



Training Manual
- Adjudicators -

Rules of Contest for Polokwane Debating Society: Adjudicators

A. General Rules

1. The occasion of the debate is traditionally a formal one. The conduct of all participants should at all times be regulated accordingly. Reference by any speaker to any other must pertain only to presented arguments. Any comments of a personal nature ought strictly to be avoided.
2. It is essential that teams prepare with the requirements of these rules and those of the evaluation standards in mind. Please study the evaluation sheet provided.
3. Once a team submits itself as an entrant for the tournament, it is honour-bound to fulfil its commitments.
4. In the interests of certainty, postponements and cancellations cannot be granted. However, a school may replace team members or the entire team if it so wishes.
5. No adjudicator is to be approached with the request for marks to be divulged.
6. The adjudicator is responsible for any problem areas or disputes before or after a debate.
7. Any school arriving more than 30 minutes after the due starting time should expect to forfeit the debate. Strive to be at the venue at least 15 minutes before the time.
8. The co-ordinator will do her best to supply 2 adjudicators for each debate. However, one adjudicator should be deemed sufficient to proceed with a debate.
9. The chairperson for the debate must have a stopwatch in order to fulfil function 4 & 6 of the Chairperson' responsibilities below.
10. The floor and the audience of the schools to be separated. No interaction between the floor and the audience or coach allowed during the debate.
11. The Floor should consist of 8 -10 members, 5 points will be deducted for each one less than 8. When there is no floor -50 points.

B. The Chairperson

1. The proposing team is required to appoint a learner to preside as speaker of the house, chairperson. **He/she should be fully acquainted with the rules of the contest and competent to apply them.**
2. The duties of the chairperson are as follows: To...
 1. Open and close the proceedings formally.
 2. Introduce the motion in full and exactly, the members of the teams and adjudicator(s); such names should be ascertained before the time.
3. Bring relevant rules of debate, chiefly those pertaining to time limits to the attention of the audience.
4. Ensure that all points from the floor are directed through the chairperson and thus prevent cross debating.
5. Carefully time all contributions from the floor and stop any floor speaker who exceeds the time limit of one minute.
6. Allow the adjudicator(s) sufficient time between speeches to assess the previous speaker and complete his/her marking. The adjudicator(s) will give a pre-arranged signal to the chairperson.
7. Look at the adjudicator at frequent intervals so as to ensure that any message from the adjudicator(s) is transmitted immediately.

C. Team Speakers - Order of Speakers and Time Limits

1. First Speaker Proposition	7 mins	2. First Speaker Opposition	7 mins
3. Second Speaker Proposition	7 mins	4. Second Speaker Opposition	7 mins
5. Floor Debate	Proposition and opposition		1 minute per speaker maximum Total time: 7mins
6. Third Speaker Proposition	7 mins	7. Third Speaker Opposition	7 mins
Reply Speech delivered by first or second speaker of each team – check the order:			
8. Opposition	3 mins	9. Proposition	3 mins

NOTE 1. There should be 2 time keepers - one from each school.

30 seconds before time elapses: 1 tap

15 seconds before time elapses: 2 taps (audible to chair and adjudicators)

Time up: indicate end to Chairperson

2. The chair should announce that the time is up, but not cut the speaker short. The speaker runs the risk of losing more points for exceeding the time limit, but should have the opportunity to finish/cut short the speech in his/her chosen manner.

D. Structure of Speeches

1. **The First Proposition Speaker**

Defines the motion and states the team's line of argument, announces the case division, and presents her or his case.

3. **The Second Proposition Speaker** defends the proposition definition if necessary and rebuts the opposition case for no more than 2 minutes. The speaker then proceeds with her or his part of the proposition case.

6. **The Third Proposition Speaker** spends a lot of his her/his time attacking the other side. 2 minutes at most can be used to present his or her own case, but the speaker should mainly rebut. This speaker should also deal with the floor.

9. **The Proposition Reply Speaker** deals only with the main issues of the case and proves why their argument is stronger. Deals with the definition if it needs clarity, and explains the important differences between the two team's cases. He/She outlines the opposition's case, and presents his or her part of the case.

2. **The First Opposition Speaker** defines the motion and states the team's line of argument, announces the case division, and presents her or his case and explains the important differences between the two teams' cases. He/she outlines the opposition case, and presents he/her part of the case.

4. **The Second Opposition Speaker** must reinforce the clash as laid out by the first opposition speaker by attacking the proposition for 2 minutes and then presenting new matter to support their case.

5. **Floor debate** Proposition and opposition 1 minute per speaker maximum.
Total time 7 minutes.

7. **The Third Opposition Speaker** also spends most of his/her time attacking the other side. New arguments should largely be used to destroy the proposition's case. Significant points raised by the floor should be dealt with.

8. **The Opposition Reply Speaker** follows immediately on the opposition third speaker and gives a broad overview of the debate. He/she should summarise their own case while proving conclusively that the proposition's arguments are weak.

All Speakers should

- Avoid excessive use of quotation and example as well as the excessive citing of figures. Neither of these is an argument.
- Render the motion in full and exactly.
- Address the chair as “Madam Chair” or “Mr Chairperson, Ladies and Gentlemen” Greeting: **The first speaker of each team greets the audience and officials on behalf of the team when the debate starts. All other speakers address the Chair.**

E. Defining the motion

The proposition must define the topic so that the definition

1. is reasonably close to the plain meaning of the topic,
2. allows the opposition team reasonable room to debate and
3. is a reasonable definition.

The onus is on the first opposition speaker to challenge explicitly the proposition's definition of the motion if it doesn't comply with the above requirements and to offer an alternative more reasonable definition. **NB: The challenging of a definition is seldom necessary.**

F. The Floor

This takes place after the second opposition speaker.

1. Only the members of the floor of each team may speak in the floor debate. No other members of the audience should speak or feed information to these speakers.
2. Floor speakers should support their own team's points, and should not confuse matters by introducing prepared or divergent arguments. Floor members should play an active part in preparing the presentation of the argument; this will empower them to make valuable impromptu input as they follow the arguments of the first 4 speakers.
3. All points must be addressed through the chairperson in order to prevent cross debate.
Example of offering a point from the floor: “Madam Chair” or “Mr Chairperson”
4. Preferably only one argument is raised per point.
5. The chairperson will stop any speaker who continues after 1 minute.
6. The floor should consist of at least eight members.
- 7 A floor of fewer than eight loses 5 points for each one lacking, and no floor 50 points.

G. Scoring

1. Each speaker's speech is marked out of 100, with 40 for content, 40 for style and 20 for strategy.
- 1.1. **Content** comprises the arguments used by the speaker, divorced from the speaking style. It should show evidence of research and be relevant. Examples should be analysed and not just mentioned.
- 1.2. **Strategy** covers three concepts.
 - a. The structure and timing of a speech
 - b. Speaker and team role fulfilment
 - c. Whether the speaker understood the issues of the debate.

A good speech has a clear **structure** (i.e. a clear introduction with signposting, a logical body which adheres to that signposting, and finally a definite conclusion.)

Timing is primarily focused with the way in which a speaker allocated the time of the speech to its various components and sufficient time being given to the important points. Going over time is a critical error as assigning too little time to the explanation of a particular point and thus causing confusion due to a lack of development of the argument.

Team role fulfilment is critical as each team member has a specific series of tasks that must be performed and to mishandle or omit these harms a team's overall performance.

Finally, and most importantly, there is the question of the awareness of the team to the **critical issues of the debate and how they went about addressing these issues.**

- i. The structure of the team's policy, the particular points that were chosen for emphasis.
- ii. The points of the other team which were singled out for particular rebuttal.
- iii. Critical points cited in the Reply speech are all evidence of strategic thinking and issue awareness.

Remember that strategy is concerned with one's own team's argument as well as the discrediting of the opposing team's.

Differences between content and strategy:

In a debate a speaker answers critical issues with poor rebuttal. The content of the poor rebuttal means a poor content mark but the fact that the critical issues were recognised and addressed means a good strategy mark.

In a debate if a speaker manages to state the points of his or her particular argument well but fails to rebut the opposing side in any convincing way, means a good content for one's own points and a good strategy mark for solid stance but this will be modified for poor rebuttal (content) as well as a lack of consistent and insightful rebuttal (strategy) of the other team.

- 1.3 **Style** is concerned with how the speaker speaks. Audibility and clarity of speech are essential, but accents are irrelevant. Eye-contact, confidence and good body language make a speaker convincing. Wit and spontaneity add spice to the presentation. Speakers should project sincerity and maintain their own individuality.
- 1.4 **The floor and reply speeches** are each marked out of fifty as indicated on the adjudicator's score sheet. The floor is given a team mark for content, strategy, participation and spontaneity.

THE ROLE AND CONDUCT OF THE ADJUDICATOR

A. PRACTICAL MATTERS

1 The role of the adjudicator is not only to give a verdict, but to guide, advise, and generally teach the art of debating. And

NB This should take place verbally **during** the adjudication. As the adjudications are a total time of 10 minutes, if a speaker approaches the adjudicator for advice after the adjudication feel free to offer a suggestion to the speaker. Do not go over the argument of the debate.

2. Be diplomatic as it is very possible that errors made by the pupils, whether in content or presentation, have emanated from a teacher.

Consequently, do not become engaged in long conversations with the teachers involved after the event. It is better to excuse yourself politely, and to refer them to coordinator for further discussion.

NB Exercise self-control in this regard when a teacher happens to be a personal friend. The latter should never become obvious to any of the participants.

3. You may ignore the rule regarding **late arrival** if the excuse is really genuine, such as the breakdown of vehicles, and the host school accepts the excuse and is prepared to wait. If the latter does not happen, the adjudicator must please contact the convenor explaining the sequence of events, rescheduling is almost impossible with our tight schedule, especially in the early rounds. If the one team fails to be at the debate, please listen to the arguments of the one team and use this as a training session for the benefit of the team that did pitch up. Strictly, the absent team will lose that round unless a rematch can be arranged.

5. Teams should make contact with you a day before the debate to confirm time and place. Schools cannot always foresee major disruptions. **If the start time needs to be changed to allow you to get to the venue, please advise at the time of confirming.**

6. You are expected to arrive at your venue **15 minutes** before the time. Use this time to strike up a relationship with the chairman/madam chair and ensure that they are quite sure of their role, the formality of the debate which does not allow for personal comments, jokes, or any other entertaining interludes from the chair. Tell the chair how you will indicate to him/her to introduce the following speaker and remind them to control who speaks from the floor and for how long.

7. Having **2 adjudicators** per debate is not always possible. It does however ensure that you are perceived as impartial adjudicators. The topics are sometimes difficult, requiring in-depth knowledge, and for this reason too, having 2 heads is definitely better than one.

8. BOTH adjudicators must speak, even if an inexperienced adjudicator were to rely heavily on his/her more experienced co-adjudicator as to what to say.
Adjudication should take no more than 10 minutes in total.

9 It stands to reason that an adjudicator should exemplify the standards expected of the teams. Therefore stand when you deliver your adjudication, and never recline in your chair.

B. DEBATING PROCEDURE

NB The Adjudicators are in charge of the whole event.

Besides the procedures laid out in the rules, we would like to emphasise these points.

1. Ensure that each school has appointed a **timekeeper** and ask them to sit together while timing and to bring both sets of timing to you at the end of the debate. Mostly one can tell when someone was overtime. Those speakers whose speeches are too short usually penalise themselves by a poverty of content. If you can't tell which set of timing is correct, take the mean of the 2 sets you've been given
2. Before the debate begins, establish what quiet venue the adjudicators will be able to use for their discussion after the debate. Either the adjudicators or the debaters will have to leave the debating venue.
3. The chairman should preferably sit between the 2 teams, and have a small table so that he can have notes of names, and the rules with him.
4. The main speakers of both teams should also be provided with a table to write on as well as jugs of water and glasses.
5. Take it upon yourself to arrange the floor speakers in such a way that they can be easily heard.

If at all possible, have them facing the same way as the speakers.

Politely ask the host teacher to organise them as you think best.

6. Your own table and chairs should be placed so that the speakers are encouraged to project their voices. Nobody should be able to listen in to any discussion that may take place between the adjudicators, so ensure that no one is seated too close to you.
7. It is advisable to ask the chairman to watch you and not to move on to the next speaker until he/she gets a signal from you. The floor debate is the most difficult to follow and should thus be strictly controlled and timed by the chairman. If a floor speaker goes overtime, they should be stopped by the chairman. Signal the chairman to cut the speech if necessary.
8. **Please use the marking grid in conjunction with the score sheet. Marking within the 60 – 80 ranging bearing in mind at Provincials and Nationals team score round 76.**

THIS IS IMPORTANT THAT ALL ADJUDICATORS FOLLOW THE SAME MARKING STANDARD.

C. EVALUATION

1. **Please note that the emphasis is on the strength of a team's arguments, rather than its presentation.** However the latter will naturally impact on the former.
2. **NB. YOU CANNOT EXPECT TO GIVE A REASONED ADJUDICATION IF YOU HAVE NOT RESEARCHED THE TOPIC YOURSELF. PLEASE TAKE THE TROUBLE TO BE WELL INFORMED ON THE TOPIC**

C. DURING THE DEBATE

3. Pay close attention to the actual arguments. It is essential to make a brief note of these. Some adjudicators like to make a simple tick next to each valid argument and 2 next to each telling point. This is particularly important when assessing the floor.
4. It is not advisable to rely on your memory. It is not unknown for pupils to challenge an adjudicator who may have misheard. Your own concentration during the debate is therefore vital. Should you be challenged, your notes should hopefully assist you to reply in a friendly and defusing manner.
5. The evaluation should be presented in a positive, appreciative manner. Remember that the pupils are learning how to debate and most find it tremendously hard work.
6. Focus on the definition, the parameters that are set up, the major arguments that follow, the clash that these represent and the way the other side responds. Trace the major issues which run through the debate and note the way that these issues are challenged.

D. AFTER THE DEBATE

7. Either you or the teams should leave the debating venue.
8. **Each adjudicator should complete their forms independently.** At the end of the debate, discuss your impressions with one another and come to an agreement on the winner.
9. A difference of opinion between adjudicators on a particular issue, may be indicated to the participants, but never create the impression that you were at loggerheads with one another, even if this was the case. Just as teams are expected to behave politely to one another, so adjudicators should show respect for one another's opinions. Come to a conclusion regarding the outcome of the debate through reasoning and negotiation.
10. You are allowed to declare a draw, but if a team wins by even 1 mark, they should be awarded the debate - unless the 2 adjudicators initially have a different winner and after discussion still can't find the winner.
11. It is advisable to let the marks given along the way speak for themselves. If your gut feeling is that the decision reached in this way is wrong, examine the individual marks carefully and try to ascertain where the marks perhaps do not reflect your impression accurately. If you cannot find a way to adjust the marks logically, let them be.
12. Your **discussion time should not be longer than 15 minutes in all.** This is to allow the debate finish within the time allocated.

E. PRESENTATION OF THE ADJUDICATOR

13. It is most important that **your result should become obvious from the remarks that you make**, and the tips that you give. All too often one is convinced from the adjudication that a debate is going to go one way, when in fact the other team is awarded the debate. This might happen because one is trying to be kind to what one perceives as a weak team. By all means be kind, but make it clear why the winning team has convinced you, and what made their arguments more powerful. Should the arguments be equally good from both sides, and the one team just happened to present theirs more forcefully, make this clear to the audience. Just as it is possible for a debate to be won by a better floor, so it is possible that the presentation could swing the debate, especially between 2 good schools.
13. If a team has to be penalised because of a rule regulating the debate, point this out, e.g. if one team is short of floor members.
14. On the whole the same standards apply to **presentation** as one would apply to normal public speaking: *audibility, vocabulary and language usage, fluency, humour, witticisms, bearing and gestures, confidence, ability to convince (including eye contact), use of notes, pleasing vocal tone, variation of volume, pace and pause*. BUT gimmicks are even less appropriate here, and the power to persuade using good arguments based on sound facts, **MUST** take precedence over entertainment value. This is not to say that humour isn't welcome in debating. **NB** *Sarcasm* is not to be encouraged. We expect our participants to be sensitive to cultural differences. The British Parliament may be able to afford the luxury of jibes but South Africa cannot.
15. **Learners are inclined to substitute examples and quotations for actual arguments. Show from an example they've used, what the actual argument was that they could have extracted from the example. What does the example actually prove?**
16. At all times maintain a cheerful, positive demeanour during your adjudication. Should you not be feeling well, be exhausted or have any other reason for not projecting a friendly persona, share your problem unemotionally and briefly with the audience.
17. It is not the adjudicator's job to go through every single argument, re-debating the whole debate. All that is needed is to highlight their good arguments and if the debate was poor, politely suggest what areas might have been developed.
18. An adjudicator's comments should never display any personal or fashionable bias.
19. Ensure that your arithmetic is correct.
20. No adjudicator should speak for less than 5 minutes.

GLOSSARY OF DEBATING TERMS

ADVOCATE: To try to persuade others to agree with a position. (Also refers to a lawyer)

ADJUDICATOR: An unbiased observer in a debate who determines win/loss decision based on evidence and argumentation skills, not on personal bias.

AFFIRMATIVE (PROPOSITION): Team arguing in favour of the resolution or motion

ARGUMENT: A reason offered in proof for or against a motion

ASSUMPTION: A belief which is accepted as true, but is not necessarily so.

BEGGING THE QUESTION: To concede in advance what it should be the object of the debate to prove.

BIAS: Favouring one side or position for an unspecified reason

BRAINSTORM Idea generation technique which excludes criticism and encourages looking at problems and issues from other perspectives. Useful in electing topics, a motion, or the best arguments to use.

CASE: The complete argument which establishes the proof (affirmative) or disproof (negative) of the resolution. The complete argument which establishes the proof of the proposition or the opposition.

CASE SPLIT: To lay out the case split is to state which arguments the first speaker will develop himself, and which the second speaker will develop.

CAUSAL LINK: A direct relationship showing one event creating or causing another.

CLASH: **The first opposition speaker sets up the clash by giving a brief overview of the proposition case, and showing where the opposition case will differ. The first opposition speaker must therefore rebut and engage with the proposition's case from the outset.**

CONTENTION: A series of arguments organised to prove the resolution, or motion.

CITE/CITATION (QUOTE): All publishing information on a source including author, title, publishing data, date and page.

COUNTER: To provide an opposing argument

EXTEND: To add fresh analysis and support to arguments previously presented.

EVIDENCE: Usually divided into 3 types: expert opinion, facts and statistics and surveys and polls used to prove arguments.

ETHICAL: Conforming to morality or proper conduct

EVALUATE: To determine the worth of something

FALLACY: Faulty reasoning that makes an argument weak

FEEDBACK: The response by an audience, judge or listener to a speaker.

FLUENCY: The smoothness and clarity of a speaker's delivery.

IMPLICIT: Suggested though not plainly expressed.

INFERENCE: A generalisation made from a set of known information applied to unknown information.

IRRELEVANT: Doesn't apply directly to the argument or motion being dealt with.

ISSUE: A question upon which people, speakers, advocates disagree.

JUSTIFY: To provide reason to support the motion.

LINK: To connect an idea, argument and evidence, through reasoning, with another idea.

NON SEQUITUR: Reasoning fallacy. The idea doesn't relate to the other ideas presented.

NON-VERBAL: Attributes of speaker that deal with style and confidence rather than the words being said.

OPPOSITION: Person or team arguing against.

ORAL CRITIQUE: Verbal comments on the debate

OUTLINE: An organised listing of the main and supporting points of a speech or essay.

PHILOSOPHY: A statement expressing the overall position taken by a team in a debate.

PRE-EMPT: To present an argument which anticipates an argument not yet made by the opponent. (Pre-empting should be used cautiously.)

PREMISE: Statement on which reasoning is based. To lay down general propositions on which subsequent reasoning rests. Either of the 2 propositions of a syllogism from which the conclusion is drawn.

PRIMA FACIE: A case which at first glance seems reasonable and prudent, that initially a person is willing to believe.

PROPOSITION: Another term for resolution or the statement to be debated.

PROOF: Support for a claim using both reasoning and evidence.

REASONING: The logical justification for an assertion.

A RED HERRING: To introduce irrelevant matter, which distracts from the motion being discussed.

RESOLUTION: A statement which serves as the basis for a debate; the affirmative supports, the negative negates.

RESOLVE: To decide on a course of action

REFUTATION or REBUTTAL: Counter-arguments. Attacking the opponents case.

RESEARCH: To seek and locate information that will help you prove your case.

SHAFT: To contradict yourself. "South African men are the head of the household.... many of them are hen-pecked."

SIGNIFICANCE: The degree of harm; how many people, to what extent and frequency.

SQUIRREL: A strange definition - not in the spirit of the motion.

STATUS QUO: An existing state of affairs.

STRATEGY: A plan to defeat your opponent.

SUPPORT: Evidence and reasoning to prove a claim

SWEEPING GENERALIZATIONS: Applying a description to all cases when it only fits some. "African men are virile".

TANGENT: Going off at a tangent. Using an argument that is not really connected to the main point.

TRANSITION: Means of connecting one part of a speech to another, making it easy to follow and understand.

TRUISM: A statement that cannot be debated; an unopposable statement used as an argument.

VALIDITY: The soundness of ideas and evidence.

POLOKWANE DEBATING SOCIETY - Evaluation sheet

DATE		Round		VENUE	
TOPIC					
PROPOSITION TEAM:					TOTAL /100
TIME	<i>Surname and first names of main speakers</i>	CONTENT / 40	STYLE / 40	STRATEGY / 20	
	1.				
	2.				
	3.				
FLOOR		CONTENT /30	STRATEGY /10	Participation / 5 Spontaneity / 5	TOTAL /50
NAME OF REPLY SPEAKER		CONTENT /30	STYLE /10	STRATEGY /10	TOTAL /50
TEAM TOTAL /400					
OPPOSITION TEAM:					TOTAL /100
TIME	NAMES OF MAIN SPEAKERS	CONTENT / 40	STYLE / 40	STRATEGY / 20	
	1.				
	2.				
	3.				
FLOOR		CONTENT /30	STRATEGY /10	Participation / 5 Spontaneity / 5	TOTAL /50
NAME OF REPLY SPEAKER		CONTENT /30	STYLE /10	STRATEGY /10	TOTAL /50
TEAM TOTAL /400					
WINNING TEAM					
CHAIR NAME			SCORE /5		
CHAIR COMMENTARY					
ADJUDICATOR'S NAME				SIGNATURE	
BEST SPEAKER					%

PLEASE HAND IN OR FAX ON THE DAY AFTER THE DEBATE

