



مناظرات قطر qatar debate

عضو في مؤسسة قطر
Member of Qatar foundation



A Manual for Judges

Qatar Schools and Universities Formats

Introduction

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In the name of Allah, the Most Gracious, the Most Merciful, and peace and blessings be upon the Arab Prophet, who is sent with mercy to the worlds, and who guides the truth with the miracle of eloquence and faithful revelation.

Dear readers,

Since its launch, QatarDebate has pledged the vision of Her Highness Sheikha Moza bint Nasser Al-Misnad as a member of Qatar Foundation to be a hub for building and unleashing capabilities, discovery, and development of policies. The center hosts the youth in Qatar enable them to practice critical thinking and be able to express their thoughts and opinions eloquently, take part in constructive conversations and discussions. This then reached globally to native speakers and those aspiring to learn Arabic to practice the art of debate that combines academic methodology and training innovation with interactive methods and tools.

Sisters and brothers,

QatarDebate puts in your hands these booklets in the various fields of

debate to enrich the Arabic and English literary resources in this field, as they together constitute the gist of a specialized experience that spanned more than a decade in the field of debate, training and judging during which thousands of students and professors learned the sciences of debate and the art of debating from the center's various programs by the most qualified trainers in this field.

An interesting journey between the ideas and training, we hope that it will add to your knowledge and intellect which enables you to enter this field and develop to reach the heights of logical thinking and attain the learning objectives sought from this curriculum based on debate, argumentation, refutation, analysis and arbitration, by eight booklets, five of which are in Arabic and three in English, as it is considered an extension of the academic and training sources from the center's library focusing on the art of debates and higher thinking skills.

We hope that the flame of debate will continue to light the way for enthusiastic young people and their eagerness to discover themselves, advance their societies and make change that meets their ambitions and achieves the desired future through the improvement of ideas and the implementing effective solutions stemming from a sense of responsibility.

for students, as we strive to mainstream the idea of debate as a holistic extracurricular activity with multiple benefits. We believe it is important that schools and universities begin to consider the importance of debate as a subject and life skill that significantly improves students' ability to communicate better, to make informed choices, and to actively contribute to the development of their society.

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Chapter I: Introduction to debate

Why Debate?

What is Debating?

- A debate is a form of public discourse; it can be in the form of formal direct oral contest or competition in argumentation between two or more people on a defined proposition at a specific time. According to the Oxford English Dictionary, debate is “a formal discussion on a particular matter in a public meeting or legislative assembly, in which opposing arguments are put forward and which usually ends with a vote.” (The Oxford English Dictionary, 3rd Edition, Edited by J. Simpson, and E. Weiner. Clarendon Press, 2010).
- Competitive debate can be in the form of a formal, disciplined, and rule-governed contest/competition that is conducted within a set framework. A debate may comprise single participants or teams that include several individuals. In a typical debate, two teams are presented with a proposition that they will debate, with each team given a set period to prepare their arguments. Debates are performed in a structured setting that gives all participants a chance to present and defend their arguments.
- In other words, the two debating sides are given a proposition to debate. The Affirmative side of the proposition – also called the Proposition – advocates, supports, and upholds the resolution. The Negative side of the proposition – also called the Opposition – opposes and refutes the resolution; as such, they deny the stance of the Affirmative. Stated differently, the Proposition is the team that attempts to secure the acceptance of a proposition. The Opposition is the team that attempts to secure the rejection

of a proposition. It is vital that the proposition should take a definite stance on an issue.

- Basic debate styles vary widely in terms of their format, time limits for speeches, the order of speeches, and how arguments are presented. Despite these differences, debates also have many features in common. Overall, debates are very common in social, political, and educational environments.
- Although the topics addressed in a debate can be virtually anything, most debates tackle controversial issues that appeal to the audience. Certain debates also allow for audience participation where attendees can pose questions to the debaters.



Benefits of Debate

Decades of academic research have proven that the benefits that accrue because of engaging in debate are numerous. Debate provides experiences that are conducive to life-changing, cognitive, and presentational skills. In addition, through debate debaters acquire unique educational benefits as they learn and polish skills far beyond what can be learnt in any other setting.

At the very least, debate helps learners to see the power of deploying rational, reasoned arguments and compelling evidence in action. It enables them to elucidate their standpoint through utilizing rhetorical eloquence. It instills in debaters a great sense of poise and confidence. It teaches them the skills of researching, organizing, and presenting information in a compelling fashion.

In general, the benefits of debate include:

- Gaining broad, multi-faceted knowledge cutting across several disciplines outside the learner's normal academic subjects.
- Increasing learners' confidence, poise, and self-esteem.
- Providing an engaging, active, learner-centered activity.
- Improving rigorous higher order and critical thinking skills.
- Enhancing the ability to structure and organize thoughts.
- Enhancing learners' analytical, research and note-taking skills
- Improving learners' ability to form balanced, informed arguments and to use reasoning and evidence.
- Developing effective speech composition and delivery.

Debate Formats

While competitive debating can occur via different formats, there are common characteristics between all debate formats:

- **Topic or a motion**

The aim of competitive debating is not to reach a middle ground or agreement between teams on a topic. Debate motions are worded such that there is a clear distinction between the support or the opposition to a debatable topic. Motions are often presented through the various forms such as “This House Would (THW)” or “This House Believes That (THBT)”.

- **Proposition and Opposition**

Teams are allotted the role of proposition or opposition before each debate round. Speakers do not get to choose their side and are not necessarily representing their personal opinions on a topic.

- **Speeches are limited in time**

All debate formats have rules to facilitate fair and robust discussions. Speeches are always limited in time and questions to individual speakers are timed as well.

The following chapters in this manual will discuss adjudication with regards to three debate formats:

- Qatar Schools Debate League Format
- Asian Parliamentary Debate Format
- British Parliamentary Debate Format

Debate Motions

Judges should be aware of different types of motions that can each pose different expectations and burdens on the teams in a debate. The following is a brief classification of motion types:

This House Would....

- e.g. THW compel major polluters to accept environmental refugees
- THW implement a minimum wage

These motions are usually “change” debates that require teams to change the “Status Quo” (Status Quo = How things currently are). They often involve model/policy that describe will you change things and implement your motion.

This House Believes That...

- e.g. THBT doctors should never lie to their patients by prescribing placebos
- THBT the death penalty is wrong

These motions usually involve judging whether something is right or wrong on a moral or principled level. In their attempts to prove why something is right or wrong, teams may also use practical elements and arguments and even chose to have a model. The focus of the debate should be on proving the morality of the policy and not its practical outcomes.

This House Supports/Regrets...

- e.g. THS the increasing role of social media in our daily lives
- THR the Arab Spring

These motions take something that has happened and asks you to evaluate whether they have been positive or negative. In themselves, they don't necessarily make for moral topics, but rather whether within a specific arena

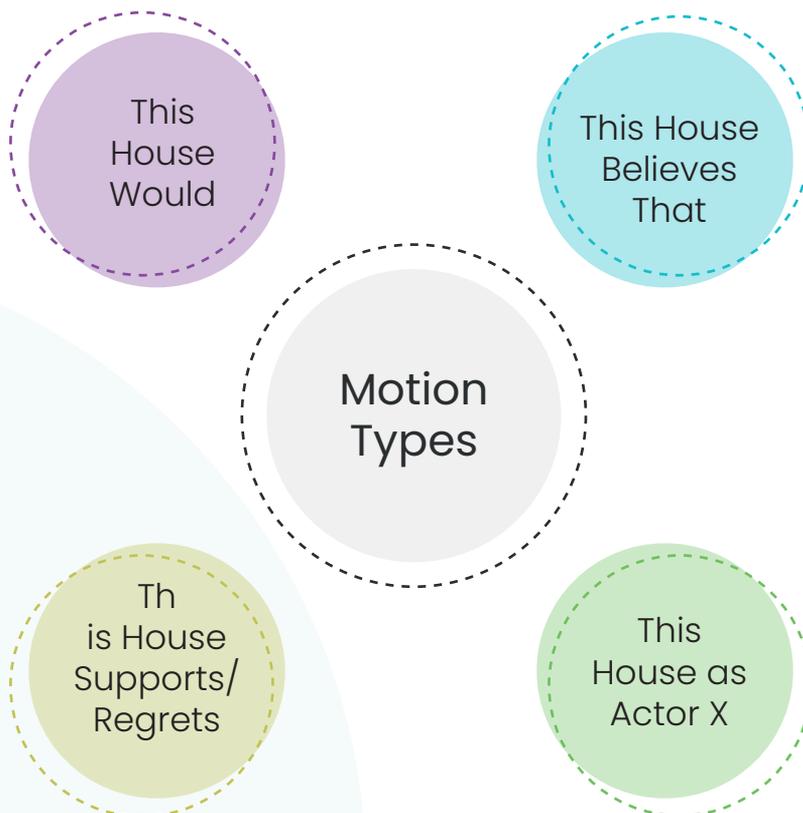
their impact has been good or bad. It is important to determine the context and then set up criteria: by which criteria do we decide whether a past event like the Arab Spring was good or bad? Did it enhance political and economic freedom and stability? If teams regret a past event, how would they envision the world to be different?

This House, As X, ...

e.g. TH, as doctors, would never lie to their patients by prescribing placebos

TH, As the EU, W implement a minimum wage across the Union

These motions involve seeing the debate from the perspective of the specified actor. It is important for teams to analyse the motivations and impacts related to the specified actor.



Previous Chapter

Chapter I

Chapter II

Adjudicating in the Qatar
Schools League Debate Format

Chapter II: Adjudicating in the Qatar Schools League Debate Format

Adjudicating at QSDL

If we could describe judging in one (long) statement, this is what it would look like:

Judges assess which teams were most persuasive with respect to the burdens their side of the debate is attempting to prove, within the constraints set by the rules of debating. Judges should determine which team did the best to persuade them, by reasoned argument, 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: considering all the contributions each team made to the debate in aggregate and comparing these to other teams. Teams cannot win or lose debates for isolated things they did, like setting up the debate well or contradicting another team on their side.

When adjudicating, channel the following mindset:

- Hypothetical 'ordinary intelligent voter' (act as an average reasonable person and an informed global citizen)
- Doesn't have pre-formed views on the topic of the debate and isn't convinced by deception or logical fallacies. 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.
- Well-informed about political and social affairs of the world without bringing specialized or niche knowledge into the debate.
- Intelligent to the point of being able to understand and assess contrasting

arguments (including sophisticated arguments), constrained to the material presented unless it patently contradicts common knowledge or is otherwise wildly implausible.



Debate Format and Speaker Roles

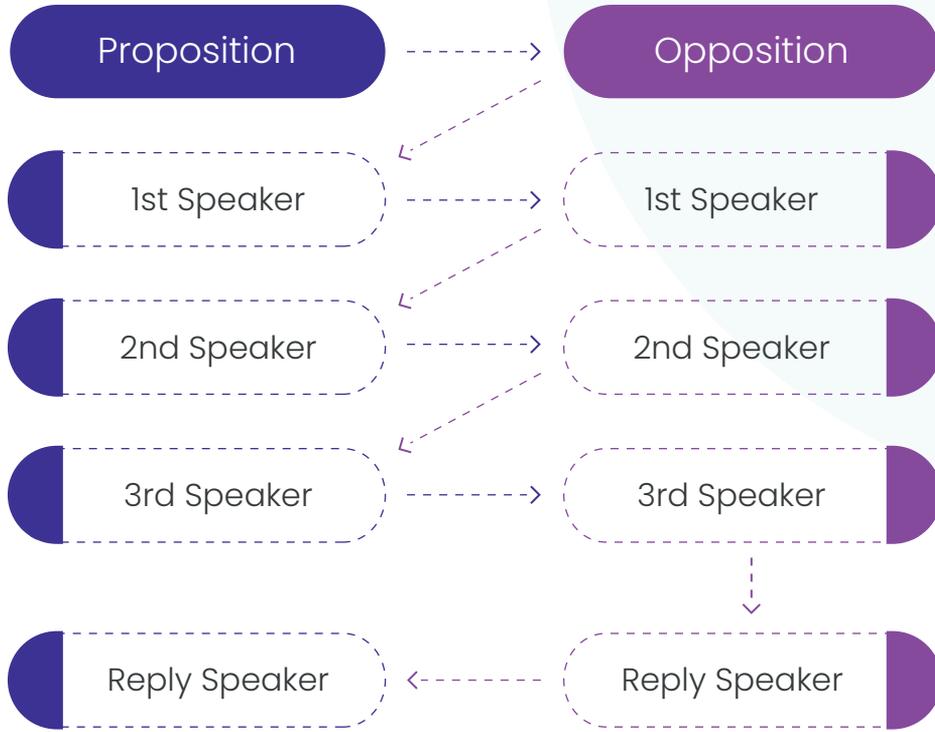
Qatar Schools Debate League Format

- Consists of 2 teams (Proposition and Opposition) with 3 debaters each
- 6 main or substantive speeches and 2 reply speeches
- The reply speech is given by either the 1st or 2nd speaker
- The substantive speeches are 6 minutes, while the reply speeches are 4 minutes
- Points of Information are allowed between the first and last minute of substantive speeches (not allowed in reply speeches)
- The debate starts with the 1st Proposition speaker, followed by the 1st Opposition speaker and so on until the replies.
- The Opposition reply comes directly after the 3rd Opposition speech, and the Proposition reply is the last speech.

Preparation Time

- Teams receive between 30-20 minutes of preparation time after the motion is announced.
- During Prep time, teams may only prepare within their teams – i.e., the three speakers only. Receiving assistance from anyone else during prep time, such as coaches, other members from their institutions, or anyone else, is strictly prohibited.
- Teams may not use any electronic devices to aid them in their preparation and are restricted to only using any printed material they have.

Debate Overview



Speaker Roles

	Meaning	Example
1st Speaker	<ul style="list-style-type: none"> - Defines the topic (explains the problem behind it, contextualizes the debate, uses Problem-Solution-Outcome). - Explains the case division (who will present what arguments). - Presents own arguments. 	<ul style="list-style-type: none"> - Responds to the definition (i.e. accepts, rejects or clarifies). - Explains their team's stance. - Case division and theme of their own team. - Rebuts the 1st Prop's arguments. - Presents own arguments.

Speaker Roles

	Meaning	Example
2nd Speaker	<ul style="list-style-type: none"> - Refutes 1st Opposition speaker. - Reiterates and defends their first speaker's arguments. - Presents own argument(s). 	<ul style="list-style-type: none"> - Refutes 1st and 2nd Proposition speakers. - Reiterates and defends their first speaker's arguments. - Presents own argument(s).
3rd Speaker	<ul style="list-style-type: none"> - Identifies the clash points and main issues that occurred in the debate. - Deals with opposition case and defends own team. 	<ul style="list-style-type: none"> - Identifies the clash points and main issues that occurred in the debate. - Deals with proposition case and defends own team.
Reply Speeches	<ul style="list-style-type: none"> - Presents a comparative overview of the clash points in the debate proving why their team's case stands and why the winning analysis that contributes to the win was brought in their teammate's speech. - May not introduce any new material (argument, rebuttal, example). 	<ul style="list-style-type: none"> - Presents a comparative overview of the clash points in the debate proving why their team's case stands and why the winning analysis that contributes to the win was brought in their teammate's speech. - May not introduce any new material (argument, rebuttal, example).

Chapter II: Adjudicating in the Qatar Schools League Debate Format

1st Prop

- Defines the topic (explains the problem behind it/contextualizes the debate/Uses ProblemSolution-Outcome).
- Explains the case division (who will present what arguments).
- Presents own arguments.

1st Opp

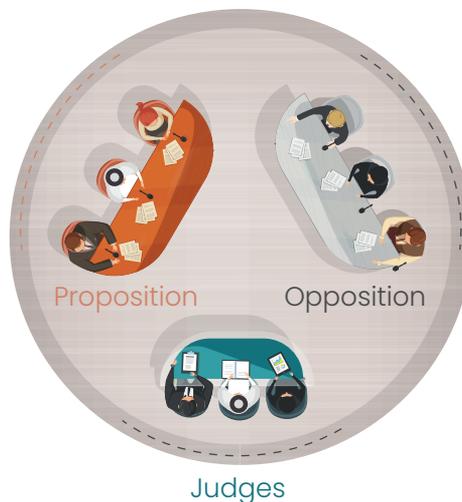
- Responds to the definition (i.e. accepts, rejects or clarifies).
- Stance.
- Case division and theme of their own team.
- Rebuts the 1st Prop's arguments
- Presents own arguments

2nd Prop

- Refutes 1st Opposition speaker.
- Reiterates and defends their first speaker's arguments.
- Presents own argument.

2nd Opp

- Refutes 1st and 2nd Proposition speakers.
- Reiterates and defends their first speaker's arguments.
- Presents own.



3rd Prop

- Identifies Clash Points/Main issues.
- Deals with Opposition case and defends own team.

3rd Opp

- Identifies Clash Points/Main issues.
- Deals with Opposition case and defends own team.

Prop Reply (Either 1st or 2nd speaker)

- Presents a comparative overview of the clash points in the debate proving why their team's case stands and why the winning analysis that contributes to the win was brought in their teammate's speech.
- Opp does reply speech first.

Opp Reply (Either 1st or 2nd speaker)

- Presents a comparative overview of the clash points in the debate proving why their team's case stands and why the winning analysis that contributes to the win was brought in their teammate's speech.
- Opp does reply speech first.

Points of Information

Points of Information, also known as POIs, are short questions or statements (approx. 15 seconds) that can be offered to the speaker during their speech.

Guidelines for POI

- Anyone from the opposing team can offer POIs, i.e., if you are Proposition, you can offer POIs to any speaker from the Opposition
- The 1st and last minute of a speech are protected from POI's and POI's can only be offered after the 1st minute and before the last minute of a substantive speech. There are no POIs in replies
- POIs do not start a dialogue between the speaker and the person offering the POI. Once a POI has been made, the debater making it sits down. If they have anything else to say, they must stand up and offer a new POI.
- Debaters may offer as many as they want, but wait 20-15 seconds between offering POIs to not be disruptive to the speaker
- Debaters should accept minimum one, preferably not more than three
- POIs are important because they are a direct clash of propositions and opposition's position. That is what debating is all about - engaging clashing opinions and challenging the stance of the other team them - and in Poi's clash can't be avoided. POIs also show judges that debaters can defend their positions when put on the spot.

As a Judge:

- Facilitate proper discussion within the debate, and this includes speakers' conduct during POIs. This may be done by using gentle reminders such as "Order", "Out of Time" or "Protected Time" in the following circumstances:

- If a POI exceeds beyond 15 seconds
- If a speaker attempts to raise a POI during protected time
- If speakers start a dialogue or argument within the POI

Content of a POI:

- POIs do not need to be questions; they can be comments or statements. Debaters should write down their POIs before asking them.
- An effective POI is one which is:
 - Short - POIs should be about 15 seconds.
 - Concise - debaters should not ask several questions within one POI.
- An effective response to a POI may consider the following:
 - Debaters shouldn't take too much time out of their speech
 - Concise - but shouldn't not avoid the question
 - Refer to other parts of speech - if the answer to the question is an argument already stated or will be, debaters can point that out and even answer later.



Your main task as an adjudicator is to decide on a winner. An adjudicator's assessment is always holistic and comparative: considering all the contributions each team made to the debate in aggregate and comparing these to other teams. Teams cannot win or lose debates for isolated things they did. Things to keep in mind:

- **Role fulfillment**

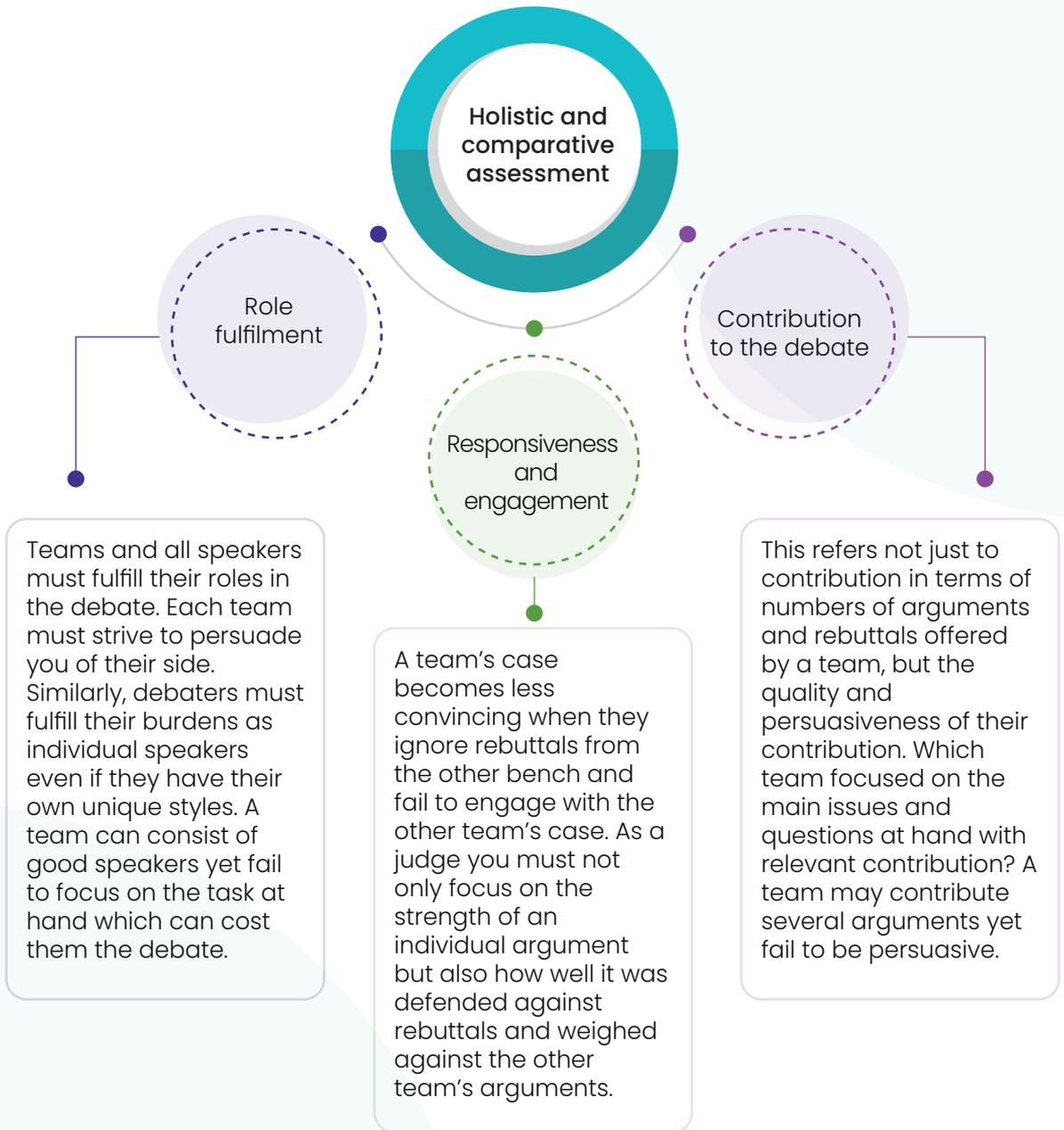
Teams and all speakers must fulfill their roles in the debate. Each team must strive to persuade you of their side. Similarly, debaters must fulfill their burdens as individual speakers even if they have their own unique styles. A team can consist of good speakers yet fail to focus on the task at hand which can cost them the debate.

- **Responsiveness and engagement**

A team's case becomes less convincing when they ignore rebuttals from the other bench and fail to engage with the other team's case. As a judge you must not only focus on the strength of an individual argument but also how well it was defended against rebuttals and weighed against the other team's arguments.

- **Contribution to the debate**

This refers not just to contribution in terms of numbers of arguments and rebuttals offered by a team, but the quality and persuasiveness of their contribution. Which team focused on the main issues and questions at hand with relevant contribution? A team may contribute several arguments yet fail to be persuasive.



Things to avoid:

- Having preconceived ideas on the motion

Judges must not allow their personal biases and opinions influence them in deciding the winner. You must be open considering both teams' arguments regardless of their personal beliefs on the topic.

- Reading into the debate

Judges should avoid mentally inserting themselves into the debate and making analysis, rebuttals, and conclusions on behalf of the debaters, if the debaters have not done so themselves. Rely on the exchange that happened between the debaters and the material offered by them.

- "Check list" marking

Judges should not judge teams based on a checklist of dos and don'ts but instead on overall persuasiveness. There are no automatic wins or losses in the debate. Teams win or lose based on comparative persuasiveness, not because of a single isolated reason.

Judging Criteria

Judging is a comprehensive exercise, and no team can win or lose a debate on isolated reasons. However, it is important to be able to recognize the different components of a debate speech and a team's performance.

Content

This refers to the material that is presented in a speech and a team's case

- The case must be clearly linked to the motion
- must be clear and fair

- Argumentation and refutation must be logical, consistent, and relevant
- Judges should assess the strength of the argument without entering the debate

Style

This refers to how the material was presented, the overall effectiveness of presentation: volume, clarity, body language, humor, etc. as well as the organization/ structure of individual speeches and the teams' case.

- Style is subjective so adjudicators should attempt to judge in a manner according to whether an average person will find a particular speaker's manner attractive.
- Standard good style: measured, clear to follow, attractive opening/ outline of the speech, proper organization & priority of the arguments and rebuttals, appropriate timing of speech
- Standard style mistakes: unstructured speech, too loud/soft, distracting, offensive remarks, etc.
- Remember, debate is not a language competition
- A speech with good speaking style absent of logic and content is not a persuasive speech. While good style can help in execution of content, it can never replace logic and reason.
- Similarly, a speaker that has good material but has bad style to the point that the judge is unable to comprehend their speech, has also failed in being persuasive.

Strategy

This refers to the methods deployed by speakers and teams to execute their

content to be effective and convincing.

Strategy of an individual speech includes

- Consistency of argumentation
- Prioritization of important arguments
- Progress the debate meaningfully
- React well to attacks made by the other team

Strategy within the team

- Clarity of the set-up of the case
- Prioritization of the most important arguments
- Ability to defend arguments and develop them, with subsequent speakers meaningfully adding to their strength and relevance in the debate
- Ability to identify the key ideas that the other team's case rests on and prioritize the attacks on them above other negation
- Good time management



Content

What teams present (i.e. definition, arguments, rebuttals – logical? Relevant? etc.)



Style

How they present (Overall effectiveness of presentation i.e. volume, clarity, body language, humour, etc.)



Strategy

This refers to the methods deployed by speakers and teams to execute their content to be effective and convincing.

Adjudicating a reply speech

- Reply speeches can be described as biased adjudication in a team's final attempt at persuading the judge at the conclusion of a debate
- Reply speeches should not have new matter, arguments, and rebuttals. In case there is new material in the reply speech, the judge should dismiss them on account of it being too late into the round
- Remember, a debate is not won or lost solely based on a reply speech. Instead, a good reply speech would reflect what happened in the debate, which in turn would determine your decision.

Adjudicator's Tasks

- Decide on the winning team
- Award individual speaker marks (this is done by consensus and ONE ballot is returned)
- Fill in and return the ballot to a runner outside your room (No "low point wins" i.e., the winning team must get more speaker marks than the team that loses)
- Deliberation of the judgment and submission of ballots should not exceed 15 minutes
- Submit ballots before you start oral adjudication
- Announce the results and state reasons (Oral Adjudication)
- Provide constructive criticism and advice to the debaters

Constructive Feedback

Purpose & Objectives

Constructive feedback is an essential feature of debates that makes them an educational and learning activity. Like any other educational activity, oral feedback also intends to achieve several learning objectives.

- The foremost objective is to facilitate debaters help debaters reflect on their performance in the round and hone their skills by indicating not only the result of the round but also how and why did the adjudicator reach the result
- Relative comparisons of style, content and strategy of both teams' helps debaters understand what was done well and what could be improved
- Feedback is not solely useful for the debaters but also contributes to better adjudication at the tournaments since it helps other adjudicators to understand the process of how fellow adjudicators observed and adjudicated the debate.
- Oral feedback encourages adjudicators to observe more carefully, flow, reach a decision and justify their reasoning about the debate.

Guidelines when offering oral feedback:

- Feedback is given by the chair of panel. If the chair has dissented and is in the minority, then a member of the panel gives the oral feedback
- Ballots must be filled and submitted to the runner before the feedback starts
- Oral Feedback should not exceed 15 minutes.
- Once oral feedback is over and teams have been dismissed, you may offer

individual feedback to whoever approaches you.

- Do not attribute a loss to an individual speaker during your oral feedback. Debates are won on overall persuasiveness so focus on the team's overall strength and weaknesses
- Remember to be motivating. Sandwich your criticism between compliments

Features of an effective oral feedback

Now that you are aware of the main guidelines in offering oral adjudication, you must ensure your oral feedback is effective and helpful for the participants.

- Opening Remarks: Start off your feedback by commenting on the overall quality of the debate. Discuss how close the debate was and whether the entire panel reached the decision unanimously.
- Announce the Result: To make your feedback less ambiguous, we suggest you announce the result first. Otherwise, it is questionable how much will the debaters understand your feedback and learn while anxiously waiting for the result.
- Identify Deciding Issues: Briefly present an overview of the debate as your panel has assembled, identifying the most important issues and questions that led the panel to the announced decision.
- Discuss Relative Merits: Once you have identified the issues, discuss how each issue was developed, evolved, clashed, responded and which side eventually was more convincing in that issue. You must be comparative instead of focusing only isolated reasons why one team was good, and the other was weak.

Compare and highlight the differences between the teams:

- Main issues in the debate and which team won them
 - Strength & weaknesses of the cases and arguments
 - Engagement and responsiveness between the teams
 - Differences in content, style & strategy
- **Be Constructive:** Provide constructive feedback as drawn from the panel. Advice on aspects of the motion that could have been discussed, how to better analyze and develop arguments and refutations etc.
 - **Closing Remarks:** Wish the debaters luck for the next round. Also, tell them that panelists can be approached for further feedback. When teams or speakers approach you, that is when you should give detailed individual speaker feedback.

Features of an effective individual feedback

Speakers may approach judges for additional feedback once the judgement has been announced. This offers you a chance to be more flexible in offering suggestions and advice outside the scope of judgement.

- **Be Constructive:** Discuss potential arguments, rebuttals, and examples that the debaters could have used in the debate but missed out on. Depending on availability of time, be as detailed as possible.
- **Discuss merits and demerits:** Highlight any major or minor issues on style, content, or strategy (e.g., manner, POIs, structure of the speech, etc.).



Oral Adjudication

Step 01 Opening Remarks

Start off your feedback by commenting on the overall quality of the debate.

Step 02 Announce the Result

In order to make your feedback less ambiguous, we suggest you announce the result first.

Step 03 Identify Deciding Issues

Briefly present an overview of the debate as your panel has assembled, identifying the most important issues and questions that led the panel to the announced decision.

Step 04 Discuss Relative Merits

Discuss how each issue was developed, evolved, clashed, responded and which side eventually was more convincing in that issue. Be comparative.

Step 03 Closing Remarks

Wish the debaters luck for the next round. Also, tell them that panelists can be approached for further feedback.

Scoring and Filling in the Ballot

It is important for judges to adopt a standard metric for awarding speaker scores to debaters as it ensures consistency and comparability within a debate round and the tournament. Things to keep in mind:

- Decide on a winner before you begin scoring speakers.
- Study the scoring rubric before the round .
- To remain consistent in your judging, ask yourself what an average speech, a 70, would be like, and move up and down accordingly to those speakers who are above or below average.
- After tallying the scores, the total score of the winning team must be higher than the total score of the losing team.
- It is possible for a speaker in the losing team to have a higher score than speakers in the winning team.
- Make sure your paper ballots and online ballots match.
- Submit your ballot to the volunteers before you start the oral adjudication.
- To score reply speeches, assess it like a regular speech and divide it by 2.

Scoring Rubric

Score	Meaning		Style	Strategy
	Argumentation	Refutation		
80 – 76 Excellent	<ul style="list-style-type: none"> • Sophisticated understanding of issues and opponent strategies. • Develops arguments with multiple causes and diverse consequences. Creates clever impromptu arguments. 	<ul style="list-style-type: none"> • Understands how arguments interrelate and investigates inconsistencies among opponents' claims. • Identifies and exploits hidden assumptions. 	<ul style="list-style-type: none"> • Outstanding verbal and nonverbal skills, (eye contact volume, pace, clarity, and humor). • Very involved in the debate with consistent POI attempts and excellent POI argumentation 	<ul style="list-style-type: none"> • Strong narrative structure. • Speech is sophisticated, yet easy to follow. • Easily combines arguments from both sides in one compelling presentation.
74 – 75 Very Good.	<ul style="list-style-type: none"> • Speaker establishes a clear position that demands a sophisticated reply. • Uses A-R-E with highly effective reasoning and different types of evidence. 	<ul style="list-style-type: none"> • Refutes arguments directly, uses advanced techniques, including tum/capture of opposing side's position. • Minimizes the importance of opponents' arguments. 	<ul style="list-style-type: none"> • Strong public speaker – animated, able to present a clear and convincing case. • Strong POIs and replies to POIs. 	<ul style="list-style-type: none"> • Logical organization, which is easy to follow. • Able to organize own positions and opponents' into a well-integrated speech.

Score	Meaning		Style	Strategy
	Argumentation	Refutation		
71 - 73 Above Average (A model debater for others).	<ul style="list-style-type: none"> Arguments are almost exclusively relevant, speaker uses A-R-E, highly effective reasoning and different types of evidence. 	<ul style="list-style-type: none"> The speaker is able to identify main issues that need to be refuted. Refutation is mostly successful with some weak/irrelevant responses. 	<ul style="list-style-type: none"> The speaker holds one's attention and is persuasive most of the time. Offers a lot of POIs. Is very good at asking and responding to POIs. 	<ul style="list-style-type: none"> The speaker provides clear structure and is easy to follow. Successfully fulfills their basic role. Good time management.
70 Average (The debater has few weaknesses).	<ul style="list-style-type: none"> Speaker is able to make effective arguments throughout the speech and discusses the important issues of the debate. 	<ul style="list-style-type: none"> Speaker has some difficulty with the opposing team's arguments but is able to effectively reply to some of the major issues. 	<ul style="list-style-type: none"> Speaks in an engaging manner Clear, shows confidence and credibility. Pauses may be ineffective during some parts of the speech. POIs offered are relevant. 	<ul style="list-style-type: none"> Simple, effective narrative and structured arguments. Some difficulty with structure in refutation. Uses speaking time effectively.

Score	Meaning		Style	Strategy
	Argumentation	Refutation		
67 – 69 Near Average	<ul style="list-style-type: none"> • Speaker is able to make effective arguments throughout the speech and discusses the important issues of the debate. 	<ul style="list-style-type: none"> • Speaker has some difficulty with the opposing team's arguments but is able to effectively reply to some of the major issues. 	<ul style="list-style-type: none"> • Speaks in an engaging manner • Clear, shows confidence and credibility. Pauses may be ineffective during some parts of the speech. • POIs offered are relevant. 	<ul style="list-style-type: none"> • Simple, effective narrative and structured arguments. • Some difficulty with structure in refutation. • Uses speaking time effectively.
<ul style="list-style-type: none"> • Simple, effective narrative and structured arguments • Some difficulty with structure in refutation. • Uses speaking time effectively. 	<ul style="list-style-type: none"> • A-R-E format, used for one or two arguments. • Little evidence, inconsistencies and logic gaps in major arguments. 	<ul style="list-style-type: none"> • Speaker unable to respond to the majority of arguments from the opposing side. • Refutes examples. 	<ul style="list-style-type: none"> • No clarity, poor eye contact and use of gestures. • Speaker rarely attempts POI and is distracted when the other team offers them. 	<ul style="list-style-type: none"> • Little organization, no strong introduction or conclusion. • Hard to follow. • May use full speaking time, but not effectively.

Score	Meaning		Style	Strategy
	Argumentation	Refutation		
61-64 Far Below Average	<ul style="list-style-type: none"> • A-R-E (assertion-reasoning-evidence) format not used. • Speaker likely copied arguments but does not understand them. 	<ul style="list-style-type: none"> • Speaker is unlikely to reply to most of the major points from the other side and repeat his/her own arguments. 	<ul style="list-style-type: none"> • Speaker is distracted, anxious and halting in delivery. • There is little eye contact. • Speaker mumbles, ('umm,' 'you know') and has numerous pauses. <ul style="list-style-type: none"> - Likely to accept or reject all POIs. 	<ul style="list-style-type: none"> • Disorganized. Arguments are not clearly distinguished from one another. • Does not reply to opposing issues in an orderly manner
60	<p>This is a most unusual score. 60 is only for students who are mean-spirited or rudely disruptive during a debate. This completely excludes a student from awards. It should not be given easily.</p>			

Previous Chapter

Chapter II

Chapter III

Adjudicating in the Asian
Parliamentary Debate Format

Chapter III: Adjudicating in the Asian Parliamentary Debate Format

Adjudicating in the Asian Parliamentary format

If we could describe judging in one (long) statement, this is what it would look like:

Judges assess which teams were most persuasive with respect to the burdens their side of the debate is attempting to prove, within the constraints set by the rules of debating. Judges should determine which team did the best to persuade them, by reasoned argument, 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: considering all the contributions each team made to the debate in aggregate and comparing these to other teams. Teams cannot win or lose debates for isolated things they did, like setting up the debate well or contradicting another team on their side

When adjudicating, channel the following mindset:

- Hypothetical 'ordinary intelligent voter' (act as an average reasonable person and an informed global citizen)
- Doesn't have pre-formed views on the topic of the debate and isn't convinced by deception or logical fallacies. 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.
- Well-informed about political and social affairs of the world without bringing specialized or niche knowledge into the debate.

- Intelligent to the point of being able to understand and assess contrasting arguments (including sophisticated arguments), constrained to the material presented unless it patently contradicts common knowledge or is otherwise wildly implausible.



Debate Format and Speaker Roles

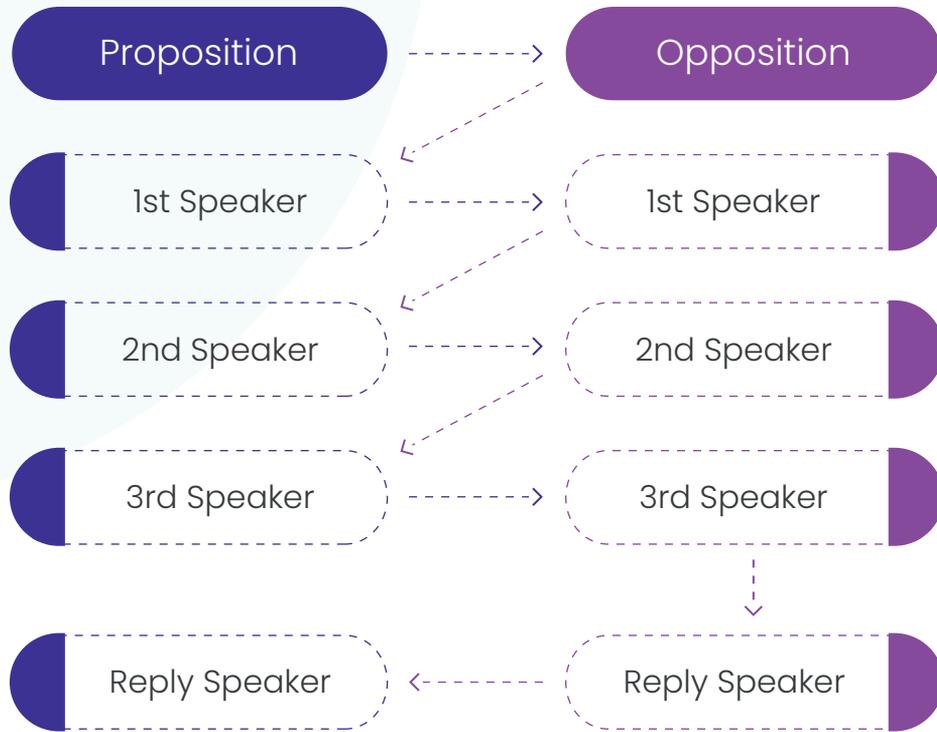
Asian Parliamentary Format

- Consists of 2 teams (Proposition and Opposition) with 3 debaters each
- 6 main or substantive speeches and 2 reply speeches
- The reply speech is given by either the 1st or 2nd speaker
- The substantive speeches are 7 minutes, while the reply speeches are 4 minutes
- Points of Information are allowed between the first and last minute of substantive speeches (not allowed in reply speeches)
- The debate starts with the 1st Proposition speaker, followed by the 1st Opposition speaker and so on until the replies.
- The Opposition reply comes directly after the 3rd Opposition speech, and the Proposition reply is the last speech.

Preparation Time

- Teams receive between 30 minutes of preparation time after the motion is announced.
- During Prep time, teams may only prepare within their teams – i.e., the three speakers only. Receiving assistance from anyone else during prep time, such as coaches, other members from their institutions, or anyone else, is strictly prohibited.
- Teams may not use any electronic devices to aid them in their preparation and are restricted to only using any printed material they have.

Debate Overview



Speaker Roles

	Meaning	Example
1st Speaker	<ul style="list-style-type: none"> - Defines the topic (explains the problem behind it, contextualizes the debate, uses Problem-Solution-Outcome). - Explains the case division (who will present what arguments). - Presents own arguments. 	<ul style="list-style-type: none"> - Responds to the definition (i.e. accepts, rejects or clarifies). - Explains their team's stance. - Case division and theme of their own team. - Rebuts the 1st Prop's arguments. - Presents own arguments.

	Meaning	Example
2nd Speaker	<ul style="list-style-type: none"> - Refutes 1st Opposition speaker. - Reiterates and defends their first speaker's arguments. - Presents own argument(s). 	<ul style="list-style-type: none"> - Refutes 1st and 2nd Proposition speakers. - Reiterates and defends their first speaker's arguments. - Presents own argument(s).
3rd Speaker	<ul style="list-style-type: none"> - Identifies the clash points and main issues that occurred in the debate. - Deals with opposition case and defends own team. 	<ul style="list-style-type: none"> - Identifies the clash points and main issues that occurred in the debate. - Deals with proposition case and defends own team.
Reply Speeches	<ul style="list-style-type: none"> - Presents a comparative overview of the clash points in the debate proving why their team's case stands and why the winning analysis that contributes to the win was brought in their teammate's speech. - May not introduce any new material (argument, rebuttal, example). 	<ul style="list-style-type: none"> - Presents a comparative overview of the clash points in the debate proving why their team's case stands and why the winning analysis that contributes to the win was brought in their teammate's speech. - May not introduce any new material (argument, rebuttal, example).

1st Prop

- Defines the topic (explains the problem behind it/contextualizes the debate/Uses ProblemSolution-Outcome).
- Explains the case division (who will present what arguments).
- Presents own arguments.

1st Opp

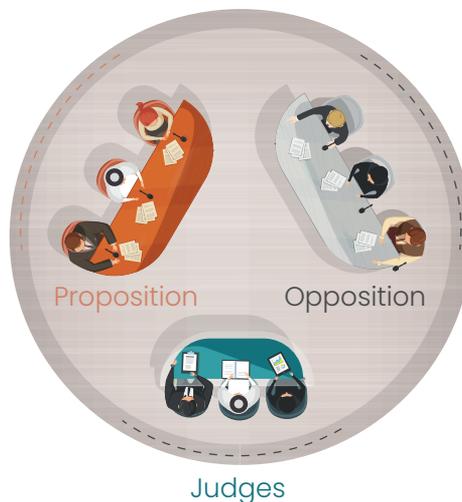
- Responds to the definition (i.e. accepts, rejects or clarifies).
- Stance.
- Case division and theme of their own team.
- Rebutts the 1st Prop's arguments
- Presents own arguments

2nd Prop

- Refutes 1st Opposition speaker.
- Reiterates and defends their first speaker's arguments.
- Presents own argument.

2nd Opp

- Refutes 1st and 2nd Proposition speakers.
- Reiterates and defends their first speaker's arguments.
- Presents own.



3rd Prop

- Identifies Clash Points/Main issues.
- Deals with Opposition case and defends own team.

3rd Opp

- Identifies Clash Points/Main issues.
- Deals with Opposition case and defends own team.

Prop Reply (Either 1st or 2nd speaker)

- Presents a comparative overview of the clash points in the debate proving why their team's case stands and why the winning analysis that contributes to the win was brought in their teammate's speech.
- Opp does reply speech first.

Opp Reply (Either 1st or 2nd speaker)

- Presents a comparative overview of the clash points in the debate proving why their team's case stands and why the winning analysis that contributes to the win was brought in their teammate's speech.
- Opp does reply speech first.

Points of Information

Points of Information, also known as POIs, are short questions or statements (approx. 15 seconds) that can be offered to the speaker during their speech.

Guidelines for POI

- Anyone from the opposing team can offer POIs, i.e., if you are Proposition, you can offer POIs to any speaker from the Opposition.
- The 1st and last minute of a speech are protected from POI's and POI's can only be offered after the 1st minute and before the last minute of a substantive speech. There are no POIs in replies.
- POIs do not start a dialogue between the speaker and the person offering the POI. Once a POI has been made, the debater making it sits down. If they have anything else to say, they must stand up and offer a new POI.
- Debaters may offer as many as they want, but wait 15-20 seconds between offering POIs to not be disruptive to the speaker.
- Debaters should accept minimum one, preferably not more than three.
- POIs are important because they are a direct clash of propositions and opposition's position. That is what debating is all about - engaging clashing opinions and challenging the stance of the other team them - and in Poi's clash can't be avoided. POIs also show judges that debaters can defend their positions when put on the spot.

As a Judge:

- Facilitate proper discussion within the debate, and this includes speakers' conduct during POIs. This may be done by using gentle reminders such as "Order", "Out of Time" or "Protected Time" in the following circumstances:

- If a POI exceeds beyond 15 seconds
- If a speaker attempts to raise a POI during protected time
- If speakers start a dialogue or argument within the POI

Content of a POI:

- POIs do not need to be questions; they can be comments or statements. Debaters should write down their POIs before asking them.
- An effective POI is one which is:
 - Short – POIs should be about 15 seconds.
 - Concise – debaters should not ask several questions within one POI.
- An effective response to a POI may consider the following:
 - Debaters shouldn't take too much time out of their speech
 - Concise – but shouldn't not avoid the question
 - Refer to other parts of speech – if the answer to the question is an argument already stated or will be, debaters can point that out and even answer later.



Judging the debate and deciding on a winner

Your main task as an adjudicator is to decide on a winner. An adjudicator's assessment is always holistic and comparative: considering all the contributions each team made to the debate in aggregate and comparing these to other teams. Teams cannot win or lose debates for isolated things they did. Things to keep in mind:

• Role fulfillment

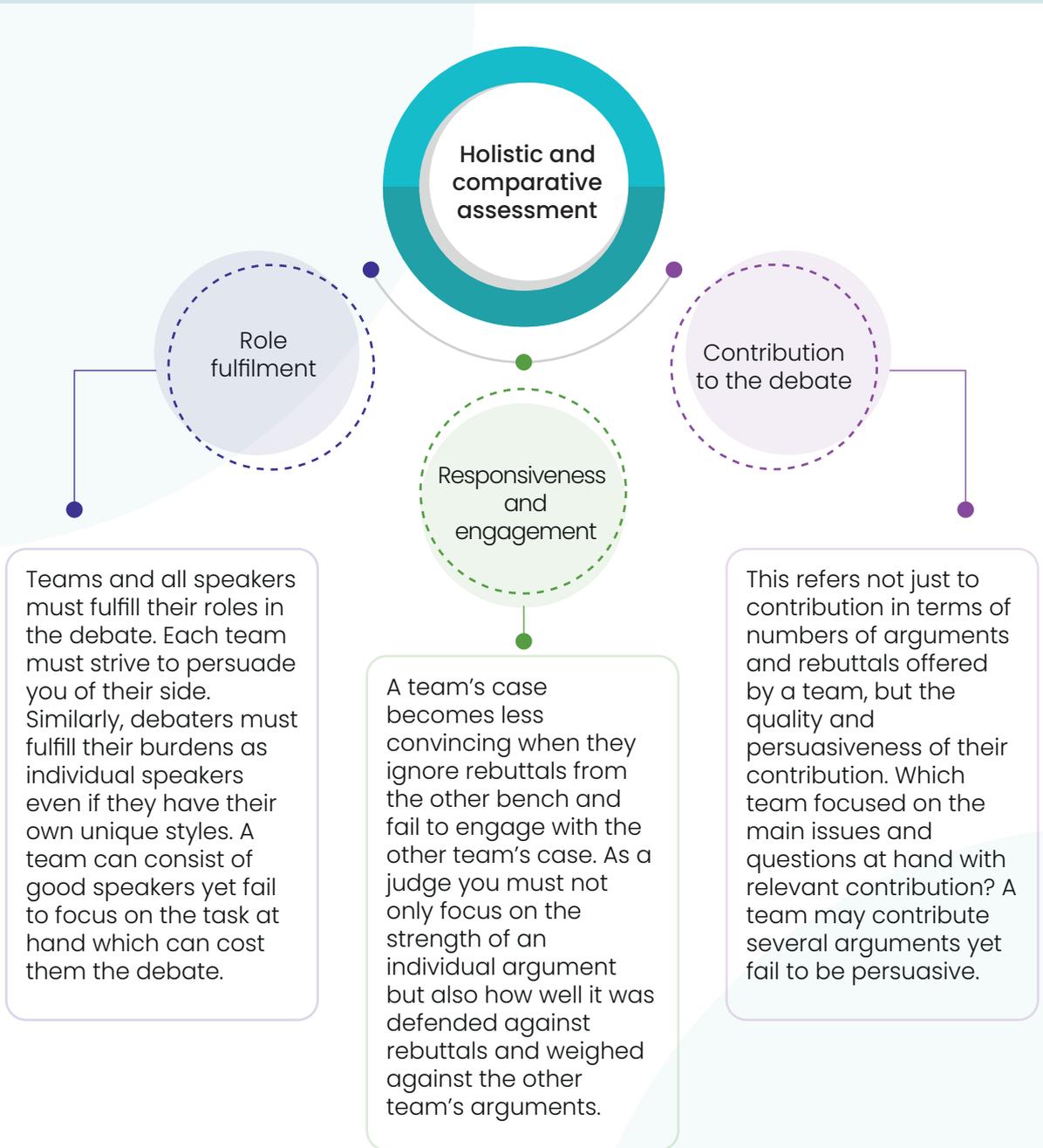
Teams and all speakers must fulfill their roles in the debate. Each team must strive to persuade you of their side. Similarly, debaters must fulfill their burdens as individual speakers even if they have their own unique styles. A team can consist of good speakers yet fail to focus on the task at hand which can cost them the debate.

• Responsiveness and engagement

A team's case becomes less convincing when they ignore rebuttals from the other bench and fail to engage with the other team's case. As a judge you must not only focus on the strength of an individual argument but also how well it was defended against rebuttals and weighed against the other team's arguments.

• Contribution to the debate

This refers not just to contribution in terms of numbers of arguments and rebuttals offered by a team, but the quality and persuasiveness of their contribution. Which team focused on the main issues and questions at hand with relevant contribution? A team may contribute several arguments yet fail to be persuasive.



Things to avoid:

- Having preconceived ideas on the motion

Judges must not allow their personal biases and opinions influence them in deciding the winner. You must be open considering both teams' arguments regardless of their personal beliefs on the topic.

- Reading into the debate

Judges should avoid mentally inserting themselves into the debate and making analysis, rebuttals, and conclusions on behalf of the debaters, if the debaters have not done so themselves. Rely on the exchange that happened between the debaters and the material offered by them.

- "Check list" marking

Judges should not judge teams based on a checklist of dos and don'ts but instead on overall persuasiveness. There are no automatic wins or losses in the debate. Teams win or lose based on comparative persuasiveness, not because of a single isolated reason.

Judging Criteria

Judging is a comprehensive exercise, and no team can win or lose a debate on isolated reasons. However, it is important to be able to recognize the different components of a debate speech and a team's performance.

Content

This refers to the material that is presented in a speech and a team's case

- The case must be clearly linked to the motion.
- must be clear and fair.

- Argumentation and refutation must be logical, consistent, and relevant.
- Judges should assess the strength of the argument without entering the debate.

Style

This refers to how the material was presented, the overall effectiveness of presentation: volume, clarity, body language, humor, etc. as well as the organization/ structure of individual speeches and the teams' case.

- Style is subjective so adjudicators should attempt to judge in a manner according to whether an average person will find a particular speaker's manner attractive.
- Standard good style: measured, clear to follow, attractive opening/ outline of the speech, proper organization & priority of the arguments and rebuttals, appropriate timing of speech.
- Standard style mistakes: unstructured speech, too loud/soft, distracting, offensive remarks, etc.
- Remember, debate is not a language competition.
- A speech with good speaking style absent of logic and content is not a persuasive speech. While good style can help in execution of content, it can never replace logic and reason.
- Similarly, a speaker that has good material but has bad style to the point that the judge is unable to comprehend their speech, has also failed in being persuasive.

Strategy

This refers to the methods deployed by speakers and teams to execute their

content to be effective and convincing.

Strategy of an individual speech includes

- Consistency of argumentation .
- Prioritization of important arguments.
- Progress the debate meaningfully.
- React well to attacks made by the other team.

Strategy within the team

- Clarity of the set-up of the case .
- Prioritization of the most important arguments .
- Ability to defend arguments and develop them, with subsequent speakers meaningfully adding to their strength and relevance in the debate .
- Ability to identify the key ideas that the other team's case rests on and prioritize the attacks on them above other negation .
- Good time management .



Content

What teams present (i.e. definition, arguments, rebuttals – logical? Relevant? etc.)



Style

How they present (Overall effectiveness of presentation i.e. volume, clarity, body language, humour, etc.)



Strategy

This refers to the methods deployed by speakers and teams to execute their content to be effective and convincing.

Adjudicating a reply speech

- Reply speeches can be described as biased adjudication in a team's final attempt at persuading the judge at the conclusion of a debate
- Reply speeches should not have new matter, arguments, and rebuttals. In case there is new material in the reply speech, the judge should dismiss them on account of it being too late into the round
- Remember, a debate is not won or lost solely based on a reply speech. Instead, a good reply speech would reflect what happened in the debate, which in turn would determine your decision.

Adjudicator's Tasks

- Decide on the winning team
- Award individual speaker marks (this is done by consensus and ONE ballot is returned)
- Fill in and return the ballot to a runner outside your room (No "low point wins" i.e., the winning team must get more speaker marks than the team that loses)
- Deliberation of the judgment and submission of ballots should not exceed 15 minutes
- Submit ballots before you start oral adjudication
- Announce the results and state reasons (Oral Adjudication)
- Provide constructive criticism and advice to the debaters

Constructive Feedback

Purpose & Objectives

Constructive feedback is an essential feature of debates that makes them an educational and learning activity. Like any other educational activity, oral feedback also intends to achieve several learning objectives.

- The foremost objective is to facilitate debaters help debaters reflect on their performance in the round and hone their skills by indicating not only the result of the round but also how and why did the adjudicator reach the result.
- Relative comparisons of style, content and strategy of both teams' helps debaters understand what was done well and what could be improved .
- Feedback is not solely useful for the debaters but also contributes to better adjudication at the tournaments since it helps other adjudicators to understand the process of how fellow adjudicators observed and adjudicated the debate.
- Oral feedback encourages adjudicators to observe more carefully, flow, reach a decision and justify their reasoning about the debate.

Guidelines when offering oral feedback:

- Feedback is given by the chair of panel. If the chair has dissented and is in the minority, then a member of the panel gives the oral feedback.
- Ballots must be filled and submitted to the runner before the feedback starts.
- Oral Feedback should not exceed 15 minutes.
- Once oral feedback is over and teams have been dismissed, you may offer

individual feedback to whoever approaches you.

- Do not attribute a loss to an individual speaker during your oral feedback. Debates are won on overall persuasiveness so focus on the team's overall strength and weaknesses
- Remember to be motivating. Sandwich your criticism between compliments

Features of an effective oral feedback

Now that you are aware of the main guidelines in offering oral adjudication, you must ensure your oral feedback is effective and helpful for the participants.

- **Opening Remarks:** Start off your feedback by commenting on the overall quality of the debate. Discuss how close the debate was and whether the entire panel reached the decision unanimously.
- **Announce the Result:** To make your feedback less ambiguous, we suggest you announce the result first. Otherwise, it is questionable how much will the debaters understand your feedback and learn while anxiously waiting for the result.
- **Identify Deciding Issues:** Briefly present an overview of the debate as your panel has assembled, identifying the most important issues and questions that led the panel to the announced decision.
- **Discuss Relative Merits:** Once you have identified the issues, discuss how each issue was developed, evolved, clashed, responded and which side eventually was more convincing in that issue. You must be comparative instead of focusing only isolated reasons why one team was good, and the other was weak.

Compare and highlight the differences between the teams:

- Main issues in the debate and which team won them
- Strength & weaknesses of the cases and arguments
- Engagement and responsiveness between the teams
- Differences in content, style & strategy

• **Be Constructive:** Provide constructive feedback as drawn from the panel. Advice on aspects of the motion that could have been discussed, how to better analyze and develop arguments and refutations etc.

• **Closing Remarks:** Wish the debaters luck for the next round. Also, tell them that panelists can be approached for further feedback. When teams or speakers approach you, that is when you should give detailed individual speaker feedback.

Features of an effective individual feedback

Speakers may approach judges for additional feedback once the judgement has been announced. This offers you a chance to be more flexible in offering suggestions and advice outside the scope of judgement.

- **Be Constructive:** Discuss potential arguments, rebuttals, and examples that the debaters could have used in the debate but missed out on. Depending on availability of time, be as detailed as possible.
- **Discuss merits and demerits:** Highlight any major or minor issues on style, content, or strategy (e.g., manner, POIs, structure of the speech, etc.).



Oral Adjudication

Step 01
Opening Remarks

Start off your feedback by commenting on the overall quality of the debate.

Step 02
Announce the Result

In order to make your feedback less ambiguous, we suggest you announce the result first.

Step 03
Identify Deciding Issues

Briefly present an overview of the debate as your panel has assembled, identifying the most important issues and questions that led the panel to the announced decision.

Step 04
Discuss Relative Merits

Discuss how each issue was developed, evolved, clashed, responded and which side eventually was more convincing in that issue. Be comparative.

Step 03
Closing Remarks

Wish the debaters luck for the next round. Also, tell them that panelists can be approached for further feedback.

Scoring and Filling in the Ballot

It is important for judges to adopt a standard metric for awarding speaker scores to debaters as it ensures consistency and comparability within a debate round and the tournament. Things to keep in mind:

- Decide on a winner before you begin scoring speakers
- Study the scoring rubric before the round
- To remain consistent in your judging, ask yourself what an average speech, a 70, would be like, and move up and down accordingly to those speakers who are above or below average
- After tallying the scores, the total score of the winning team must be higher than the total score of the losing team
- It is possible for a speaker in the losing team to have a higher score than speakers in the winning team
- Make sure your paper ballots and online ballots match.
- Submit your ballot to the volunteers before you start the oral adjudication.
- To score reply speeches, assess it like a regular speech and divide it by 2

Scoring Rubric

Score	Meaning		Style	Strategy
	Argumentation	Refutation		
80 – 76 Excellent	<ul style="list-style-type: none"> • Sophisticated understanding of issues and opponent strategies. • Develops arguments with multiple causes and diverse consequences. Creates clever impromptu arguments. 	<ul style="list-style-type: none"> • Understands how arguments interrelate and investigates inconsistencies among opponents' claims. • Identifies and exploits hidden assumptions. 	<ul style="list-style-type: none"> • Outstanding verbal and nonverbal skills, (eye contact volume, pace, clarity, and humor). • Very involved in the debate with consistent POI attempts and excellent POI argumentation 	<ul style="list-style-type: none"> • Strong narrative structure. • Speech is sophisticated, yet easy to follow. • Easily combines arguments from both sides in one compelling presentation.
74 – 75 Very Good.	<ul style="list-style-type: none"> • Speaker establishes a clear position that demands a sophisticated reply. • Uses A-R-E with highly effective reasoning and different types of evidence. 	<ul style="list-style-type: none"> • Refutes arguments directly, uses advanced techniques, including tum/capture of opposing side's position. • Minimizes the importance of opponents' arguments. 	<ul style="list-style-type: none"> • Strong public speaker – animated, able to present a clear and convincing case. • Strong POIs and replies to POIs. 	<ul style="list-style-type: none"> • Logical organization, which is easy to follow. • Able to organize own positions and opponents' into a well-integrated speech.

Score	Meaning		Style	Strategy
	Argumentation	Refutation		
71 - 73 Above Average (A model debater for others).	<ul style="list-style-type: none"> Arguments are almost exclusively relevant, speaker uses A-R-E, highly effective reasoning and different types of evidence. 	<ul style="list-style-type: none"> The speaker is able to identify main issues that need to be refuted. Refutation is mostly successful with some weak/irrelevant responses. 	<ul style="list-style-type: none"> The speaker holds one's attention and is persuasive most of the time. Offers a lot of POIs. Is very good at asking and responding to POIs. 	<ul style="list-style-type: none"> The speaker provides clear structure and is easy to follow. Successfully fulfills their basic role. Good time management.
70 Average (The debater has few weaknesses).	<ul style="list-style-type: none"> Speaker is able to make effective arguments throughout the speech and discusses the important issues of the debate. 	<ul style="list-style-type: none"> Speaker has some difficulty with the opposing team's arguments but is able to effectively reply to some of the major issues. 	<ul style="list-style-type: none"> Speaks in an engaging manner Clear, shows confidence and credibility. Pauses may be ineffective during some parts of the speech. POIs offered are relevant. 	<ul style="list-style-type: none"> Simple, effective narrative and structured arguments. Some difficulty with structure in refutation. Uses speaking time effectively.

Score	Meaning		Style	Strategy
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67 – 69 Near Average	<ul style="list-style-type: none"> • Speaker is able to make effective arguments throughout the speech and discusses the important issues of the debate. 	<ul style="list-style-type: none"> • Speaker has some difficulty with the opposing team's arguments but is able to effectively reply to some of the major issues. 	<ul style="list-style-type: none"> • Speaks in an engaging manner • Clear, shows confidence and credibility. Pauses may be ineffective during some parts of the speech. • POIs offered are relevant. 	<ul style="list-style-type: none"> • Simple, effective narrative and structured arguments. • Some difficulty with structure in refutation. • Uses speaking time effectively.
<ul style="list-style-type: none"> • Simple, effective narrative and structured arguments • Some difficulty with structure in refutation. • Uses speaking time effectively. 	<ul style="list-style-type: none"> • A-R-E format, used for one or two arguments. • Little evidence, inconsistencies and logic gaps in major arguments. 	<ul style="list-style-type: none"> • Speaker unable to respond to the majority of arguments from the opposing side. • Refutes examples. 	<ul style="list-style-type: none"> • No clarity, poor eye contact and use of gestures. • Speaker rarely attempts POI and is distracted when the other team offers them. 	<ul style="list-style-type: none"> • Little organization, no strong introduction or conclusion. • Hard to follow. • May use full speaking time, but not effectively.

Score	Meaning		Style	Strategy
	Argumentation	Refutation		
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60	<p>This is a most unusual score. 60 is only for students who are mean-spirited or rudely disruptive during a debate. This completely excludes a student from awards. It should not be given easily.</p>			



Round: _____ Room: _____

Motion: _____ Adjudicators: _____

Opening Government

Team Members	Speaker Points	Sum Speaker pts.	Position in Debate
			1 st 2 nd 3 rd 4 th

Opening Opposition

Team Members	Speaker Points	Sum Speaker pts.	Position in Debate
			1 st 2 nd 3 rd 4 th

Closing Government

Team Members	Speaker Points	Sum Speaker pts.	Position in Debate
			1 st 2 nd 3 rd 4 th

Closing Opposition

Team Members	Speaker Points	Sum Speaker pts.	Position in Debate
			1 st 2 nd 3 rd 4 th

Notes:

- Please check the names of the team members and correct them if necessary.
- Speakers may choose a different speaking order than this ballot foresees.

Previous Chapter

Chapter III

Chapter IV

Adjudicating in the British
Parliamentary Format

Chapter IV: Adjudicating in the British Parliamentary Format

Adjudicating in the British Parliamentary Format

If we could describe judging in one (long) statement, this is what it would look like:

Judges assess which teams were most persuasive with respect to the burdens their side of the debate is attempting to prove, within the constraints set by the rules of BP debating. Judges should determine which team did the best to persuade them, by reasoned argument, 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: considering all the contributions each team made to the debate in aggregate and comparing these to other teams. Teams cannot win or lose debates for isolated things they did, like setting up the debate well or contradicting another team on their side.

When adjudicating, channel the following mindset:

- Hypothetical 'ordinary intelligent voter' (act as an average reasonable person and an informed global citizen)
- Doesn't have pre-formed views on the topic of the debate and isn't convinced by deception or logical fallacies. 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.
- Well-informed about political and social affairs of the world without bringing

specialized or niche knowledge into the debate.

- Intelligent to the point of being able to understand and assess contrasting arguments (including sophisticated arguments), constrained to the material presented unless it patently contradicts common knowledge or is otherwise wildly implausible.



Debate Format and Speaker Roles

British Parliamentary Format

- Derived from Parliamentary sessions
- Consists of 4 teams with 2 teams being on each side. On the side of Government are Opening Government (OG) and Closing Government (OO) On the other side are Opening Opposition (OO) and Closing Opposition (CO)
- The first two teams in the debate (OG and OO) may be referred to as the “opening half” whereas the last two teams (CG and CO) are often called the “closing half”
- Each team has 2 debaters each
- Each speech lasts for 7 minutes
- Points of Information are allowed between the first and last minute of speeches. Point of Information are allowed only between teams from different benches (Government and Opposition)
- The debate is overseen by the “Chair” who judges together with a panel of other adjudicators or sometimes alone.

Preparation Time

- Teams receive between 30 minutes of preparation time after the motion is announced.
- During Prep time, teams may only prepare within their teams – i.e., the three speakers only. Receiving assistance from anyone else during prep time, such as coaches, other members from their institutions, or anyone else, is strictly prohibited.

Speaker Roles

	Meaning	Example
1st Speaker	<ul style="list-style-type: none"> - Defines the topic (explains the problem behind it, contextualizes the debate, uses Problem-Solution-Outcome). - Explains the case division (who will present what arguments). - Presents own arguments. 	<ul style="list-style-type: none"> - Responds to the definition (i.e. accepts, rejects or clarifies). - Explains their team's stance. - Case division and theme of their own team. - Rebutts the 1st Prop's arguments. - Presents own arguments.
2nd Speaker	<ul style="list-style-type: none"> - Refutes 1st Opposition speaker. - Reiterates and defends their first speaker's arguments. - Presents own argument(s). 	<ul style="list-style-type: none"> - Refutes 1st and 2nd Proposition speakers. - Reiterates and defends their first speaker's arguments. - Presents own argument(s).
3rd Speaker	<ul style="list-style-type: none"> - Identifies the clash points and main issues that occurred in the debate. - Deals with opposition case and defends own team. 	<ul style="list-style-type: none"> - Identifies the clash points and main issues that occurred in the debate. - Deals with proposition case and defends own team.

	Meaning	Example
Reply Speeches	<ul style="list-style-type: none">- Presents a comparative overview of the clash points in the debate proving why their team's case stands and why the winning analysis that contributes to the win was brought in their teammate's speech.- May not introduce any new material (argument, rebuttal, example).	<ul style="list-style-type: none">- Presents a comparative overview of the clash points in the debate proving why their team's case stands and why the winning analysis that contributes to the win was brought in their teammate's speech.- May not introduce any new material (argument, rebuttal, example).

1st Prop

- Defines the topic (explains the problem behind it/contextualizes the debate/Uses ProblemSolution-Outcome).
- Explains the case division (who will present what arguments).
- Presents own arguments.

1st Opp

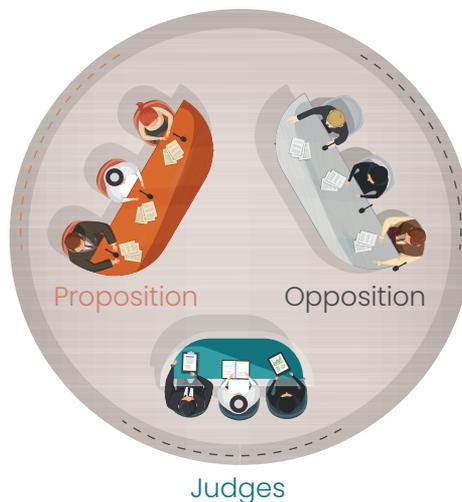
- Responds to the definition (i.e. accepts, rejects or clarifies).
- Stance.
- Case division and theme of their own team.
- Rebutts the 1st Prop's arguments
- Presents own arguments

2nd Prop

- Refutes 1st Opposition speaker.
- Reiterates and defends their first speaker's arguments.
- Presents own argument.

2nd Opp

- Refutes 1st and 2nd Proposition speakers.
- Reiterates and defends their first speaker's arguments.
- Presents own.



3rd Prop

- Identifies Clash Points/Main issues.
- Deals with Opposition case and defends own team.

3rd Opp

- Identifies Clash Points/Main issues.
- Deals with Opposition case and defends own team.

Prop Reply (Either 1st or 2nd speaker)

- Presents a comparative overview of the clash points in the debate proving why their team's case stands and why the winning analysis that contributes to the win was brought in their teammate's speech.
- Opp does reply speech first.

Opp Reply (Either 1st or 2nd speaker)

- Presents a comparative overview of the clash points in the debate proving why their team's case stands and why the winning analysis that contributes to the win was brought in their teammate's speech.
- Opp does reply speech first.

Points of Information

Points of Information, also known as POI's, are short questions or statements (approx. 15 seconds) that can be offered to the speaker during their speech.

Guidelines for POI

- Anyone from a team can offer a POI to a team across the bench i.e., Teams in Government (OG and CG) can offer POIs to teams in Opposition (OO and CO) and vice versa.
- Teams on the same side are not allowed to POI each other (OG to CG or OO to CO).
- The 1st and last minute of a speech are protected from POI's and POI's can only be offered after the 1st minute and before the last minute of a substantive speech.
- POIs do not start a dialogue between the speaker and the person offering the POI. Once a POI has been made, the debater making it sits down. If they have anything else to say, they must stand up and offer a new POI.
- Debaters may offer as many as they want, but wait 20-15 seconds between offering POIs to not be disruptive to the speaker
- Debaters should accept minimum one, preferably not more than three
- POIs are important because they are a direct clash of teams. That is what debating is all about - engaging clashing opinions and challenging the stance of the other team them - and in POIs clash can't be avoided. POIs also show judges that debaters can defend their positions when put on the spot.

As a Judge:

- Facilitate proper discussion within the debate, and this includes speakers' conduct during POIs. This may be done by using gentle reminders such as "Order", "Out of Time" or "Protected Time" in the following circumstances:
- If a POI exceeds beyond 15 seconds
- If a speaker attempts to raise a POI during protected time
- If speakers start a dialogue or argument within the POI

Content of a POI:

- POI's do not need to be questions; they can be comments or statements. Debaters should write down their POI's before asking them.
- An effective POI is one which is:
 - Short – POIs should be about 15 seconds.
 - Concise – debaters should not ask several questions within one POI.
- An effective response to a POI may consider the following:
 - Debaters shouldn't take too much time out of their speech
 - Concise – but shouldn't not avoid the question
 - Refer to other parts of speech – if the answer to the question is an argument already stated or will be, debaters can point that out and even answer later.

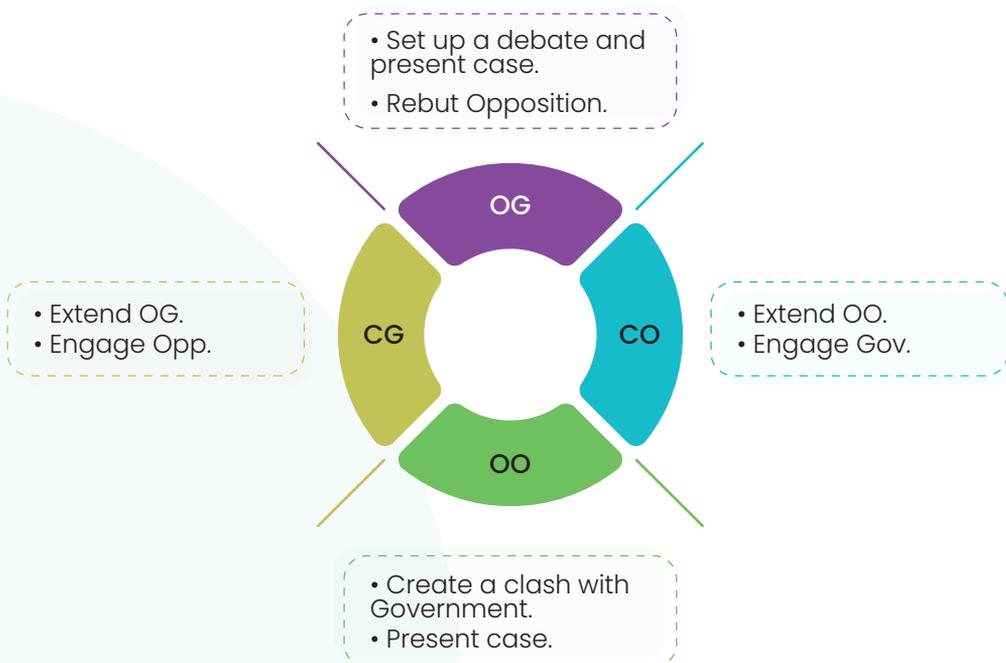
Judging the Debate and Ranking Teams

Teams in a British Parliamentary debate are ranked from 1st (highest) to 4th (lowest). An adjudicator's assessment must be comparative: considering and comparing all the contributions each team made to the debate as well as their engagement with other teams.

Things to keep in mind:

• Role fulfillment

In the BP format, not only must all teams address the burden that the motion presents to them, but also fulfill their roles in their respective positions. A team that disregards their role within the debate e.g., an Opening Government that fails to set up the case, or a Closing Government/Opposition that fails in extending the debating or engaging the other side, would be an overall less persuasive team.



- **Responsiveness and engagement**

BP debate format is characterized by high level of engagement as it involves four teams. Judges must take into consideration the level and quality of responses and engagements when judging persuasiveness and when breaking deadlocks between teams.

- **Contribution to the debate**

This refers not just to contribution in terms of numbers of arguments and rebuttals offered by a team, but the quality and persuasiveness of their contribution. Which team focused on the main issues and questions at hand with relevant contribution? Please refer to our segment on extensions for a clearer understanding of what material can be considered as legitimate extension contribution.

Things to avoid:

- **Having preconceived ideas on the motion** – Judges must not allow their personal biases and opinions influence them in deciding the winner.
- **Reading into the debate** – Judges should avoid mentally inserting themselves into the debate and making analysis, rebuttals, and conclusions on behalf of the debaters, if they have not done so themselves. Rely entirely on the exchange that happened between the debaters and the material offered by them.
- **“Check list” marking** – Judges should not judge teams based on a checklist of dos and don’ts but instead on overall persuasiveness. This becomes particularly important when comparing four teams in BP. There are no “automatic 1st” or “automatic 4th” in the debate. Teams win or lose based on comparative persuasiveness, not because of a single isolated reason.

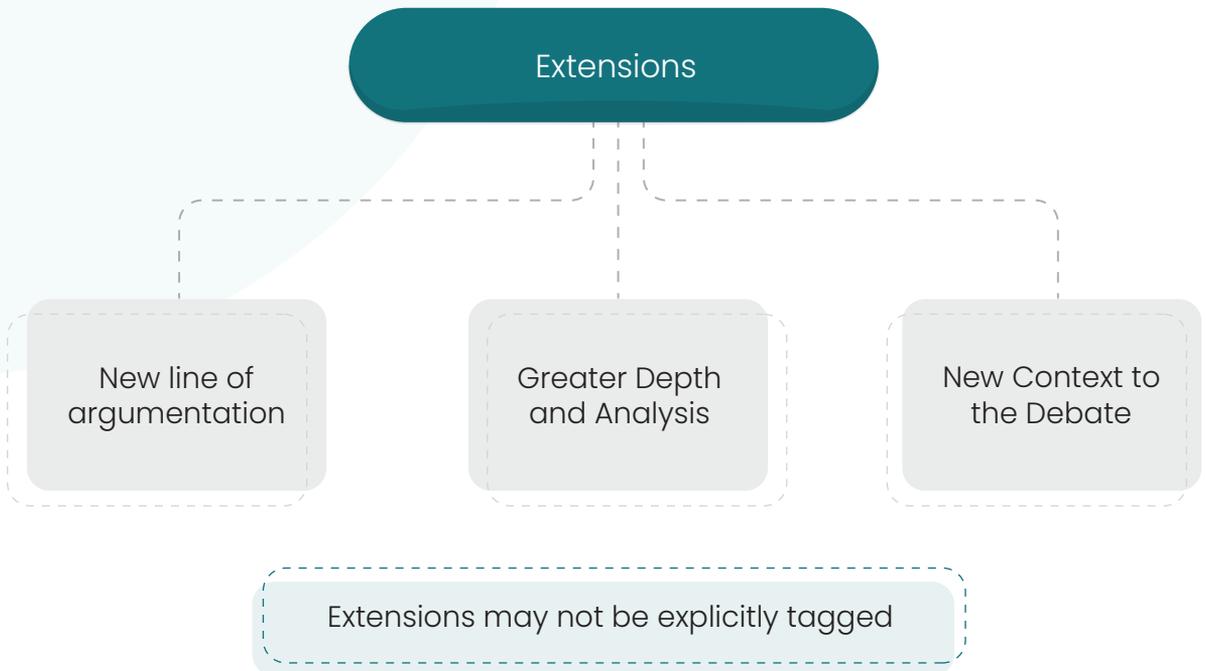
Extensions

Extensions refer to creating a unique argumentative identity in the debate by the closing houses. Teams are expected to discover novel ideas about the motion while staying consistent with their openings. The approach embraced by these closing teams and, particularly, by the Member speakers, may be described as “cooperation”. Cooperation implies that the closing team is simultaneously engaged in cooperation and competition with their opening team.

Generally, extensions fall in the following three main categories:

- **New line of argumentation:** If the opening team has talked about economic and legal aspect of the motion. The closing chooses to talk about the social aspect of the motion. This approach of extension offers the clearest example of meeting the strategic priorities inherent in offering an extension.
- **Greater depth & analysis of existing arguments:** Although this approach seems less likely to create a unique argumentative identity for the closing however it will be valid when an opening team has missed out developing an argument to its fullest form. The member speaker can extend the argument through relevant analysis, examples, and rebuttals.
- **Contextualization of the debate:** This approach requires the Member speaker to examine a specific piece of evidence that supports the general arguments of the opening. Thus, the Member speaker aims to develop the details of a case study in which the general principles and arguments advocated by the opening teams are placed in more tangible context.
- **Remember** extensions can take various forms and may not always be

explicitly tagged as “extensions” by the speakers. As long as the material provided by the closing teams are persuasive and contribute to forwarding the debate, they have fulfilled their duty of providing extensions.



Judging Criteria

Judging is a comprehensive exercise and in BP debating, emphasis lies on the comparative persuasiveness of all teams.

Persuasiveness

- In BP debating analysis and style are not separate criteria on which an argument is assessed.
- BP debating does not consider it possible for an argument to be persuasive merely because it was stylish. There is nothing persuasive in speaking a sentence clearly and powerfully if that sentence is not in fact a reason for an

argument. And equally, reasons for an argument that cannot be understood by a judge cannot persuade them.

- Good style is about conveying a speaker's analysis of arguments effectively to the judges. Style and analysis thus do not independently generate persuasiveness but describe the necessary collective elements that make an argument persuasive.
- Being persuasive is also not just about making stand-alone persuasive arguments. Persuasion also rests on detailed engagement with other teams, and comparatively demonstrating why one's own arguments are better than, defeat, and should be preferred over other arguments.

Content

This refers to the material and content that is presented in a speech:

- The case must be clearly linked to the motion
- Definitions must be clear and fair
 - Must not be truistic (Statements that are obviously true and does not leave any room for debate. E.g, $2=1+1$)
 - No time or place setting (Setting the debate in an unnecessarily niche setting E.g. This debate takes place in a South American village in 1940 when the motion is applicable everywhere)
 - The case should not be based on overly specific knowledge
- Argumentation and refutation must be logical, consistent, and relevant. Judges should not be easily persuaded by material that is only mentioned in passing but no attempt is made to provide a logical explanation.
- Judges should assess the strength of the arguments and rebuttals without

entering the debate. This means that judges should abstain from making analysis, rebutting ideas, or drawing conclusion on behalf of teams if speakers have not done so themselves. As a judge you must rely on the material presented by the teams.

Style

This refers to how the material was presented, the overall effectiveness of presentation: volume, clarity, body language, humour, etc. as well as the organisation/ structure of individual speeches and the teams' case.

- Style is subjective so adjudicators should attempt to judge in a manner according to whether an average person will find a particular speaker's manner attractive.
- Standard good style: measured, clear to follow, attractive opening/ outline of the speech, proper organization & priority of the arguments and rebuttals, appropriate timing of speech.
- Standard style faux pas: unstructured speech, too loud/soft, distracting, offensive remarks, etc.
- Remember, debate is not a language competition and speakers should not be penalized or awarded on their vocabulary or complexity of language.

Constructive Feedback

Purpose & Objectives

Constructive feedback is an essential feature of debates that makes them an educational and learning activity. Like any other educational activity, oral

feedback also intends to achieve the following goals:

- To help debaters reflect on their performance in the round and hone their skills by indicating not only the result of the round but also how and why did the adjudicator reach the result
- Relative comparisons of style, content and strategy of both teams' helps debaters understand what was done well and what could be improved
- Feedback is not solely useful for the debaters but also contributes to better adjudication at the tournaments since it helps other adjudicators to understand the process of how fellow adjudicators observed and adjudicated the debate.
- Oral feedback encourages adjudicators to observe more carefully, flow, reach a decision and justify their reasoning about the debate.

Guidelines when offering oral feedback:

- Feedback is given by the chair of panel. If the chair has dissented and is in the minority, then a member of the panel gives the oral feedback
- Ballots must be filled and submitted to the runner before the feedback starts
- Oral Feedback should not exceed 15 minutes
- Once oral feedback is over and teams have been dismissed, you may offer individual feedback to whoever approaches you
- Do not attribute a loss to an individual speaker during your oral feedback. Debates are won on overall persuasiveness so focus on the team's overall strength and weaknesses.
- Remember to be motivating. Sandwich your criticism between Compliments.

Features of an effective oral feedback:

Now that you are aware of the main guidelines in offering oral adjudication, you must ensure your oral feedback is effective and helpful for the participants.

- **Opening Remarks:** Start off your feedback by commenting on the overall quality of the debate. Discuss how close the debate was and whether the entire panel reached the decision unanimously.
- **Announce the Result:** To make your feedback less ambiguous, we suggest you announce the result first. Otherwise, it is questionable how much will the debaters understand your feedback and learn while anxiously waiting for the result.
- **Identify Deciding Issues:** Briefly present an overview of the debate as your panel has assembled, identifying the most important issues and questions that led the panel to the announced decision.
- **Compare Teams:** Discuss the relative merits and demerits of all teams. Compare 1st and 2nd, then 2nd and 3rd and 3rd and 4th (or the other way around) focusing on how each team dealt with the issues, their development, clash, responsiveness and who eventually was more convincing. Depending on how the debate went, you may even provide a comparison of Government teams vs. Opposition teams or Opening half vs. Closing half. Judges should aim to be as clear as possible when reflecting the comparisons in the debate.

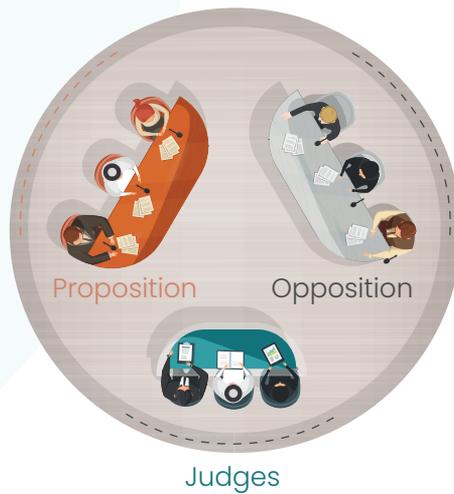
Compare and highlight the differences between the teams:

- Main issues in the debate and which team won the deadlocks.
- Strength & weaknesses of the cases and arguments.
- Engagement and responsiveness between the teams.

- Differences in content, style & strategy

- **Closing Remarks:** Wish the debaters luck for the next round. Also, tell them that panelists can be approached for further feedback. When teams or speakers approach you, that is when you should give detailed individual speaker feedback.

Judges should aim to be Constructive: Provide constructive feedback as drawn from the panel. Advice on aspects of the motion that could have been discussed, how to better analyze and develop arguments and refutations etc. Remember to keep it short, feedback should be under 15 minutes. Time yourself.



Oral Adjudication

Step 01
Opening Remarks

Start off your feedback by commenting on the overall quality of the debate.

Step 02
Announce the Result

In order to make your feedback less ambiguous, we suggest you announce the result first.

Step 03
Identify Deciding Issues

Briefly present an overview of the debate as your panel has assembled, identifying the most important issues and questions that led the panel to the announced decision.

Step 04
Compare Teams

Briefly present an overview of the debate as your panel has assembled, identifying the most important issues and questions that led the panel to the announced decision.

Step 05
Closing Remarks

Wish the debaters luck for the next round. Also, tell them that panelists can be approached for further feedback.

Scoring and Ballot Filling:

It is important for judges to adopt a standard metric for awarding speaker scores to debaters as it ensures consistency and comparability within a debate round and the tournament.

Things to keep in mind:

- Study the scoring rubric before the round .
- To remain consistent in your judging, ask yourself what an average speech scoring 75 would be like, and move up and down accordingly to those speakers who are above or below average.
- After tallying the scores, the total score of the teams must be in accordance with their ranks. The team getting 1st position must have the highest score, followed by the team on 2nd and on 3rd. The team that is placed last in the debate (4th) must have the lowest total score.
- It is possible for an individual speaker in a lower-ranked team to have a higher score than speakers a higher-ranked team.
- Make sure your paper ballots and online ballots match.
- Deliberation of the judgment and submission of ballots should not exceed 15 minutes.
- Submit your ballot to the volunteers before you start the oral adjudication.

Scoring Rubric

Score	Meaning		Style	Strategy
	Argumentation	Refutation		
80 – 76 Excellent	<ul style="list-style-type: none"> • Sophisticated understanding of issues and opponent strategies. • Develops arguments with multiple causes and diverse consequences. Creates clever impromptu arguments. 	<ul style="list-style-type: none"> • Understands how arguments interrelate and investigates inconsistencies among opponents' claims. • Identifies and exploits hidden assumptions. 	<ul style="list-style-type: none"> • Outstanding verbal and nonverbal skills, (eye contact volume, pace, clarity, and humor). • Very involved in the debate with consistent POI attempts and excellent POI argumentation 	<ul style="list-style-type: none"> • Strong narrative structure. • Speech is sophisticated, yet easy to follow. • Easily combines arguments from both sides in one compelling presentation.
74 – 75 Very Good.	<ul style="list-style-type: none"> • Speaker establishes a clear position that demands a sophisticated reply. • Uses A-R-E with highly effective reasoning and different types of evidence. 	<ul style="list-style-type: none"> • Refutes arguments directly, uses advanced techniques, including tum/capture of opposing side's position. • Minimizes the importance of opponents' arguments. 	<ul style="list-style-type: none"> • Strong public speaker – animated, able to present a clear and convincing case. • Strong POIs and replies to POIs. 	<ul style="list-style-type: none"> • Logical organization, which is easy to follow. • Able to organize own positions and opponents' into a well-integrated speech.

Score	Meaning		Style	Strategy
	Argumentation	Refutation		
71 - 73 Above Average (A model debater for others).	<ul style="list-style-type: none"> Arguments are almost exclusively relevant, speaker uses A-R-E, highly effective reasoning and different types of evidence. 	<ul style="list-style-type: none"> The speaker is able to identify main issues that need to be refuted. Refutation is mostly successful with some weak/irrelevant responses. 	<ul style="list-style-type: none"> The speaker holds one's attention and is persuasive most of the time. Offers a lot of POIs. Is very good at asking and responding to POIs. 	<ul style="list-style-type: none"> The speaker provides clear structure and is easy to follow. Successfully fulfills their basic role. Good time management.
70 Average (The debater has few weaknesses).	<ul style="list-style-type: none"> Speaker is able to make effective arguments throughout the speech and discusses the important issues of the debate. 	<ul style="list-style-type: none"> Speaker has some difficulty with the opposing team's arguments but is able to effectively reply to some of the major issues. 	<ul style="list-style-type: none"> Speaks in an engaging manner Clear, shows confidence and credibility. Pauses may be ineffective during some parts of the speech. POIs offered are relevant. 	<ul style="list-style-type: none"> Simple, effective narrative and structured arguments. Some difficulty with structure in refutation. Uses speaking time effectively.

Score	Meaning		Style	Strategy
	Argumentation	Refutation		
67 – 69 Near Average	<ul style="list-style-type: none"> • Speaker is able to make effective arguments throughout the speech and discusses the important issues of the debate. 	<ul style="list-style-type: none"> • Speaker has some difficulty with the opposing team's arguments but is able to effectively reply to some of the major issues. 	<ul style="list-style-type: none"> • Speaks in an engaging manner • Clear, shows confidence and credibility. Pauses may be ineffective during some parts of the speech. • POIs offered are relevant. 	<ul style="list-style-type: none"> • Simple, effective narrative and structured arguments. • Some difficulty with structure in refutation. • Uses speaking time effectively.
<ul style="list-style-type: none"> • Simple, effective narrative and structured arguments • Some difficulty with structure in refutation. • Uses speaking time effectively. 	<ul style="list-style-type: none"> • A-R-E format, used for one or two arguments. • Little evidence, inconsistencies and logic gaps in major arguments. 	<ul style="list-style-type: none"> • Speaker unable to respond to the majority of arguments from the opposing side. • Refutes examples. 	<ul style="list-style-type: none"> • No clarity, poor eye contact and use of gestures. • Speaker rarely attempts POI and is distracted when the other team offers them. 	<ul style="list-style-type: none"> • Little organization, no strong introduction or conclusion. • Hard to follow. • May use full speaking time, but not effectively.

Score	Meaning		Style	Strategy
	Argumentation	Refutation		
61-64 Far Below Average	<ul style="list-style-type: none"> • A-R-E (assertion-reasoning-evidence) format not used. • Speaker likely copied arguments but does not understand them. 	<ul style="list-style-type: none"> • Speaker is unlikely to reply to most of the major points from the other side and repeat his/her own arguments. 	<ul style="list-style-type: none"> • Speaker is distracted, anxious and halting in delivery. • There is little eye contact. • Speaker mumbles, ('umm,' 'you know') and has numerous pauses. - Likely to accept or reject all POIs. 	<ul style="list-style-type: none"> • Disorganized. Arguments are not clearly distinguished from one another. • Does not reply to opposing issues in an orderly manner
60	<p>This is a most unusual score. 60 is only for students who are mean-spirited or rudely disruptive during a debate. This completely excludes a student from awards. It should not be given easily.</p>			



Round: _____ Room: _____

Motion: _____ Adjudicators: _____

Opening Government

Team Members	Speaker Points	Sum Speaker pts.	Position in Debate
			<input type="radio"/> 1 st <input type="radio"/> 2 nd <input type="radio"/> 3 rd <input type="radio"/> 4 th

Opening Opposition

Team Members	Speaker Points	Sum Speaker pts.	Position in Debate
			<input type="radio"/> 1 st <input type="radio"/> 2 nd <input type="radio"/> 3 rd <input type="radio"/> 4 th

Closing Government

Team Members	Speaker Points	Sum Speaker pts.	Position in Debate
			<input type="radio"/> 1 st <input type="radio"/> 2 nd <input type="radio"/> 3 rd <input type="radio"/> 4 th

Closing Opposition

Team Members	Speaker Points	Sum Speaker pts.	Position in Debate
			<input type="radio"/> 1 st <input type="radio"/> 2 nd <input type="radio"/> 3 rd <input type="radio"/> 4 th

Notes:

- Please check the names of the team members and correct them if necessary.
- Speakers may choose a different speaking order than this ballot foresees.

Previous Chapter

Chapter IV

Chapter V

Additional Notes on the Judging
Process

Chapter V: Additional Notes on the Judging Process

Judging Process:

A Chair not only adjudicates the debate but is also responsible for managing the panel of judges present in the room to have a fruitful discussion when making the judgement.

The following is a short overview of the responsibilities of a judge:



Taking Notes:

Judges should take clear and comprehensive notes for every speaker in the debate.

- Notes do not have to be verbatim copy of a speech but must reflect adequately the material that was presented by the debater, this includes arguments and rebuttals as well as their sub-layers and examples.
- Notes should clearly track the progress in the debate and engagement between teams. Which argument was rebutted by which team? Was a POI answered or disregarded?
- Judges should preserve their notes after the debate for reference when giving constructive feedback to teams and individuals.



Deliberation:

While an adjudicator that is a single chair in a room can immediately start referring to their notes to decide on a judgement, when there is a panel of judges the chair must coordinate a discussion among them.

- Ask every panelist their initial ranking or decision
- If there is an agreement from the get-go about the judgement (Win/Loss in QSDL and AP formats or ranks in the BP format) then move on to having a short discussion on your justifications to ensure there is a similar understanding among the judges.
- If everyone has a similar judgement except for one person, you may move on to discussing the differences in your judgment by asking the person to defend their decision. Be specific in your discussion and focus on the differences in the way you assessed teams and why you reached different decisions.
- If there is some similarity in your ranking and understanding of the debate, then start from establishing what is common ground and what is the most disputed discussion that requires the most time. In that way you optimize your discussion and be targeted.
- While you may be inclined to move on quickly with the judgement, ensure you manage your time in a way that allows you to consider all teams and speakers.
- After the entire process of discussion, members of the panel should once again give their judgement. If they have reached an agreement, they can proceed to fill in the ballot. However, if there are still differences in rankings or win, it may be necessary to vote.

- Remember to respect each other's opinions in the discussion. Just because a panelist is in the minority opinion does not make them wrong. The chair must ensure decorum is maintained in the deliberation.
- Throughout this process, if a judge is a trainee in your room, you are encouraged to include them in your discussion. However, they do not get a vote. Instead, your approach with trainees should be more educational in showing them your method of judgement and thought process while also hearing their opinions about the debate.

Scoring:

Once you have agreed at a decision, you must fill in the ballot.

- Speaker scores should reflect the opinion of the entire panel if there is a consensus or the majority of panel if there was a split decision.
- Scores are very important for teams and debaters as it determines their performance in the tournament. Please do not unnecessarily punish debaters' scores for unwarranted reasons that did not affect their persuasiveness.





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