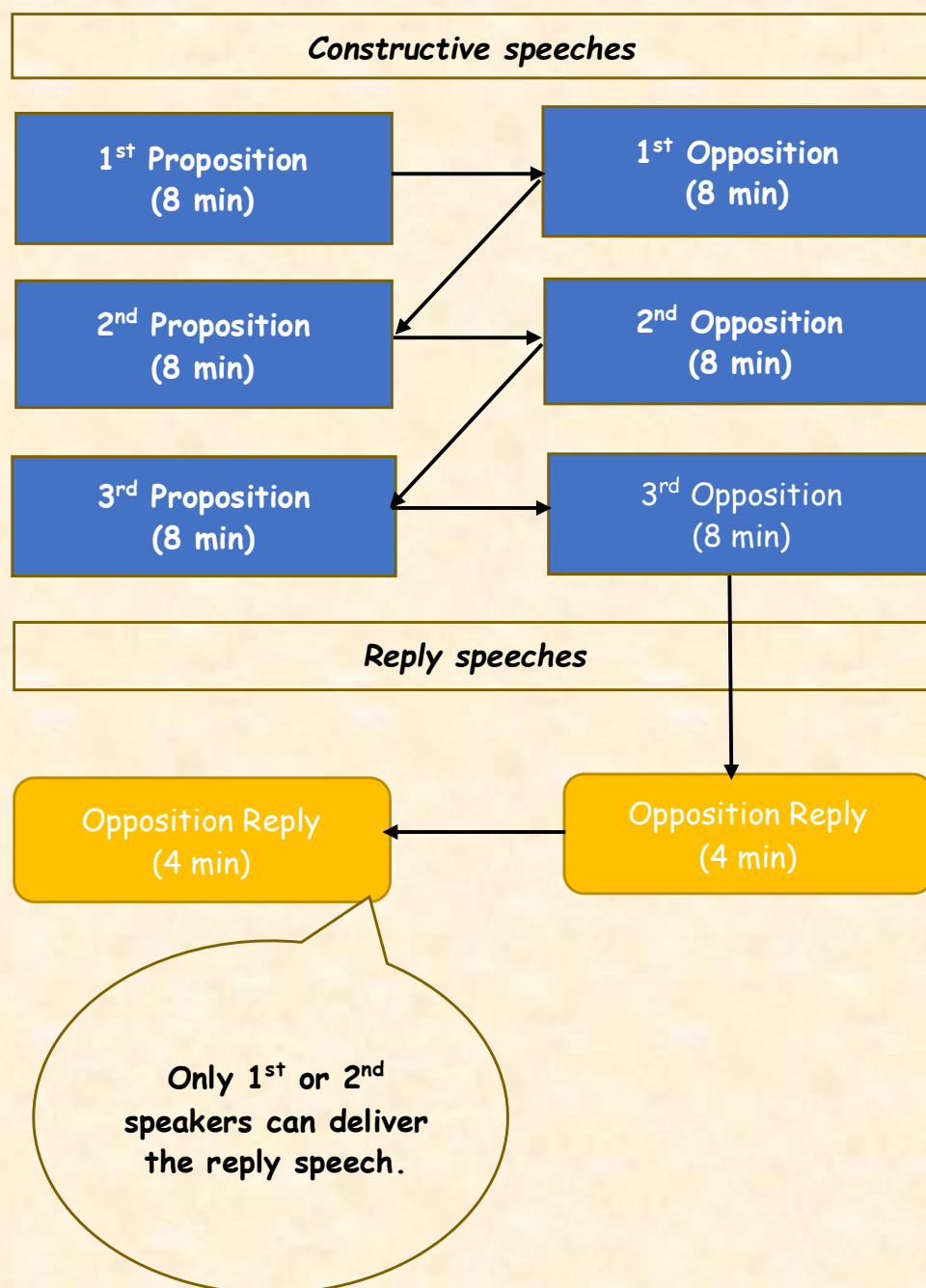
## TEAMS AND SPEAKER ROLES

| ROLES | PROPOSITION | OPPOSITION |
|---|---|---|
| Teams | • Define the motion clearly in a way that is fair to both teams.<br>• Present their characterization of the status quo.<br>• Advance constructive arguments in<br>• favor of their case.<br>• Where appropriate, identify what the problem is and present a solution to the identified problems. | • Must oppose the motion.<br>• May set up their case purely on rebuttal of Proposition, though this is strategically risky.<br>• May have substantive arguments of its own, including proposing a counter-model. |
| 1st Speakers | • Define the motion, relevant burden(s) and the metric(s) by which to evaluate the debate.<br>• Introduce an action plan (model), if the team chooses to tackle the motion with one.<br>• Advance and develop constructive arguments.<br>• Flag the case division between the 3 Proposition speakers. | • Challenge the definition, if necessary<br>• Clarify relevant burden(s)/metric(s) for the debate, if necessary.<br>• Provide rebuttals to the 1st Proposition.<br>• Introduce their own stance (detailed under "Team Roles.")<br>• Bring their own constructive arguments (advisable.)<br>• Flag the case division between the 3 Opp speakers. |
| 2nd Speakers | • Deal with definitional challenges, if necessary.<br>• Provide rebuttals to the 1st Opposition.<br>• Extend and further develop constructive arguments. | • Provide rebuttals to the 2nd Proposition's extension.<br>• Extend and further develop constructive arguments, if the Opposition has any. |
| 3rd speakers | • Small substantive arguments, if flagged in the 1st Opposition.<br>• Provide rebuttals to the Proposition's case. | • Small substantive arguments, if flagged in the 1st Opposition.<br>• Provide rebuttals to the Proposition's case. |
| Reply Speeches | • Bring a holistic overview of the debate<br>• Compare both teams' contributions to the debate<br>• Explain why they think their side won the debate, without adding non-derivative arguments for their side | |

# SPECIFIC NOTES ON THE ROLE OF 3RD SPEAKERS

**Technical WSDC rules**

➢ The role of the 3rd speaker is to respond to the other team's case.
➢ The third speech (from either team) may include a small part of their team's substantive case, so long as this was flagged in the case split announced by that team's first speaker.
➢ However, it should be noted that third speakers are not required to include new arguments in their case.

**CAP guide on "new material in the third speech"**

1. Both 3rd speakers should respond to what has happened in the debate before their speech. "Responding" is a broad term covering;

➢ **Direct rebuttal** to an argument that the other team has made, which means providing a critique of the logic in the argument or providing new explanations for why the conclusion reached in the other side's arguments wrong
➢ **Weighing of arguments** by providing analysis of the relative importance of arguments or impacts
➢ **Indirect comments or analysis about an existing clash point**: providing new conclusions or impacts that can be weighed against the conclusions reached by the other team New contextual or characterisation analysis which broadens the understanding of conclusions reached by either team
➢ **New examples** which provide a deeper understanding of the arguments being made or existing rebuttal

2. The above-mentioned forms of responsiveness often involve new ideas, logic, examples, and components of arguments or new lines of rebuttal. It is acceptable for third speakers to bring these new aspects into their speeches

3. "Newness" in a third speech is not sufficient justification to discredit material at third. We encourage judges to think more critically about whether the material meets the definition of "responsiveness" as outlined above and give credit to the argument when it does.

4. Newness is not permissible if third speakers introduce an independent and entirely new concept or argument in the debate that didn't exist earlier, without having flagged that upfront as mentioned in the rules;

➢ For example, in the motion This House prefers leaderless social justice movements, it is not permissible for the 3rd Opposition speaker, for the first time in the debate, to introduce a fully-fledged argument which explains that social movements social justice movements with leaders have an easier time achieving legislative change due to an easier bargaining process with the government, without clearly responding to an argument from the Proposition.

➢ However, it is permissible for the 3rd Opposition speaker to introduce a rebuttal that leaderless movements cannot bring attention to critical issues and injustice without charismatic leaders, in response to the Proposition argument that leaderless movements focus on individual stories and videos which showcase injustice

5. However, if the 1st speaker clearly flags that an argument will be made by the 3rd Speaker during their case division, this argument is permissible. But this is currently rarely done by teams as it can be seen as a bad strategic decision to bring an important argument so late within the debate.

6. What happens if a critical portion of the Opposition rebuttal is delivered by the 3rd Speaker, without any engagement from the 1st and 2nd speakers? Can the Opposition still win?

➢ Third Opp speakers can theoretically win a team debate by responding thoroughly to an issue first and second Opp speakers did not do enough however, this is arguably a bad strategy given the proposition has the opportunity to build onto the point and make it stronger, and because it reduces the thoroughness with which third speakers can respond to other issues in the round.

## SPECIFIC NOTES ON THE REPLY SPEAKERS

**Technical WSDC rules**

> ➢ The role of the reply speeches is to sum up the debate from the team's viewpoint, including a response to the other team's overall case and a summary of the speaker's own team's case.

> ➢ The reply speaker may be either the first or second speaker of the team, but not the third. The reply speakers are in reverse order, with the Opposition reply first and the Proposition reply last.

> ➢ Neither of the reply speakers may introduce a new part of the team case. A reply speaker may respond to an existing argument by raising a new example that illustrates that argument but may not otherwise introduce a new argument

**CAP guide on "role of reply speeches"**

> ➢ Reply speeches are a crucial part of the debate - they can definitely swing the result of a debate Good reply speeches do not just report on the debate that happened but contributes to the team's overall strategy and approach in the debate, to shape how the debate has evolved and panned out

> ➢ New weighing of arguments, framing, contextual observations, or examples can all serve this function and are permitted and credited in replies - however, these need to be clearly derivative of the existing events in the debate

## POINTS OF INFORMATION (POIS)

**Taking POIs**

➢ A speaker who has the floor has a right to refuse POIs, but in general should accept about 2 POIs.

➢ If a speaker accepts a POI, they should give the person offering the POI adequate time to express their comment (maximum of 15 seconds)

**Offering POIs**

➢ Speakers may offer POIs any time between the 1st and 7th minute

➢ Only one speaker from the opposing speaking team can offer a POI at a time

➢ Non-speaking members of the opposing speaking team may not offer any POIs

➢ When offering POIs, the speaker should not indicate the topic of their POI, e.g. by saying "on that point"

➢ If a POI is rejected, they should wait ~20 seconds before offering another. Badgering the speaker is poor form and is inequitable conduct.

**What happens if a speaker takes no POIs/fewer than 2 POIs?**

➢ The decision of the overall round, regardless of the POIs taken by speakers, should be evaluated by the content coming out in the round.

➢ However, teams that take POIs are advantaged by being able to engage the other team's material more.

➢ Moreover, judges can reflect in an individual speaker's score the fact that they took no POIs.

➢ In very close circumstances, not taking POIs can reflect poor strategy and an unwillingness to engage.

## IRON PERSON / OPTING OUT

- Teams may opt-out/iron person for a maximum of 2 rounds and remain break eligible, and this should only be used as an absolute last resort, e.g. in a team of 3, 1 or 2 members of the team are ill and unable to debate.
- Requests to iron person / opt out of a debate MUST be made BEFORE the round begins, and MUST RECEIVE THE APPROVAL OF THE EQUITY OFFICERS.

# MOTION UNDERSTANDING
## NOTES ON MOTION RELEASE

➢ In some cases, unclear terms in the motion might be defined as an 'Information slide' by the CAP team to provide clarity and knowledge necessary for a functional debate. Any information on this slide is assumed to be true for the debate

➢ If there is a word (or words) in the motion that is unclear to you, you may ask the members of the CAP for clarification within the first 10 minutes of preparation time.

➢ If a team asks for clarification immediately after the motion is announced, the clarification will be provided to all teams. However, if it is asked afterward, only their opposing team will be provided the clarification.

## PROPOSITION FIAT

**Motion**: *THW create schools that teach endangered Indigenous Languages* Once you read a motion (like the above), the debate rests on the assumption that the action specified in the motion can be taken. – This is **'Proposition fiat'**

**1. Not Legitimate and in Violation of Fiat:** *'Because politicians are racist, they will not want to set up schools like these'* - This is a criticism that explains why this will be a hard policy to pass overall, but does not make a comment on the policy's merits or demerits. It is not a legitimate Opposition line.

**2. Legitimate:** However, Opposition can question whether Proposition policy will work in the way that the proposition claims it will. That is to say; *These schools will not be well funded and therefore they will see lower quality of education -* this acknowledges that the schools will be created, but questions how good they will be and what the impact of that will be on Indigenous children.

## DEFINING THE MOTION

A fair 'definition' of the motion should be offered by the first proposition speaker debate so that teams have a common understanding of the debate.

**Unreasonable Definitions from Proposition (Avoid!)**

| | |
|---|---|
| **Squirreling:** Distorting the topic and defining it in a way that violates the spirit of the motion | **"THW ban gambling"** cannot be defined as banning risky behaviors such as taking hard drugs, as a way of "gambling with one's life". Gambling has an obvious meaning, which is the betting or staking of money or something of value, on the outcome of a game, or an uncertain event whose result is determined by chance. |
| Disallowing side opposition room for debate | **"TH supports cosmetic surgery"** cannot be defined as supporting it only for burn victims. This would make it impossible for Opposition to do the debate. |
| Refusing to debate the motion at the level of specificity or abstraction the motion requires | In **"THW restrict civil liberties in the name of national security",** a definition that defends exclusively compulsory ID cards is too narrow. Compulsory ID cards may be an example of a national security policy that is defended by the Proposition team, but the debate extends beyond this example to a more general principle. |
| Place-setting: arbitrarily narrowing the debate to specific places not specified by the motion | In **"THW ban commercial surrogacy",** it is not legitimate to set the debate "only in low-income nations". Examples from these countries may be used, but the debate has a global context.<br>However, in **THW ban non-democratic countries from hosting international sporting events,** Proposition can identify reasonable criteria for what constitutes a democracy. |
| Time-setting: arbitrarily narrowing the debate to a time that is **not** present when unspecified | **THBT citizens should engage in civil disobedience to protest unjust laws:** Proposition cannot define the policy in the context of apartheid in South Africa from 1948 until the 1990s, even though they may use this as an example **THBT NATO should not have withdrawn combat troops from Afghanistan:** Proposition can set the context of the debate to the period when they contemplated the withdrawal of troops (2011-2014) as it's implicit in the motion |

**Options for Opp If a Definition Is Unfair**

- ➢ Explicitly challenge the definition, but still provide **'even-if'** arguments and engage proposition *(Has to be done in the first opposition speech)*
- ➢ Explicitly challenge the definition, explain the grounds for challenging, and supply an alternative reasonable definition, and debate only those grounds *(Has to be done in the first opposition speech)*
- ➢ Accept the definition and proceed with the debate *(acceptable in later speeches)*
- ➢ Broaden the debate back to the motion *(acceptable in later speeches)*

**Please note;**

- ➢ There is no obligation on the Opposition to challenge - they can choose to proceed with the faulty definition.
- ➢ If you are persuaded that a definitional challenge is valid, this should reflect on your assessment of Proposition's strategy (their understanding of the debate);
- ➢ Debates are not automatically won or lost by definitional challenges

# TYPES OF MOTIONS
## CLARITY ON A MODEL / POLICY

There is no obligation for teams, proposition, and opposition, to provide a policy, even if the motion is worded as introducing a new policy. However, if teams find that introducing a model/policy would help to clarify the debate, they may choose to do so.

Opposition teams do not have to introduce a counterproposal/policy unless they find that doing so is strategic for them. They can choose to support the status quo or a range of alternatives that do not amount to a counterproposal/policy.

If Opposition teams choose to introduce a counterproposal/policy, two rules apply;

- ➢ The counterproposal/policy must be mutually exclusive from the Proposition.
- ➢ The counterproposal/policy cannot take up more resources than the Proposition's model/policy. i.e. there is no **'opposition fiat'**. Opposition teams introducing a counterproposal/policy would change the comparative in the debate.

## 1. POLICY DEBATES - "THIS HOUSE WOULD"

**Type 1: This House would**… - This House would ban smoking

- *Prop teams may use a '**model/policy**' to explain how they want to implement the action (not compulsory).  In this debate, Proposition may do this through a phased-out policy, after which point, they will levy fines on smokers. During the phase-out, they will re-skill workers in the tobacco industry.*

- *If Proposition teams do so, the debate is then between the action in the way the Proposition implements it and the Opposition's stance. Here, that would translate into banning smoking with the punishment Proposition suggests, rather than any punishment the Opposition would prefer to oppose.*

- *Opposition can propose a counter-model too (once again, not compulsory), and if they do, the motion becomes Proposition model v. Opposition model. However, the opposition has*

*the same amount of fiat that the proposition does to implement their counter model. If they require more, they should prove that they can get it.*

*In this debate, the Opposition can regulate access to smoking, tax cigarettes, and even restrict it to smoking zones. In this case, the debate is between this model, and Proposition's model.*

- *Some motions make what the opposition must implement clear in the motion itself, e.g.: THW require non-violent criminals to perform community service rather than go to prison. Here opposition cannot choose to model it only as house arrest, or fines.*

**Type 2: A motion being phrased in a different way to "This House would…"** can also be a policy motion if it prescribes an action that can reasonably be implemented in multiple ways, e.g.: THBT the US should sanction Saudi Arabia

- *It is useful for Proposition to explain what sanctions and how they are phased in, and what criteria Saudi Arabia needs to meet them to remove these sanctions.*

## 2. "THIS HOUSE BELIEVES THAT" MOTIONS

**Type 1: This House believes that X…** (where X is not an action being performed, but is a value judgment comparing two things):

Examples: This House believes that labor unions are becoming obsolete. This House believes that benevolent dictatorships are better than weak democracies This House believes there is too much money in sports. Etc.

- *This type of motion does not require a policy set up (as opposed to a motion that says THW ban labour unions) and just needs proposition teams to contrast the values in the motion (e.g.: benevolent dictatorships v. weak democracies, too much money v. a world without that extent of money)*

**Type 2: This House Believes that X should do Y** - THBT parents should adopt children instead of having their biological children.

*This debate happens from the perspective of a neutral observer. It is not necessary to show why it is in the interest of X do to Y. However, teams must show why X has a duty to do Y.*

*In this debate, debaters are required to show why parents have a duty (moral or otherwise) to adopt children. Proposition teams may claim that adopting children is beneficial for those children, but they must also prove why aspiring parents have a duty to help those children.*

- *The Opposition must show why parents do not have an obligation to adopt children (they can set up what metrics they use to measure this obligation)*

- *Depending on the debate, the opposition may also need to go a step further to show that an obligation against Y exists, e.g.: THBT the environmental movement should use violence to achieve its goals (here, Opp teams should show that they should not use violence)*

## 3. "THIS HOUSE SUPPORTS/OPPOSES/REGRETS" MOTIONS

**Type 1: This House Regrets X** - This House Regrets the use of affirmative action in universities for racial minorities.

- *Proposition has to prove that a world where X never existed would be better. This motion is retrospective. Propositions should explicitly establish what the world would look like if affirmative action hadn't existed in history. They might say for example that there will have been more willingness to invest heavily in free primary education for racial and ethnic minorities. They need to prove that this counterfactual is the likely alternative, as well as that it is a preferred alternative to affirmative action.*
- *Opposition can challenge the likelihood of the counterfactual, as well as the desirability of the counterfactual if they concede it. As an example, opp teams can say that in the absence of affirmative action, countries will have done nothing for racial and ethnic minorities (with reasons). They could also concede prop's counterfactual and argue that affirmative action is better than these investments, or would facilitate better these investments than prop*

- *Note: Teams can make future-based arguments as well because if a phenomenon/event sparked off a trend that will likely result in harm, that is still regrettable as well.*

**Type 2: This House opposes/supports X** - This House Opposes the use of affirmative action in universities for racial minorities.

- *Although similar to regrets debates, Proposition teams oppose X in the current context, rather than go back in time and imagine a world where X never existed.*
- *Proposition teams do not need to take on the burden that affirmative action never existed, or that all affirmative action should be immediately scrapped. The debate is a judgment about affirmative action as a policy.*
- *However, when providing arguments for this motion, it is still important to describe how a future world without affirmative action would play out in explaining its harms and benefits.*
- *Opposition teams can challenge whether the current world would look the same way that proposition says it would or concede it and argue that this is a worse world.*

## 4. "THIS HOUSE PREFERS" MOTIONS

**Type 1: This House prefers X to Y**: THP social media sites based on a subscription model over those based on an advertisement model.

- *In these motions, teams must only defend the alternative setup in the motion, and not create new alternatives or say they prefer a mix of both X and Y*

- *Proposition must argue that social media sites which rely on subscriptions as a means of acquiring profit are preferable to those which rely on advertisements. Opposition must conversely argue that social media sites based on an advertisement profit model are better than those based on subscriptions.*

**Type 2: This House prefers X**: THP social media sites based on a subscription model.

- *In these types of motions, the Opposition must defend the status quo, or a conceivable world the status quo trends toward.*

- *Proposition must argue for social media sites based on subscriptions. Opposition is still bound to defend the specific comparison set up in the motion and therefore must defend the profit models of social media sites as they are in the status quo. Opposition cannot argue for abolishing social media/non-profit social media sites/other comparatives.*

- *However, the Opposition may claim that the current situation is changing, why this change is likely; and why it is preferable to the Proposition.*

**Type 3: This House prefers a world in which X:** THP a world where social media sites run on subscription-based models.

- *These require the teams to prove that a world in which X (did not) exist is a preferable world to the status quo.*
- *This motion is also retrospective (like This House regrets) in nature and requires teams to debate how the world would have progressed had social media sites relied on subscriptions for profit. Therefore, the Opposition cannot argue that there will be a backlash as social media sites set prices for their services as in the alternative world, social media sites that did not set subscription prices would never have existed.*

## 5. ACTOR MOTIONS

This House, as X - TH, as a parent, would not send their children to a private school.

- Actor motions require that the debate happens from the specific perspective of the actor in the motion.

- All arguments must be linked to why a certain actor X would care about a certain action. Therefore, the arguments should be linked to the interests, benefits, or harms that are to accrue to the actor in a debate.

- This does not mean that the actor is always selfish and that principled arguments cannot be made in this debate. Instead, debaters must go the extra

mile in explaining why the actor would hold on to such principles or points of view.

•  In this specific motion, the debate occurs from the perspective of the parent, not from the perspective of broader society.

•  However, "THBT X Should" is not an actor Motion: "THBT parents should not send

their children to private schools."  Debaters can still claim that the interest of the parent should be prioritized, but this time as a neutral observer and may also include other interests.

•  In these motion types, teams must prove why a specific actor has a duty (moral or other) to act in a certain way.

# JUDGE'S CORNER
## THE MODEL WSDC JUDGE

- Hypothetical 'ordinary intelligent voter' ('average reasonable person)
- Impartial: Doesn't judge teams they have a personal bond with (nation of affiliation, teams they have coached, etc.).
- Unbiased: Has no prior idea who is going to win the debate. They set aside their personal opinion about the motion or specific arguments. They don't expect teams to argue their preferred arguments or discount arguments they don't like. They judge the debate that happened before them.
- Open-minded and concerned to decide how to vote – they are thus willing to be convinced by the debaters who provide the most compelling case for or against a certain policy.
- Observant and diligent: Listens carefully to what debaters say and doesn't construct ideas that haven't been explained well. They look for substantiation and evidence equally from both teams. They track arguments, responses, and POIs – and can fairly and accurately summarize the debate (not necessarily to the debaters, even just to themselves) before evaluating it.
- Possessing general knowledge: Take on the role of an average, intelligent listener and be aware of current affairs and basic facts without letting specialist knowledge interfere with the debate.
- Expert on the rules: Knows WSDC debating rules well and understands the words in the motion and the roles of teams/speakers.
- Accountable & Constructive: Can justify their decision based on a sound understanding of issues in the debate and the criteria for judging & and gives debaters constructive and concrete feedback after the result of the debate is announced

**Judges Should NOT:**

- Use extremely specific knowledge on a certain topic.

- Assess the content in the debate based on the arguments a team could have made.

- Assess the content based on refutation the judge is able to think of against an argument.

- Fill in the gaps in analysis or rebuttal that a team has themselves.

**Judges Should:**

- Be courteous and respectful to the teams and coaches
- Do not allow coaches to make signs or signals to debaters beyond time signals, and maintains room decorum
- Make themselves available for feedback at reasonable times

- Pay attention in rounds:

  Not checking their phones

- Giving commentaries on your debate to other judges elsewhere!

- Taking good notes

**Deciding the Win**

- Judges should determine which team did the best to persuade them, by reasoned argument, within the constraints set by the rules of debating, that the motion ought to be adopted or rejected. The judges do so as the ordinary intelligent voter, and their assessments are always holistic and comparative

- Role fulfilment can be considered, but should not be the sole or primary criterion for judging a debate.

# THE WSDC JUDGING CRITERIA

## Content (40%)

- Deals with WHAT is being presented.

- Evaluates the quality of content

- Covers arguments, rebuttals, content of POIs, and responses to POIs.

- Even if the material is not explicitly flagged as a rebuttal, it may be responsive to the other side's material

- If an argument or rebuttal is weak / poorly developed, it is generally a content weakness

## Style (40%)

- Style deals with HOW the content is presented.

- Style does NOT include Accents. A speaker's accent (foreign-ness or familiarity of an accent, or perceived harshness or pleasantness of an accent) should never be considered when scoring for style.

- Style is NOT about immutable characteristics of an individual's voice - perceived to be a harsh vocal tone or pitch.

- Style also does not include the format speakers choose to organize and deliver their speech (palm cards, sheets of paper, etc.)

- Style includes body language (if applicable), pace of speech, volume and tonal variations, choice of vocabulary (too technical or too lay? Emotional or dry?), eye contact maintained, or fixated on notes? (if applicable)

  Bad style typically hinders the intelligibility or persuasiveness of the argumentation offered and could include mumbling, shouting too loudly, or speaking too quickly to be understood.

- However, it's important to bear in mind that some speakers may not have access to a strong and stable internet connection, and therefore may not be provide a video stream of their speech or may freeze/lag.

- Speakers should be encouraged to appear on video, but when this is possible or practical, judges should not apply a style penalty simply because they cannot see the speaker

**Strategy (20%)**

- Deals with WHY content is said

- It's the sum of choices that a team makes to win a debate.

- It includes interpretation and relevance of the motion, time allocation, structuring of the speech (prioritization), consistency between arguments and speeches, dealing with POIs in your speech

- Strategy points are awarded when a speaker identifies and addresses the right issues in the debate, even if they don't analyze these issues very well.

- Good strategy can be independent of good content and is intrinsically tied to good engagement

## WSDC SCORING CRITERIA

- We use a tripartite scoring system consisting of
  - Style: 40% (24 - 32 points)
  - Content: 40% (24 - 32 points)
  - Strategy: 20% (12 - 16 points)
- Rather than rigidly seeing these three parts as discrete elements when determining speaker scores, these three parts should help a judge understand what team did the best job during the debate overall.
- The speaker scores are a mathematical expression of your decision and they help you evaluate the individual performance of a speaker.

**Speaker Scale**

- In WSDC debating, main speeches are marked out of 100%
- The WSDC speaker scale is between 60-80
- The average speech is 70
- Half marks (0.5) are the lowest fraction allowed.
- Reply speeches are marked out of 50%.
- An average reply speech is 35

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

## SCORING SUBSTANTIVE SPEECHES

| Mark Standard | Considerations |
|---|---|
| 60 | O Content is not relevant to the motion and what the team needs to prove.<br>O All points made are claims, with no analysis, and are confusing.<br>O The speech is hard to follow throughout, so it is hard to give it any credit. |
| 61-63 | O A few marginally relevant claims.<br>O No analysis is provided in the claims, which are mainly lines without explanation.<br>O Parts of the speech are clear, but significant parts are still hard to follow. |
| 64 - 66 | O Some of the points made are relevant to the debate.<br>O Arguments/rebuttals are made with some explanation and analysis, but with significant logical gaps in the explanation.<br>O Sometimes the speech is difficult to follow. |
| 67 - 69 | O Most of the points made are relevant to the debate.<br>O All arguments/rebuttals have some explanation, but it still has logical and analytical gaps in important parts of the argument and lacks evidence.<br>O Mostly easy to follow, but some sections may still be hard to understand. |
| 70 | O No major shortfalls, nor any strong moments.<br>O Arguments are almost exclusively relevant, although may fail to address one or more core issues sufficiently.<br>O All arguments have sufficient explanation without major logical gaps and some examples but are simplistic and easy to attack.<br>O Easy to follow throughout which makes the speech understandable, though style does not necessarily serve to make the speech more persuasive. |

| | |
|---|---|
| **71 - 72** | O  Arguments are all relevant and address the core issues in the debate.<br>O  All arguments have sufficient explanation without major logical gaps and most have credible evidence. Some points raised may have minor logical gaps or deficits in explanation.<br>O  Easy to follow throughout. On occasion, the style may even serve to make the speech more engaging and persuasive. |
| **73 - 76** | O  Arguments are relevant and engage with the most important issues. Arguments have sufficient explanation without major logical gaps.<br>O  Occasionally, the speaker provides more sophisticated and nuanced analysis, making their arguments hard to attack.<br>O  Easy to follow throughout. On occasion, the style may even serve to make the speech more engaging and persuasive. |
| **77 - 79** | O  Arguments are all relevant and well-illustrated, and address the core issues in the debate, with thorough explanations, no logical gaps, and credible examples, making them hard to attack<br>O  Easy to follow throughout. The style serves to make the speech's content more engaging. |
| **80** | O  Plausibly one of the best debating speeches ever given in a school's competition.<br>O  It is incredibly difficult to think up satisfactory responses to any of the arguments made.<br>O  Flawless and compelling arguments, made with outstanding delivery. |

## SCORING REPLY SPEECHES

| Mark Standard | Considerations |
| --- | --- |
| 30 | The speaker did not describe the debate as it happened. They misunderstood or misrepresented central arguments and responses. |
| 31-34 | Instead of actually identifying or analyzing points of clash, the speaker mostly just retold the debate as it happened or attempted to keep arguing for their side. |
| 35 | The speaker identified the major points of the clash between the two teams and was able to provide some basic justification for awarding the win to the speaker's team. |
| 36-39 | Almost perfect overview of the debate. Particular interactions from the debate were analyzed and used as evidence for awarding the win to the speaker's team. |
| 40 | Flawless analysis of the debate that just occurred. The speaker was able to accurately identify turning points in the debate (including the strongest arguments and rebuttal of their opponents) and why their side wins on balance |

**Top Ten Speaker Average Scores at Previous WSDCs (For Reference)**

- WSDC 2019 (Bangkok): 73.4 to 74.23
- WSDC 2020 (Online, Mexico):
  - Maya Division: 72.638 to 73.110
  - Aztec Division: 72.780 to 73.668
- WSDC 2021 (Online, Macau): 72.33 to 73.17
- WSDC 2022 (Online, Netherlands): 72.5 to 72.96

**What this means:**

- If you give a speech of 73 and above, you are suggesting that the speech would be a speech given by a Top Ten speaker at WSDC.
- If you give someone a 75. You are suggesting that this speaker could be the Top Speaker at WSDC.

**Scoring and Margins**

**Simple Checks**

- What would an average score sound like in a debate speech? Move up and down accordingly for speakers who are below or above average.
- To score reply speeches, assess it like a regular speech and divide by 2 (decimal points up to 0.5, no 0.25).
- Half marks are the lowest fractions allowed.
- After tallying the scores, the total score of the winning team must be higher than the total score of the losing team.

**Margins**

- 0-2 pts – very close debate
- 3-5 pts – close, but rather clear
- 5-10 pts – one team is clearly better, but not dominating
- 10-20 pts – The winning team dominated the debate
- 20+ pts – The winning team 'shredded' the losing team

## EVALUATING ANALYSIS

### What is a good analysis?

- Rigorous Logic: Links made, conclusion cleanly derived from assumptions
- Goes beyond assertions: not just claiming outcomes such as harms and benefits without analysis to back up why that outcome is likely.
- Relevance: Decided on by the teams, and what they make relevant to the debate

### Rebuttal

- Misrepresenting and then attacking vs. attacking the actual argument
- Stating an argument is false vs. using logical steps to disprove it
- Relative Importance: Why is this argument important in the world/in the debate?
- Tracking Evolution: Responding to responses, adding new illustrations/language

### How should knowledge of good analysis affect judge behavior?

- A good judge never takes what teams say they have proven at face value; always check if they actually did so! Labels can be misleading
- Saying why something is important is not the same as proving that it happens. So judges should always be vigilant to avoid being misled by debaters.

### What are 'Issues' in a debate?

- Issues (or contentions, questions) are often questions that help you decide whether a particular motion should pass or fall.
- There could be many issues such as the clashes/issues most discussed. Not all issues are of equal importance, and you have to identify which issues are more crucial to winning the debate than others.
- How do you identify the main issues in a debate?
- Preferably, the debaters do it for you by explicitly identifying them.

- If the debaters do not, you will have to track and evaluate arguments and engagement. It is important to identify issues as they emerged in the debate, and NOT enter and decide what issues should have emerged.
- Possible Metrics include;
  - ➢ What were/became the most important issues raised in the debate?
  - ➢ Who won those issues effectively, through the arguments and evidence provided?

**Weighing Issues**

- After deciding on the issues in the debate, you will need to decide the relative importance of each issue vis-à-vis each other.
- How can we 'rank' or 'weigh' out issues in a debate?
- What did teams explicitly agree on as important?
- If unclear, what did teams agree to be important implicitly?
- If it is also unclear, what reasons were given by each team to explain why a particular issue matters more (weighing)?
- IF, AND ONLY IF, no weighing was attempted, then you may enter the debate as an average reasonable person (see earlier) to decide how they would weigh it – e.g. quantity impacted, the extent of the impact.
- Evaluate who won the issue, and subsequently, the debate.
- Compare the contribution of both teams on a given issue (rebuttal and argument)
- Decide which team ultimately won the issue – was there important material that stood at the end that was left un-responded? Dis existing responses adequately take down the core of a point that was made?

## PROVIDING EFFECTIVE FEEDBACK TO TEAMS

- Judges need to decide a winner between the 2 teams.

- Judges announce the results first (and whether it was a split/unanimous decision).

- Judges deliver their RFD based on Content, Style, and Strategy.

- When discussing content, judges should focus on the issues in the debate – which issues were important, which team won each issue, and why. Be specific, making close reference to the relevant speeches.

- Judges should be comparative when discussing content, style, and strategy, and the relative strengths and weaknesses of each team.

- Judges should try to spend an equal amount of time on both teams and balance positive and critical comments.

- Keep it succinct – don't spend longer than 5-10 minutes.

- Tell teams they may approach the panel for individual feedback (with a responsible adult around) after.