

English-Speaking Union Schools Mace

Guidelines for judges

Judging Basics

A message from the Head of the Centre for Speech and Debate

Thank you very much for agreeing to judge a round of the ESU Schools Mace, the national debating championship. The Mace is the oldest and largest debating competition in the country.

It is essential that anyone judging a round of the Schools Mace has read the following very carefully:

- The **basic notes** on these two pages
- The new **mark scheme** on the two pages titled 'Guidelines for judges 2'.
- The notes on the **sample notes sheet** titled 'Guidelines for judges 3'.

You are also encouraged to read the Guidelines for debaters which can be found in our handbook or at www.britishdebate.com/schools/mace.

Experienced judges should note that our mark scheme has been completely revised recently, so it is vital that they read the new version carefully.

Your job as an adjudicator is an important one; the teams that you are going to see debate will have invested a lot of time and effort into preparing their material.

The majority of teams in a round will not go through to the next round and are aware of that. Teams do not expect to win, but they do expect to be judged fairly, by the agreed standards of our handbook. They will expect you to be able to explain clearly the reasons you have for sending another team through over them.

If you have any further questions about judging debates, do contact us beforehand:

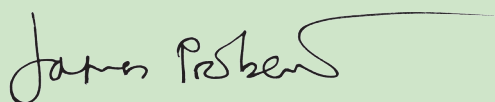
Telephone: 020 7529 1550

Fax: 020 7495 6108

E-mail: centre@esu.org

We hope you enjoy the experience and will want to judge again next year; if so, please email us at centre@esu.org and we will add you to our judges database.

Thank you very much for giving up your time to adjudicate and enabling the competition to run.

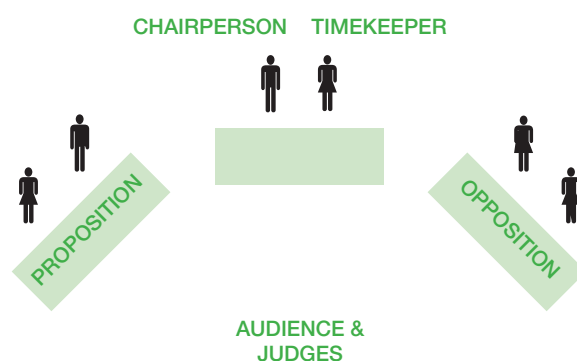


James Probert
Head of the Centre for Speech and Debate

Format of debates in the ESU Schools Mace

The format of debate in the ESU Schools Mace is specific to our competition, but bears many similarities to other forms of competitive debating in the United Kingdom and further afield.

You will see two or three debates during the evening. Two teams compete in each debate, sitting in the following positions:



Speeches in each debate are made in proposition or opposition of a given 'motion', in the following order:

- First Proposition (7 minutes)
- First Opposition (7 minutes)
- Second Proposition (7 minutes)
- Second Opposition (7 minutes)
- Floor debate; members of the audience contribute
- Opposition Summary Speech (4 minutes)
- Proposition Summary Speech (4 minutes)

A debate is a highly interactive event, both within and between the two teams. As well as putting forward pre-prepared 'substantive' arguments explaining why their side is right, the competitors are expected to engage spontaneously with the other side's arguments in several ways:

- **rebuttal:** incorporating responses to their opponents' arguments into their own speeches
- **Points of Information:** standing up and offering interjections during their opponents' main speeches. Speakers should also show their ability to engage with the other side by accepting one or more Points during their main speech.
- **Summary speeches:** should reflect the main points of the debate as it actually developed, not the teams' pre-prepared expectations of what would be discussed.

The teams are judged according to a mark scheme which has four equally weighted categories:

- Reasoning & Evidence
- Organisation & Prioritisation
- Listening & Response
- Expression & Delivery

Guidelines for judges

Judging Basics

Retiring to discuss your decision

You will hear two or three debates in succession. After the final debate, you will retire with the other judges (normally two of them) to decide which teams to put through to the next round.

You should have retired from the debating room before the Chairperson(s) conduct any audience votes. You are judging who debated best, which may not coincide either with the audience's (or your) opinion of which side of the argument should be supported in real life.

Two teams normally go through from first round heats, with one team progressing from second round and area final heats. **Your host teacher will inform you at the start of the evening of how many teams should proceed from your round.** You are also required to name a runner-up team, in case one of the winning teams has to drop out from the next round.

The teacher who invited you may have appointed a chair of the judging panel. If not, you may like to do so yourself.

This chair may wish to start the discussion by asking the other judges for their opinions about who came first and last in the evening. If there is unanimity on these points, it can be a quick way to include teams in, or exclude them from, the list of those going through. If there isn't unanimity on the rank order, asking why can be a useful starting point for discussion.

Announcing the result and giving feedback

Once you have come to an agreement about who should go through, you should return as quickly as possible to the debating room; teams may have some way to travel home, so it is important not to keep them waiting too long. When delivering the result:

- The chair of the judging panel should give some general feedback to all the teams that have taken part before making the announcement.
- When more than one team goes through from the round, you do not need to announce them in rank order, but should say whether or not you are doing so.
- You should announce which team is the runner-up, making clear they will not take part in the next round unless a winning team drops out. The only exception to announcing the runner-up is when two teams go through from a four-team round, as announcing the runner-up in this case this would make it obvious who came last.

Following the announcement, we would be grateful if as many judges as possible would make themselves available to give individual feedback to the teams which have taken part. Feedback can be brief, but is very important to speakers' development as debaters.

Judging checklist

Remember, judging a debate is a subjective activity but you must be able to support all decisions you make (both to yourself and the teams), clearly and with reference to the judging guidelines and/or handbook.

Here are some pointers to keep you on track:

Do ...

- ✓ Listen carefully and make notes that will remind you of the speeches at the end of the evening.
- ✓ Look unfavourably on people who read pre-prepared speeches in a way that prevents them from responding to the arguments of the other side.
- ✓ Give fewer marks under 'Listening & Response' if speakers don't offer or accept any Points of Information, or if speakers don't engage in rebuttal during their own speech.
- ✓ Reward speakers (especially as the debate progresses) for adapting their speeches to respond to what has been said earlier in the debate.
- ✓ Allow teams to approach you for individual feedback after the debate and make sure that all the comments you make are positive and polite.

Don't ...

- ✗ Don't bring your own opinions to bear on the motion; the teams have not chosen the side they are arguing for.
- ✗ Don't take into account accent, appearance, dress or background of the speakers, or what school they attend.
- ✗ Don't compare a team's performance to their reputation or your expectations; a strong team is a strong team, and a weak one a weak one, wherever they come from.
- ✗ Don't allow one category to dominate your thinking (especially 'Expression & Delivery'). All categories are equally weighted.
- ✗ Don't apply certain rules arbitrarily or dogmatically. Lots of things in debating are very bad or very good, but none result in an automatic defeat or an automatic victory.



Guidelines for judges

The mark scheme and note-taking

Speeches are judged according to the four categories laid out below. Teams' total scores consist of a total of 100 points: **40 points** for the first speech, **40 points** for the second speech and **20 points** for the summary.

Reasoning & Evidence

15 marks for first proposition*

10 marks for other main speeches

Reasoning is about the content of the individual arguments each speaker makes and how well they are explained.

- **Clarity and logic:** Are the arguments explained clearly and logically?
- **Examples and analogies:** Are the arguments backed up with plenty of well chosen examples and analogies? Facts, statistics, case studies, news stories, historical reference, laws of science etc. all benefit from being relevant, clear, well-known and topical.
- **Links to the motion:** Are the arguments shown to be relevant to the motion?

* The higher mark for first proposition reflects the particular importance of good content in setting up the basis for a good debate. It should also reward those giving a sensible, concise, comprehensive definition of the motion.

Organisation & Prioritisation

10 marks for all main speeches

- **Team structure:** Did the team's speeches complement each other? Did the first speaker lay out a clear case which both members of the team followed? Were the most important arguments in a position which gave them appropriate emphasis?
- **Individual structure:** Was each individual speech well structured and easy to follow? Were individual arguments grouped into a logical and coherent whole? Were the most important arguments emphasised?
- **Adaptability:** Did the speakers show that they were able to reorganise their material if developments in the debate necessitated it?
- **Timing:** Did the speakers speak for approximately their allotted time of 7 minutes? Did they divide their time sensibly between their different points?

40 marks for main speeches

Listening & Response

5 marks for first proposition*

10 marks for other main speeches

- **Rebuttal:** Have speakers been listening carefully to their opponents and shown, in their own speeches, why they disagree?
- **Making Points of Information:** Have speakers made good Points of Information, showing they've been listening and picking out important points to challenge?*
- **Taking Points of Information:** Have speakers taken two or three of the points offered to them in their speech and responded to them immediately and capably?*

* The lower mark for first proposition is because they haven't yet heard an opposition speech to respond to through rebuttal. They should, however, show some listening ability through taking and making Points of Information.

** Speakers should not be penalised if no points are offered to them, or if they offer enough points but none are accepted.

Expression & Delivery

10 marks for all main speeches

Expression is about how the speakers come across rather than what they say. The mark is for how much they engage the audience, including:

- **Use of notes:** Speakers should have some *notes* from which they speak fluently. Speakers should be penalised for reading speeches which they have written out in full beforehand or for reciting obviously memorised speeches.
- **Use of voice:** Are the speakers audible and clear, while varying speed, volume and intonation to keep their speeches interesting and to add conviction and authority?
- **Use of words:** Is language varied, persuasive, appropriate and precise?
- **Use of body language:** How effective are hand gestures, eye contact and facial expressions?
- **Rhetoric and humour:** Is there an appropriate level of rhetoric and relevant humour?

Guidelines for judges

The mark scheme and note-taking

Reasoning & Evidence

5 marks

- **Clarity and logic:** Are the arguments still explained clearly and logically?
- **Revisited material:** Did the speaker choose the most powerful examples and analogies to revisit in their summary speech?
- **New material:** New material is only permitted if it elaborates - or responds to - material already mentioned by another speaker in the debate. A small amount of interesting, relevant new material of this type can be rewarded. Totally new material should be penalised.

Organisation & Prioritisation

5 marks

- **Choice of arguments:** There is not time to summarise every argument raised in the debate. Summary speakers should concentrate on the main points of contention that are key to winning over the audience.
- **Structure:** Was the speech well structured and easy to follow? Was it logical and coherent?
- **Adaptability:** Did the speech reflect the debate as it actually happened, rather than having been written out before the debate started?
- **Timing:** Was the allotted time used wisely?

+

20 marks for summaries

+

Listening & Response

5 marks

- **Own team:** Has the speaker listened to their own team, reflecting what was *actually* said rather than what was planned beforehand?
- **Rebuttal:** Has the summary speaker listened carefully to their opponents and shown why they disagree with the key arguments?
- **Floor debate:** Were some points referred to?
- **Points of Information:** Points of Information are not allowed in summary speeches; the speaker's ability in this area is assessed as part of their main speech.

Expression & Delivery

5 marks

As for main speeches.

The basic principles of note-taking for judging

Experienced judges all agree about the basic way to take notes for judging, although they often use their own grids and shorthand which they develop over time. Our specially designed forms on pages 42 - 43 will be useful as a starting point.

- **First, note down all the content:** Use the big space on the left of each speaker's grid to make brief notes of *everything* said. Ensuring you have the 'headlines' *and* the details of all points made means you are three-quarters of the way there:
 - Having the 'headlines' for each point, you will be able to overview the **Organisation & Prioritisation**.
 - You can use your notes of the details to look back at the end of the debate and analyse and compare **Reasoning & Evidence**.
 - Comparing points raised by one side with those dealt with subsequently by the other sheds light on **Listening & Response**.
- **At the end of each speech, make notes on style:** Details of each point are forgotten quickly, so concentrate on noting content down while speakers are talking. As long as you look up occasionally to take in their visual style, you can leave it until the end of the speech to make notes on **Expression & Delivery**.

Instinct

These technicalities are important, but judging still comes down to a simple question: "**Has the speaker been persuasive?**".

Rather than trying to assign points and then work out who won, you should normally have a pretty good instinct about who argued best, and assign points to fit.

Guidelines for judges

How to fill in a judging notes sheet

In introduction a debater briefly lists their arguments and those of the other member of the team. It is important to make a note of these so you can, for example, check back to see whether they cover what they promise to.

Small arrows can be useful to show when a speaker has been making good logical links within a speech.

Ticks and crosses can be useful to mark up points which strike you as being particularly good or particularly poor while you are making your notes.

Significant over- or under-running of the allotted time (here 7 minutes) is penalised in 'Organisation & Prioritisation'.

This model summation distills the biggest areas of dispute into 3 prioritised points. 'Peace' was certainly the top issue in the debate. See how 'Costs' & 'Aid' are combined into 'Value for money'.

Every judge develops their own shorthand for common elements in a debate. This judge uses **D** to mark the definition, **R** to highlight rebuttal and **1 2 3** to show each point that a speaker is making.

Points of Information are absolutely central to good debating; all debaters must offer at least 2 or 3 during every main speech they hear and take at least 1 (preferably 2 or 3) during the main speech they make. To make sure they do, it is vital to keep a tally:

- **Points offered:** Belle has offered a good number of points through the debate (although 7 in one speech may get close to disagreeable 'barracking'). Sebastian has offered far too few and must be penalised under 'Listening & Response'.
- **Points taken:** This judge rings points when accepted. So we can tell that Lily took two points and Allen took one. The text reminds us what the point was about.

MOTION: This House would abolish the United Nations				
1st Proposition		NAME: Belle		
Notes on arguments made:				Notes on use of voice, language, body, face etc.:
D Abolition now + complete, inc. orgs like UNESCO 1 PEACE 2 IGNORED 3 REPUTATION SEBASTIAN: 1 REGIONS 2 COST 1 PEACE: UN failed to either prevent wars, or stop after they've started (e.g. Balkans, Lebanon) 2 COUNTRIES IGNORE UN: (e.g. US in 2004 over Iraq, Israel (SC Res. 446), Iran / N Korea nukes) → An org can never be useful if ignored. 3 REPUTATION FOR FAVOURING THE WEST (for example Israel v. Palestine) → Creates tension, esp. in Islamic countries → leads to terror ✓		Points of Information offered: To 1st opposition I 1 Evidence II 1 USA II To 2nd opposition 1 e.g. Red Cross II		Loud, clear voice Too much walking about Very enthusiastic Good volume and changes of tone Great rhetorical language use (e.g. "UN = Uncooperative Nationalists")
Reasoning & Evidence	13 /15	Organisation & Prioritisation	9 /10	Listening & Response
				5 /5
				Expression & Delivery
				8 1/2 /10
				35 1/2 /40
2nd Proposition		NAME: Sebastian		
Notes on arguments made:		Rebuttal (if made separately):		Notes on use of voice, language, body, face etc.:
1 REGIONS 2 COST 1 REGIONS: Individual countries benefit much more working in their own regions than through the UN (e.g. EU, ASEAN make millions of pounds for their members). 2 COST: UN costs a lot of money to run. Money could be better spent on other things like health (x No examples given) x Stopped speaking before second bell at 5:35		R NATO did all the work in Kosovo, not the UN R People will still give aid without the UN (x Doesn't say how)		Head down in his speech all the way through Shuffles about a lot Barely audible during second point Little presence
Reasoning & Evidence	6 /10	Organisation & Prioritisation	5 1/2 /10	Listening & Response
				5 /10
				Expression & Delivery
				3 /10
				19 1/2 /40
Prop Summary		NAME: Belle		
Notes on summary of debate, which should include: (a) reference to proposition arguments, (b) reference to team's rebuttal of opposition's arguments, (c) some reference to the floor debate				Notes on use of voice, language, body, face etc.:
3 ?s: 1 UN helps create peace? 2 Regions better? 3 Value for money? 1 PEACE? Not in the past (e.g. Balkans) + doesn't look good for future (rogue states + provoking terrorism through bias in favour of West) 2 REGIONS - EU/ASEAN + point from floor re. optimal size for collaboration 3 VFM? Running costs + Aid money more effective through govts/charities				Stay still! + a bit loud Emphatic pauses after lists of questions Strong closing statement
Reasoning & Evidence	5 /5	Organisation & Prioritisation	5 /5	Listening & Response
				5 /5
				Expression & Delivery
				4 /5
				19 /20
Team total				74 /100

Guidelines for judges

How to fill in a judging notes sheet

Lily has delivered a reasonable speech, with rebuttal and 3 arguments ('Peace', 'Terrorism/Aid' and 'Forum') but the notes don't show that structure clearly. There could be two reasons for this:

- It wasn't delivered clearly with some 'signposting' (e.g. an introduction or 'preview' at the start) and stylistic aspects (e.g. pausing) used to add clarity. In this case, the speaker should be penalised slightly under 'Organisation & Prioritisation' and/or 'Expression & Delivery' as appropriate.
- The judge wasn't paying enough attention; many top speakers don't follow the slightly clichéd tradition of saying "... and now my second point will be ..." and use subtle but clear signposting, which judges need to be alert to.

Many speakers start by replying to ('rebutting') arguments made by the other side. Rebuttal is essential for a good 'Listening & Response' mark, but doesn't have to come at the start.

Some speakers 'interweave' some or all of their rebuttal in the main body of their speech. This is equally as valid in terms of 'Listening & Response' and may be better 'Organisation & Prioritisation'.

For example, Lily starts with rebuttal about people ignoring the UN. Her next point of rebuttal is actually very substantial - it's really her first main point, so the judge has carried it over to the left-hand side. She's also made it clear that her 'Terrorism' point later on is rebuttal, so this can be counted in 'Listening & Response', too.

The 'Terrorism' argument is problematic for two reasons:

- Firstly, as noted, the argument that aid stops terror has been simply asserted, rather than being backed up either by logical reasoning (a hypothetical example, for instance) or by firm evidence. This should be penalised under 'Reasoning & Evidence'.
- The 'Terrorism' point is based on the fact that the UN gives aid. The simple fact that the UN is a large aid distributor is also a stronger point than the contentious (and unproven) point about terror. So it would have made more sense to make the 'Aid' point first and then follow it with the 'Terrorism' point either as a sub-point or a subsequent main point. This kind of flawed progression should be penalised slightly under 'Organisation and Prioritisation'.

1st Opposition		NAME: Lily	
Notes on arguments made: x No introduction of arguments The UN has helped peace - e.g. Kosovo and East Timor. Many UN 'blue helmet' peacekeepers are highly skilled. Peace now in both countries. Media never reports successes, only failures. (R) Terrorism - UN stops terror through giving aid to countries (x Simple assertion - no evidence given for this). If UN abolished, aid organisations like UNESCO (1 billion for 2004 Tsunami) and UNICEF go with it. UN General Assembly and Security Council provide a forum for countries to get together and debate without using violence.		Rebuttal (if made separately): (R) Just because some countries ignore UN doesn't means it's bad (R) UN helped peace in Kosovo	Notes on use of voice, language, body, face etc.: Too quiet, but a very calm and reasonable tone Eye contact with the audience throughout the speech Some interesting adjectives to contrast proposition and opposition cases
Reasoning & Evidence	7 1/2 /10	Organisation & Prioritisation	6 1/2 /10
Listening & Response	7 /10	Expression & Delivery	8 /10
			29 /40

2nd Opposition		NAME: Allen	
Notes on arguments made: (1) POPULARITY (2) POOR PEOPLE (1) POPULARITY: Just because some people don't like the UN doesn't mean we should abolish it - US and Somalia haven't signed UN Declaration on the Rights of the Child; that doesn't mean it isn't a good thing/children don't have rights (2) POOR PEOPLE: Will be worse off without the UN (e.g. UNESCO gave 1 billion in aid to tsunami disaster relief). Individual govts. can't do that.		Rebuttal (if made separately): (R) NATO stopped war in Kosovo, but it would have started again without the UN (R) EU & ASEAN only do money, not peace	Notes on use of voice, language, body, face etc.: Powerful speech, very statesman like Great use of gestures and body language Spoke excellently from notes, contributing to a conversational but definite style
Reasoning & Evidence	6 1/2 /10	Organisation & Prioritisation	8 /10
Listening & Response	8 /10	Expression & Delivery	9 /10
			31 1/2 /40

Opp Summary		NAME: Allen	
Notes on summary of debate, which should include: (a) reference to opposition arguments, (b) reference to team's rebuttal of proposition's arguments, (c) some reference to the floor debate Dealt with some floor then summed up 2 MAIN ISSUES: (1) THE UNITED NATIONS & PEACE: Kosovo, East Timor, Forum for debate -> Doing a good job (3) THE UNITED NATIONS & AID Giving more than any country, and more effectively.		Notes on use of voice, language, body, face etc.: Excellent use of a reasonable tone Really engages with the audience and delivers speech with impact	
Reasoning & Evidence	4 /5	Organisation & Prioritisation	4 /5
Listening & Response	4 /5	Expression & Delivery	5 /5
			17 /20

Team total **77 1/2 /100**

It is important not to get so caught up in intensive note-making that you ignore the speakers' 'Expression & Delivery' and forget to make some notes on it at the end of each speech.

A judging panel of 3 or more could consider agreeing that one member makes fewer notes to enable them to take in the debate as the audience hears and sees it.

Repetition of this kind may be lazy or good teamwork; it depends on the context ...

Belle may have been the best speaker, but Sebastian was weak. The opposition was more consistent in quality, so Lily and Allen win the debate by a small margin.