



# THE SPEECH AND DEBATE COMPETITION HANDBOOK FOR SCHOOLS

Guide to the Schools Mace and the  
Public Speaking Competition for Schools



The English-Speaking Union

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## *Welcome from the Speech and Debate Team*

The English-Speaking Union (ESU) was founded by Sir Evelyn Wrench in 1918. Today, the ESU is a global educational charity with its international headquarters at Dartmouth House in London, almost 40 branches in the UK and a presence in more than 50 countries worldwide. The aims of the ESU have remained the same – to promote global understanding through English, to help build confidence and effective communication skills and to help people realise their potential. The Centre for Speech and Debate (now the Speech and Debate department) was established in 1995 to coordinate the work of the ESU in persuasive spoken English.

The Public Speaking Competition for Schools was started by ESU Brighton branch in 1960 (now the Brighton & Hove branch). Since then, the competition has been organised locally by the various ESU branches across the UK, and centrally by the National Public Speaking Coordinator in London. In 2010, the Speech and Debate department took over the Public Speaking Competition for Schools and now coordinates the competition on a national level.

The Schools Mace was started by Kenneth Harris, a journalist with *The Observer* newspaper, in 1957. His experience on an ESU debate tour inspired him to start the competition, and it was initially known as the Observer Schools Mace. In 1995, the competition was taken over by the ESU and has since been organised by the Speech and Debate department. Today, in addition to running the oldest and most prestigious debating competition in the UK, the Speech and Debate department also runs the corresponding competition for university students (The John Smith Memorial Mace).

The Speech and Debate department provides training in public speaking and debating to both primary and secondary school students through our teaching programme, Discover Your Voice.

Both public speaking and debating provide students with critical thinking skills, as well as a range of other vital skills which enable them to speak confidently in public, think on their feet, persuade an audience and deconstruct and respond to an argument. Not only do the ESU public speaking and debating competitions foster and enhance these skills in young people; they also give students the opportunity to showcase them in a competitive arena, making the practice of public speaking and debating engaging and exciting for everyone involved.

In this handbook you will find the rules of both competitions, as well guidelines and tips for students, teachers, adjudicators and organisers. If you have entered these competitions in the past, you will notice some changes from previous editions. We draw your attention, in particular, to changes in the following areas: (1) a new glossary of public speaking terms, (2) changes to the rules of the public speaking competition, (3) changes to the adjudication guidelines for public speaking, (4) changes to the mark scheme for the public speaking competition, (5) a new glossary of debating terms, (6) changes to the rules of the Schools Mace and (7) the inclusion of guidelines for hosts in the Schools Mace section.

We are delighted to welcome you to these competitions and we hope your experience is enjoyable and worthwhile. If you require any further information about the Public Speaking Competition for Schools, the Schools Mace, or would like more information about the work that we do, please feel free to contact us on [speech.debate@esu.org](mailto:speech.debate@esu.org).

*The Speech and Debate Team  
September 2011*



## CURRICULUM LINKS

Public speaking and debating skills can be applied in many different areas across the National Curriculum at Key Stages 3 and 4.

### Citizenship at KS4

#### 1.1 Democracy and justice

- a. Participating actively in different kinds of decision-making and voting in order to influence public life.
- b. Weighing up what is fair and unfair in different situations, understanding that justice is fundamental to a democratic society and exploring the role of law in maintaining order and resolving conflict.
- c. Considering how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs,

backgrounds and traditions within a changing democratic society.

#### 1.2 Rights and responsibilities

- c. Investigating ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try to balance these.

#### 1.3 Identities and diversity: living together in the UK

- a. Appreciating that identities are complex, can change over time and are informed by

different understandings of what it means to be a citizen in the UK.

- b. Exploring the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them.
- c. Considering the interconnections between the UK and the rest of Europe and the wider world.
- d. Exploring community cohesion and the different forces that bring about change in communities over time.

## 2.1 Critical thinking and enquiry

Students should be able to:

- a. question and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems
- b. research, plan and undertake enquiries into issues and problems using a range of information and sources
- c. interpret and analyse critically sources, identifying different values, ideas and viewpoints and recognising bias.

## 2.2 Advocacy and representation

Students should be able to:

- a. evaluate critically different ideas and viewpoints including those with which they do not necessarily agree
- b. explain their viewpoint, drawing conclusions from what they have learnt through research, discussion and actions, including formal debates and votes
- c. present a convincing argument that takes account of, and represents, different viewpoints, to try to persuade others to think again, change or support them.

## English at KS4

### 1.1 Competence

- a. Expressing complex ideas and information clearly, precisely and accurately in spoken and written communication.
- b. Applying and transferring skills in a wide range of contexts, demonstrating flexibility and adaptability.
- c. Making independent judgments about how to communicate effectively and sustain formal interaction, particularly in unfamiliar contexts.

### 1.2 Creativity

- a. Making fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature.
- b. Experimenting with language, manipulating form, challenging conventions and reinterpreting ideas.
- c. Using imagination to create effects to surprise and engage the audience.
- d. Using creative approaches to answering questions, solving problems and developing ideas.

### 2.1 Speaking and listening

Students should be able to:

- a. speak fluently, adapting speech to a wide range of familiar and unfamiliar contexts and purposes, including those requiring confident and fluent use of standard English
- b. present information clearly and persuasively to others, selecting the most appropriate way to structure and organise their speech for clarity and effect
- c. select from strategies to adapt speaking and listening flexibly in different circumstances

- d. reflect and comment critically on their own and others' performances
- e. listen to complex information and respond critically, constructively and cogently in order to clarify points and challenge ideas
- f. synthesise what they hear, separating key ideas from detail and illustration
- g. judge the intentions and standpoint of a speaker
- h. listen with sensitivity, adjudicating when intervention is appropriate
- i. take different roles in organising, planning and sustaining discussion in a range of formal and informal contexts.

### 3.1 Speaking and listening

The range of speaking and listening activities should include:

- a. prepared, formal presentations and debates in contexts where the audience and topic are unfamiliar.

### **Geography at KS3**

#### 1.7 Cultural understanding and diversity

- a. Appreciating the differences and similarities between people, places, environments and cultures to inform their understanding of societies and economies.
- b. Appreciating how people's values and attitudes differ and may influence social, environmental, economic and political issues, and developing their own values and attitudes about such issues.

### **History at KS3**

#### 1.2 Cultural, ethnic and religious diversity

- a. Understanding the diverse experiences and ideas, beliefs and attitudes of men, women and children in past societies and how these have shaped the world.

#### 1.6 Interpretation

- a. Understanding how historians and others form interpretations.

### **ICT at KS3**

#### 2.1 Finding information

Pupils should be able to:

- a. consider systematically the information needed to solve a problem, complete a task or answer a question, and explore how it will be used
- b. use and refine search methods to obtain information that is well matched to purpose, by selecting appropriate sources
- c. collect and enter quantitative and qualitative information, checking its accuracy
- d. analyse and evaluate information, judge its value, accuracy, plausibility and bias.

## ICT at KS4

### 1.5 Critical evaluation

- a. Recognising that information must not be taken at face value, but must be analysed and evaluated to take account of its purpose, author, currency and context.
- b. Reviewing and reflecting critically on what they and others produce using ICT.

## PSHE at KS3 and 4

### 1.5 Diversity

- a. Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.
- b. Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives.

## Religious education at KS3

### 1.6 Values and commitments

- a. Understanding how moral values and a sense of obligation can come from beliefs and experience.
- b. Evaluating their own and others' values in order to make informed, rational and imaginative choices.

### 2.2 Learning from religion

Pupils should be able to:

- a. reflect on the relationship between beliefs, teachings, world issues and ultimate questions
- b. evaluate beliefs, commitments and the impact of religion in the contemporary world
- c. express insights into the significance and value of religion and other world views for human relationships personally, locally and globally
- d. express their own beliefs and ideas, using a variety of forms of expression, including creative forms and reasoned arguments.



# DISCOVER YOUR VOICE



*Discover Your Voice is the ESU debating and public speaking training programme for key stage 2, 3, 4 and 5.*

Working with schools across the UK, the ESU helps students to learn and develop the skills and the confidence they need to speak in front of an audience. Discover Your Voice started in 2004 and today we work with over 3,000 students every year as part of the training programme.

No previous experience of debating or public speaking is required. Workshops can be tailored to complete beginners, students who have some experience but are looking to develop their skills in preparation for a competition, or students who have significant experience and are looking for advanced training to hone their skills.

The aim of all our workshops is to ensure that everyone stands up and speaks, either in a debate or a presentation at the end of the training or as part of mini-debates or exercises during the workshop. We have a tried and tested approach which combines games and exercises to make the workshop fun and engaging, while teaching a range of skills including:

- dealing with nerves
- clarity of expression and delivery
- structuring a speech
- listening and response
- critical thinking

## **BOOK A WORKSHOP NOW**

Workshops can focus on debating or public speaking or can incorporate a mixture of both and training can also be tailored to specific skill sets, competition formats or levels of ability. Training can also be delivered as part of a full or half-day workshop.

For more information or to book a Discover Your Voice workshop, go to [esu.org/dyv](http://esu.org/dyv) or call the Speech and Debate Team on 020 7529 1550.

# ESU

## PUBLIC SPEAKING

### COMPETITION FOR SCHOOLS



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## GLOSSARY

Speech: A short oral presentation given on a particular topic.

Topic: The subject or issue to be discussed, usually phrased as an aspirational statement (e.g. “the death penalty should be reintroduced”) or as a declarative statement (e.g. “politics and corruption are inextricably linked”).

Presentation: A formal display given by a chairperson, a questioner and a guest speaker, with the chairperson introducing the speaker and the topic for discussion, the questioner putting questions to the speaker after the speech and the chairperson summing up the speech and the questions.

Chairperson: The person responsible for introducing the speaker, the topic for discussion and the questioner, as well as calling on members of the audience for questions when required and keeping order generally.

Speaker: The person speaking on the topic which is the subject of the presentation. The guest speaker represents one school (the guest school), with the chairperson and questioner representing another school (the host school).

Questioner: The person responsible for asking questions of the speaker after their speech. It is not the role of the questioner to rebut, refute, disprove or otherwise undermine the speech or the speaker. The role of the questioner is to elicit more information about the topic from the speaker.

Adjudicator/Judge: An observer of a presentation who is responsible for deciding which team has won. Where there is more than one adjudicator, they sit as an adjudication panel.

Timekeeper: The timekeeper times each section of the presentation and provides signals to the

participants indicating how much of their time has elapsed.

Floor: The members of the audience.

Summary Speech/Conclusion: The short speech given by the chairperson at the end of the presentation. The speech should summarise the presentation, including the speech, the questions from the questioner and the questions from the audience.

Adjudicators’ Marksheet: A document on which the adjudicator(s) record the decision, as well as the points awarded to the individual teams and/or speakers (if applicable).

Status Quo: The state of affairs which currently exists, the course of action currently pursued or the present system.

Manner/Style: The collective term for a range of mechanisms employed by a speaker in the course of a speech including but not limited to emotion, humour, vocabulary, tone of voice and body language.

Matter/Content: The substance of a speaker’s speech, including the strength of the individual arguments and the extent to which those arguments are supported by empirical evidence, logical analogies and reasoned analysis.

Appeal to Authority: Using quotations or referencing credible professional bodies, reports or academics which support the arguments made in a speech, thereby adding weight to that speech and making it more persuasive.

Appeal to Emotion: Using anecdotes and narratives to appeal to the audience’s sense of emotion (rather than sense of logic), helping the speaker to engage with the audience on a personal or human level and win the support of the audience for their position.

# RULES

## Entry to the competition

- The UK competition is open to schools in England and Wales only. ESU Scotland runs its own public speaking competition for schools, details of which can be found at [www.esuscotland.org.uk](http://www.esuscotland.org.uk).
- Schools wishing to enter the competition should register online at [www.esu.org/publicspeaking](http://www.esu.org/publicspeaking).
- Online registration opens in May/June and closes in September/October each year. Late entries may be accommodated at the discretion of the competition organisers.
- The entry fee for the competition is payable to the English-Speaking Union. Discounts are available for schools entering both the Public Speaking Competition for Schools and the Schools Mace. Schools that withdraw from the competition prior to the first round will not receive a refund of entry fees paid.
- Schools may enter more than one team at the organisers' discretion. If more than one team enters the competition from the same school, only one may be awarded the position of winner or runner-up at a branch final.

## Eligibility

- Teams consist of three students from years 10 or 11 (key stage 4). All three students must be in full-time education at the same school.
- Team members cannot be changed between rounds. In exceptional circumstances, exemptions from this rule may be granted. Applications for exemptions should be made in writing to the competition organisers.
- Any team in breach of the eligibility requirements may be disqualified.

## Composition of teams

- Each team member takes one of three roles: chairperson, speaker and questioner.
- When competing, each presentation will involve the chairperson and questioner from one school (the host school) being joined by the speaker from another school (the guest speaker). The adjudicators are looking for the best school team, not the best presentation, (i.e the speaker's marks count towards their own school not the team with whom they appear on stage).

## Topics for speeches

- For the first rounds and the regional finals of the competition, speakers choose their topic from a list issued by the competition organisers.
- For the UK final, the competition organisers may assign a topic to each speaker.
- Speakers may speak for or against their topic.

## The 30 minute preparation period

The chairperson and the questioner are informed of the guest speaker's topic 30 minutes before the presentation. During that time, the chairperson and the questioner prepare for the presentation by asking the speaker questions such as why they chose the topic, whether they have any personal connection with or interest in the topic, how they have interpreted the topic and how they intend to approach the topic in their speech.



# RULES

## Adjudication

Parents, teachers, coaches and other supporters may not be consulted with during the 30 minute preparation period.

The speaker is NOT required to:

- Deliver their speech for the chairperson and the questioner in advance of the presentation
- Show the text of their speech or any excerpts or quotations from it to the chairperson and questioner in advance of the presentation
- Provide the chairperson or questioner with details of any particular examples or other pieces of evidence which they intend to use in support of their speech
- Inform the chairperson and questioner whether they are speaking for or against the topic.

The speaker is required to:

- Co-operate with the chairperson and the questioner, providing sufficient information to allow them to prepare their remarks
- Bear in mind that insufficient engagement between the three participants during the 30 minute preparation period will inevitably diminish the quality of the entire presentation, reflecting poorly on all participants – including the speaker.

Breaching the rules applicable to the 30 minute preparation period may result in disqualification.

- Adjudicators must not be connected with any school that is participating in the round being adjudicated. This includes parents, relatives, teachers, coaches, students, governors and other employees of the school.
- Where there is a tenuous connection which may give rise to bias or the perception of bias (e.g an ex-student or an ex-teacher), the connection must be disclosed to all participating schools before the competition and all participating schools must agree to be adjudicated by the person in question.
- It is the responsibility of the adjudicator himself or herself and the competition organisers (if they have knowledge of the connection) to ensure that this disclosure is made.
- Adjudicators must follow the adjudication guidelines contained in this handbook and must make their decision in accordance with the mark scheme contained in this handbook. It is the responsibility of the competition organisers to ensure that the adjudication guidelines and the mark scheme have been made available to adjudicators in advance of the competition.
- Notwithstanding the possibility of time constraints and other external factors, adjudicators should endeavour to give at least some constructive feedback to all schools after the competition.
- At all stages of the competition, the adjudicators' decision is final.

# FORMAT OF A PUBLIC SPEAKING PRESENTATION



Timings

Guest Speaker

Chairperson

Questioner

1:00		<p><u>Introduction</u></p> <p>The chairperson opens the proceedings, introducing the speaker and the topic. (1 minute)</p>	
5:00	<p><u>The speech</u></p> <p>The speaker (who comes from another school) delivers their prepared speech for or against the topic. (5 minutes)</p>		
4:00	<p><u>Questioner's Questions</u></p> <p>The speaker responds to questions put to them by the Questioner. (4 minutes)</p>		<p><u>Questioner's Questions</u></p> <p>The questioner puts questions to the speaker relating to the speech and the speaker has the opportunity to respond. (4 minutes)</p>
2:00	<p><u>Audience Questions</u></p> <p>The chairperson invites members of the audience to put questions to the speaker relating to the speech and the speaker has the opportunity to respond. (2 minutes)</p>		
2:00		<p><u>Summary</u></p> <p>The chairperson thanks the speaker and the questioner, and summarises the presentation. (2 minutes)</p>	
<b>TOTAL</b> <b>14:00</b>	<p><u>END OF PRESENTATION</u></p> <p>The total time allotted for each presentation is 14 minutes. The adjudicators may penalise any participant where the presentation overruns its allotted time.</p>		

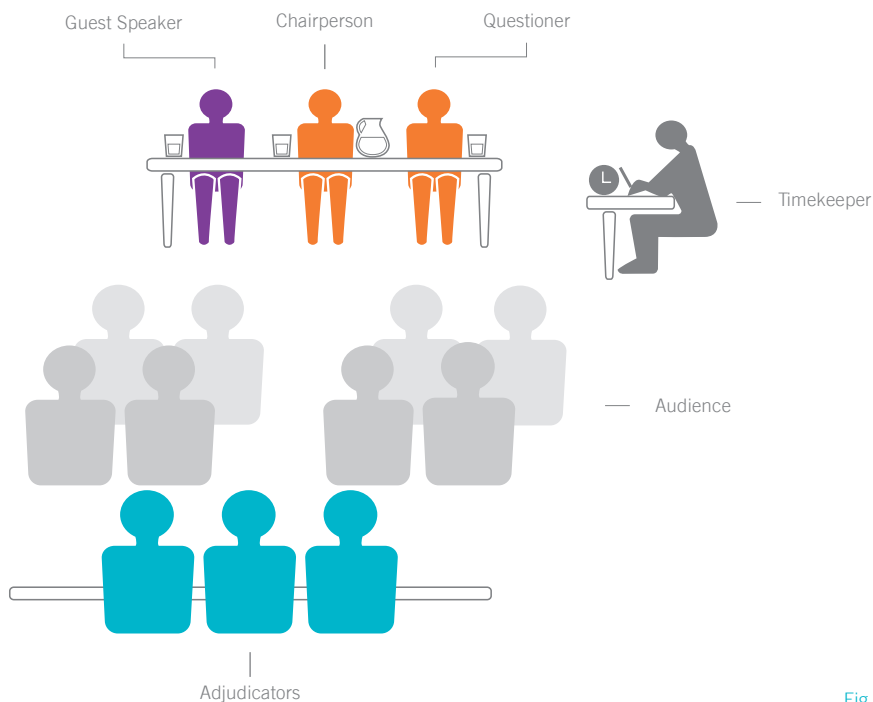


Fig. 1

## **ORGANISING A ROUND**

### **Setting up the room**

- A table for three should be placed at one end of the room. The chairperson should sit between the speaker and the questioner.
- The adjudicators' table should be placed at the rear of the room, or halfway down if the room is particularly large.
- The adjudicators should have a unobstructed view of the competitors, preferably with a central aisle as in Fig. 1.

### **Timekeeping**

- A timekeeper should be appointed by the organiser to keep a record of timings. Once all the teams have spoken the timekeeper should give all the timings to the adjudicators.
- An audible signal (e.g a bell) should be given after five minutes of the speaker's speech, and another at the end of the 14 minutes only.

### **Announcement of the winners and getting feedback from the adjudicators**

Following their deliberation, the adjudicators announce the winning team. They may also give individual prizes for the best chairperson, questioner and speaker, and an outstanding personality. Following the announcement of the result, adjudicators will usually give some general feedback to all competitors.

At the end of the competition, competitors are free to approach the adjudicators to ask for individual feedback. This is a great opportunity for teams to get suggestions about their performance.

## PREPARING A TEAM



### Selecting team members

If you have a public speaking or debating club at school, tell them about the competition. This is often the best way to find willing and able team members. We recommend using the competition to build a squad of public speakers – not just finding three specifically to take part in the competition. This is both more rewarding for the coach and gives the squad members something to aspire to. There are many other public speaking competitions that you might also have entered – you can choose the right team for the right competition from a larger squad.

Remember that you can pick students from Years 10 and 11. It may be a good idea to pick at least one student from the younger year, who could then pass on their experience as a potential member of next year's team. If your local organiser can accommodate more than one team you might consider entering separate Year 10 and 11 teams – with this year's "junior" team learning everything they need to know from the experience to really shine as the "senior" team next year!

### Training a team

There is lots of material to help you prepare (including the ESU's training handbook and DVD). This handbook includes detailed notes on all three roles which provide a good foundation on the essential skills.

It is important to strike a balance between sufficient practice and becoming stale. While practicing your delivery is important, those who read a script or give the impression of reciting a memorised piece of text are likely to be penalised by the adjudicators. The use of prepared sheets, palm cards or notes made during the presentation is entirely appropriate for a competition of this kind, but competitors should not appear over-dependent on them. The following are some specific tips for preparing the speaker, chairperson and questioner.



### **Preparing a Speaker**

After you have discussed initial ideas, get all three of your team members to do an initial draft of a main speech on the chosen topic without conferring any further. One competitor could write a speech against the topic, while the others write a speech in favour of it. This will also help identify potential questions. After everyone has delivered their version, the team can discuss the variations and pick the best ideas.

Once the main speech is nearing completion, experiment with another speaker (perhaps someone from outside the team) delivering it. The 'real' speaker may discover some interesting new possibilities, or the speaker could deliver it completely without notes and ad-lib improvised ideas where necessary. It is important that the speaker does not get bored delivering the same speech prior to the competition.



### **Preparing a Chairperson and Questioner**

Although the chairperson and questioner have to be spontaneous on the day, there is still scope for preparation.

The chairperson can draft an outline of their welcoming remarks, leaving gaps to fill in with details of the topic and speaker on the day.

They can also rehearse the last few seconds of the session where they thank all the participants and draw the session to a close.

Questioners have a harder time, but could still draft a number of "generic" questions that they can fall back on if they get nervous or run out of ideas on the day – for example a question like "Which of the many issues you raised today was the most important in leading you to your conclusion?" could safely be asked of almost any speaker.

Ask the speaker to give impromptu speeches on other topics to give the chairperson and the questioner a chance to develop the spontaneity that is essential for their roles. The speaker could recite a book report or an essay they have written, or could simply speak about their holiday or hobby.

Make sure the whole team gets a chance to practice in front of an audience before the competition. They could speak in front of their class or a year assembly. Your first round audience will be much smaller than a whole year group so if they can do this the team will feel entirely confident in their initial heat.



## THE ROLE OF THE CHAIRPERSON

### Task: to run the presentation

#### Skills Summary

- Start with a friendly, clear and confident opening line.
- Remember you are in charge.
- Tell your audience not just about the speaker, but why they are interested in the topic.
- Make the topic sound interesting and relevant but don't give your own opinion.
- You are in control of the timing so give an indication to the speaker or questioner if they overrun.
- Act with confidence during the open question period. Repeat or paraphrase only if the question was too lengthy, difficult to hear or overly complex.
- Summarise by giving the key elements of the presentation, especially points of contention raised by the questioner or the audience. Do not simply give a chronological account of what was said.

### Preparation

Before you leave for the competition, make sure you have a stopwatch, a pen and some paper, as well as any notes you have prepared. Your role starts as soon as you arrive. Once you know which speaker you will be introducing, ask them for information about themselves (name and school are the very basics) and their chosen topic so you can prepare your opening remarks.

### You are in charge from the start

You may need to wait while the adjudicators make notes on the previous team. Act as host to the speaker and questioner by offering them water if it's on the table or making sure you have the speaker's name correct, while keeping an eye on the adjudicators / organiser to know when they are ready to start.

It is your job to set the tone and run an efficient meeting, so make sure you know the rules, especially about timing, and have your stopwatch ready before you start.

## **Introductions**

First impressions are important. Be sure to start with a confident and friendly introduction.

You do not need to outline the procedure for the presentation. The audience really only needs the basic information: who and what.

First, introduce the speaker by name – face the audience, not the speaker. Then give the topic. Next, the audience needs to know the speaker's qualifications for speaking on this topic: perhaps they have a job which links in some way; a particular hobby or experience that is relevant. They do not need a lot of irrelevant biographical detail. If you have time you can say a few words about the topic if you are confident that you can make a relevant and unbiased comment. Then hand over to the speaker and sit down. (You should also lead the applause for the speaker when you ask them to begin).

## **Listen to the speech**

You are still in charge during the speech. Your job is to keep order during the presentation (not usually a problem) and to support the speaker by paying close attention. Perfect the art of looking at both the speaker and the audience. React to jokes with a smile. Remember you have to give a Summary, so be sure to take brief notes. If the speaker over-runs, wait for about 15 seconds and then wait for a pause to stay seated but say quietly to the speaker "could you wrap up now?" (or subtly indicate it to them some other way).

## **Questions**

If the speaker has over-run, do not just stand up and cut them off. Give them the chance to finish their speech; even asking if they are finished if it's not clear. Then stand up and invite the questioner to begin their questions. Keep an eye on the time and subtly warn the questioner when they are close to their four minutes by saying "time for one last question" or similar.

After the four minutes are up and the questioner or speaker has finished speaking, stand up again to invite the audience to ask questions. Start by saying something like:

"The speaker will now take questions from the audience. Please raise your hand if you have a question."

You should not take questions from the speaker's own team or group of supporters.

This is a competition for students. As such, you should not feel obliged to take questions from adults in the audience. It is perfectly acceptable (and encouraged) to give preference to questions from students.

If someone tries to ask long and involved question, ask them to state their question briefly. Similarly, the speaker should be given about 30 seconds or so to answer or there will be no time for further questions. You have to use your judgment here. You also have to use your judgment to decide whether to rephrase a question or repeat it. If so, do it as briefly as you can. Always make sure to keep an eye on the time. You may want to have a question of your own ready in case the audience is not forthcoming with questions.

## **Conclusion**

You have two minutes to sum up the speaker's main arguments and some of the areas raised by the questioner and the audience. You should have noted key themes in the speech as it was delivered, and any important issues raised in the questions, particularly any that were not fully answered or left in dispute. Remind the audience of these and then thank the speaker and questioner. Lead the applause and only conduct the speaker and questioner from the stage as this dies down.



## THE ROLE OF THE SPEAKER

**Task: to persuade the audience to support your point of view**

### **Skills Summary**

- Start by grabbing the audience’s attention with your opening words: perhaps with a rhetorical question, a quotation, or a relevant story.
- Vary your tone and pace during your speech to help keep the audience’s attention. The adjudicators are at the back of the room so project your voice clearly.
- Try to have only a few key points and structure your speech around these. Don’t rush – take pauses to let each point sink in.
- Consider both sides of the topic but ultimately show that your line of reasoning leads to one clear conclusion.
- Bring in some humour where appropriate but make sure it is inoffensive and relevant.
- Use your notes wisely – never read your speech in full but learning the words by heart can make you a less engaging speaker.
- Leave time for a good conclusion.
- Give brief but relevant answers to questions. Introduce new material that wasn’t in your speech where appropriate.

### **Topics**

In the early rounds of the competition, your team coach will be sent a list of topics. Choose a topic that you are interested in – either one you already have knowledge of or one you would like to learn more about, then you will enjoy doing the research.

Then, prepare a statement of intent for your speech. This is where you decide what overall message you want to convey to your audience and, effectively, which side of the topic you will promote. Try to complete the sentence: “At the end of my speech I want to have persuaded my

audience that...”. Make sure your statement of intent only focuses on ONE key objective and is reasonable to cover in the five minutes available. Avoid taking too trivial or too technical an approach, so you will hold the audience’s attention.

### **Structuring your speech**

Your speech should have a good structure, so the audience can clearly follow the issues you address and see how they build your case to reach the desired conclusion from your statement of intent. Your speech should separate into three parts:

1. Introduction – seizes the attention of your audience, tells them what the main point of your speech is and puts your topic into context.
2. Main points – the evidence or the sub-topics which support your case.
3. Conclusion – ties the speech together for your audience, and reminds them of what it is you wanted to achieve by speaking to them.

Having done your research, arrange the information you have into a reasonable structure. Don’t try to cram in too much, five minutes is not long!

### **Introductions**

People make snap decisions about whether they want to listen to you and whether you have anything interesting to say within about the first 30 seconds your speech. This means you should invest time and energy in making sure that your introduction is as perfect as possible. Here are some ways to ensure that your introduction grabs the attention of the audience:

- Relate the topic to the audience: consider what the priorities and interests of your audience are. Then work out why your topic fits in with these themes or how it relates to those ideas.
- Show the audience the importance of the topic: for example, how many thousands of people it affects, how much money is involved, how many people are hurt or saved etc.

- Surprise the audience: you could start your speech with a quotation, question or statistic.
- Tell a story: listeners respond well to a narrative - they can be a very effective way to relate your topic to your audience. Successful speeches have used nursery rhymes or fairy tales which embodied the principle of the topic they were speaking on as an oratorical device. If you have personal experience, use that too.

### **Persuasion**

The main part of your speech must be structured to persuade the audience of the merits of your argument. You will best persuade them if you can demonstrate credibility and your evidence and reasoning is compelling. They need to believe that you are telling them this information for the right reasons, not because you want to sell them the idea, or because you have a hidden agenda. You are not discussing the subject hypothetically, nor are you talking about a subject which you are unqualified to speak on.

Make sure of this by doing research. Rumour, hearsay, “My mum said ... ” and other such forms of anecdotal evidence are not very persuasive. Choose your evidence from a reliable source, and tell the audience what it is when you use the fact or statistic. When making links from your factual research to opinion or conclusion, make sure you avoid logical jumps, errors or assumptions. Present the evidence you have found so it leads to a logical conclusion, forming a good deductive argument. Try to avoid presenting a series of seemingly disconnected facts.

A good deductive argument runs:

1. all men are mortal
2. Socrates was a man
3. therefore, Socrates is mortal

A bad deductive argument runs:

1. all men are mortal
2. Socrates was a man
3. therefore, all men must be like Socrates

Also, think very carefully about the emotional impact of your speech. An overly emotive speech will sound artificial and insincere, but you should avoid the absence of any feeling whatsoever.

### Delivery

Good delivery is absolutely vital. Unfortunately, if your audience is distracted by slips of grammar or style, such as changing tense, then they will be less likely to recognise the impact of your message.

Volume: if you can, arrive early for the competition, stand at the front of the room and get friends to stand where the adjudicators will be (normally at the back) to tell you whether they can hear you or not.

Speed: are you speaking too quickly? A good thing to ask yourself is “Am I speaking too slowly?” If you think the answer is yes, then you are probably speaking at the right rate.

Pauses: use pauses to add impact to your speech. Racing through it might be an indicator that you have too much material.

Variety: do you vary your voice? Does the pitch of your voice rise during questions? Does the volume of your voice decrease when you are describing a subtle or sensitive idea?

Pronunciation/Articulation: if there are any words in your speech that you find difficult to pronounce, ask a friend or teacher for help or replace them with another word. It may help to write the word phonetically.

Language: is your language appropriate? Avoid slang terms that may not be understood by your audience. If there is any technical language which is appropriate to your topic make sure the audience know what it means and then use it.

Gestures: do you gesture effectively? This would include making some arm movements and moving around the space on stage. Do you over-gesture? If you find yourself out of breath or making a lot of noise moving around, you are probably over-gesturing.

Appearance: are you appropriately dressed? Your appearance is part of the impression you make on the audience. It is easiest to wear school uniform if you have it, or agree with the rest of your team to wear smart clothes. Whatever you decide, make sure each team member knows the dress code.



**Movement:** is there a point in your speech where you should move in order to emphasise some aspect of what you are saying? Do not stand in front of the chairperson while delivering your speech.

**Eye contact:** do you maintain good eye-contact with members of the audience and the adjudicators? Using notes to speak from, rather than memorising your speech will help this considerably.

### **Conclusions**

Your conclusion is your chance to remind the audience of your main argument. You might choose to end with a quotation. This is a form of appeal to authority. By indicating to your audience that someone else has thought about your topic you gain credibility and weight to your own speech.

Refer to your introduction and statement of intent. This can serve to draw the speech to an effective close because it demonstrates the unity of your arguments. It is often a good idea to plan your introduction last in order to achieve this.

Even if you run out of time and are interrupted by the bell, take just a few seconds to sum up in one sentence; don't just stop talking and sit down!

### **Answering Questions**

During questioning, you have the opportunity to demonstrate that you have thoroughly researched your topic. The audience will notice if you contradict yourself or avoid answering the question. If a question was complex or you did not hear it, ask for it to be repeated rather than guessing. Introduce new material where relevant, but don't try to make a second speech. Keep your answers brief and give the questioner time to respond. Try to build up a good rapport with the questioner, remember it is not meant to be an adversarial exchange.





## THE ROLE OF THE QUESTIONER

**Task: to question the speaker on their speech to get more information and clarify the conclusion**

### Skills Summary

- Make sure you look at the audience as well as the speaker.
- Be firm and challenging to your speaker, but always be polite and build up a rapport.
- Strike a balance between asking questions and giving the speaker time to answer them.
- Ask a mixture of closed questions (ones that can often be answered with a simple “yes” or “no”) and open questions (ones which force the speaker to elaborate such as “Why...”)
- Strike a balance between querying material in the speech and probing new aspects of the subject.
- Don’t jump to a new topic with each question – sometimes follow up on the answers.
- Do not give a separate speech

You have four minutes in which to ask for elaboration, clarification, correction and develop alternative lines of argument. This should be in the style of an informed interviewer rather than an adversary. In developing alternative lines of argument you should not give a separate speech. The questioner’s role is to seek more information on behalf of the audience rather than to engage the speaker in discussion. But remember your audience; you should look at the audience too!

### Preparation

Although you won’t know exactly what the speaker will say until you hear their speech, you will know the topic 30 minutes before the competition starts.

Use this time wisely to think of questions that are most likely to be relevant. If you can think of several possible angles then you will be able to pick out the most relevant ones as you listen to the speech.



## Good listening and note taking

Good listening is vital for all members of the team but especially for the questioner. Below are some tips for improving your listening skills, so that you can pick out the main points of what the other speakers are saying.

Here are some common pitfalls for you to avoid:

Not listening carefully: don't let your mind be distracted by other tasks during the speech. You need to focus on the details of the arguments. Make sure you don't ask a question you prepared in advance if it has already been answered or is not relevant to what the speaker actually said.

Writing too much detail: trying to note dates, times, places, indeed all the information in the speech will overwhelm you. Try to extract the main themes which the speaker is using and just one or two of their key points which you wish to refer to in your questions.

Jumping to conclusions: don't assume that the speaker has said something which they have not.

Focusing on delivery rather than content: concentrate on what the speaker is saying, not how it is being said.

To avoid some of these pitfalls, practice taking notes while people are delivering a speech. Use the news, or a documentary programme to find speeches. Compare what you got out of the speech with someone else's notes. See where you differ, and discuss why you differed. If you can, compare your notes with someone who has a lot of experience taking notes (parents, older siblings or teachers), and see how they structured their notes. Different colour pens can also be useful – one colour for the points made by the speaker and another for the question you want to ask.

## Good questioning

Here are some good techniques that you should build into your questioning:

Be spontaneous: don't rely on prepared questions. Refer directly to things the speaker has just said. If you are interested in something particular which the speaker has talked about then chances are that the audience and adjudicators are interested too.

Seek clarification: "could you explain in more detail what you meant by ... ?". However, you should avoid letting the speaker make another speech; otherwise you might never get to your second question.

Ask the speaker for more evidence to support a claim they have made. In particular you should ask yourself whether the information is (a) accurate, (b) objective – is it biased by the source?, (c) relevant or (d) sufficient?

Suggest an area for discussion that has not been covered.

Point out contradictions or flaws in the logic of the argument: this should be done politely though rather than as a matter of "point scoring".

Suggest areas of disagreement, perhaps offer a counter-point.

Good questioning is most effective when it isn't combative. A good questioner should raise issues, circulate ideas and point out areas in which the speaker could develop their ideas further. It is not the purpose of the questioner to embarrass the speaker, or to highlight mistakes or ignorance of particular issues. Politeness is key, barracking or debating-style questioning should be avoided.

# ADJUDICATION



## The importance of good adjudication

Competitors, teachers, coaches and spectators must be confident in the competence of the adjudicators if they are to accept their decision. Adjudicators should remember that the majority of teams only compete in the first round of the competition. For that reason, it is essential that adjudication is as professional and thoughtful as possible, particularly at this stage of the competition, to ensure that all competitors leave feeling that they have achieved something positive and worthwhile.

As well as taking part in the competition, teachers and coaches are encouraged to offer their services as adjudicators for rounds other than those in which their own team is taking part. Not only does this give teachers and coaches an insight into how their own team can be successful from the adjudicators' point of view, but it also hones their skills as public speaking coaches and enhances their ability to deconstruct the composite parts of a public speaking presentation and give constructive feedback.

## Key elements for adjudication

The following are five key elements that adjudicators should be looking for in a public speaking presentation:

Appearance – Does the competitor have a confident and commanding presence on the platform or at the podium?

Audibility – Can the competitor be heard? A good public speaker will speak slowly, clearly and loudly.

Argument – Has the competitor presented a coherent, logical, persuasive and well-structured speech?

Audience – Has the competitor effectively engaged with and built a rapport with the audience? A good public speaker will employ a range of techniques (varying pitch and tone of voice, humour, eye contact, body language, movement etc.) to enhance their abilities.

Adaptability – Has the competitor demonstrated an ability to think on their feet? A good chairperson will demonstrate this skill with a comprehensive but succinct summary which draws all strands of the presentation together at the end. A good speaker and questioner will demonstrate this skill with a lively question and answer session which flows naturally, rather than one which sees the questioner reciting prepared questions and the speaker repeating sections of their speech verbatim or responding with generic prepared answers.

The use of notes or prepared palm cards is entirely appropriate, but competitors should not appear over-prepared or too reliant on any notes they use. Spontaneous comments are to a speaker's credit.

All three roles are challenging and require the ability to listen, think and respond. The competition offers students an opportunity to develop and demonstrate a style of public dialogue that is lively but not adversarial. This is not a debate.

## **Feedback**

Before announcing the winners, the panel of adjudicators or the chair of the adjudication panel should give feedback to all the competitors. Each member of the panel may wish to take one of the three roles – chairperson, speaker and questioner – and confine their comments to that role.

Adjudicators should also make themselves available, where possible, to give more detailed feedback to individual teams/competitors after the competition is over. Constructive criticism and advice, given in as positive a manner as possible, is crucial if students are to get the most out of the competition and maximise their learning experience.

## **Reserve teams**

Adjudicators should always pick a runner up as well as a winner. If the winners are unable to participate in the next round of the competition, the runners up will act as a reserve team and participate instead of the winning team.



## **Criteria**

Adjudicators should assess teams principally by reference to three criteria, which are expanded upon in the mark scheme: Content, Effectiveness in the Role and Style.

## **The adjudicators' marksheet**

Teams are marked out of 100 marks, divided as follows:

30 marks for the chairperson

40 marks for the speaker

30 marks for the questioner

As a general guide, the marks should be distributed in the following way:

Excellent – 85-100 marks

Good – 70-85 marks

Average – 55-70 marks

Below average – 40-55 marks

Poor – 25-40 marks

While the guide above is valuable when ranking teams, adjudicators should not feel constrained by their initial allocation of marks. Adjudicating is an inherently subjective pursuit, which cannot be reduced to a purely mathematical process. It requires careful consideration of the elements discussed above, coupled with an ability to balance strengths and weaknesses of different teams and/or speakers in different areas.

Adjudicators should write explanatory and constructive comments on their mark sheets, bearing in mind that the competition is an opportunity to learn and improve public speaking techniques and that adjudicators are an integral part of that educational process. Completed mark sheets should be given to the competition organisers at the end of the round.

# MARK SCHEME

## Content

15 marks out of 30 for chairpersons and questioners, 20 marks out of 40 for speakers

### Chairperson

Chairpersons should be rewarded for providing relevant introductions that demonstrate the speaker's expertise on the topic. Time spent providing irrelevant information on themselves or other participants should be penalised. Chairpersons who attempt to give their own speech should be penalised.

Chairpersons should be rewarded for summarising the key themes of the presentation, interweaving observations from the speech and question periods. Verbatim reports of "the speaker said... and the questioner replied..." will not be highly rated.

### Speaker

It should be evident that the speaker has carefully considered the topic, demonstrating an understanding of the issues and an ability to construct a logical argument. Arguments should be supported by empirical evidence, logical analogies and/or reasoned analysis. Relevant evidence and analogies should be rewarded and irrelevance should be penalised. The speaker may speak for or against the topic as it is phrased. Those who also consider alternative viewpoints to their own should be rewarded.

During the question period, the speaker should listen carefully and answer the questions that were actually asked, rather than reciting prepared generic answers or repeating sections of the speech verbatim.

### Questioner

It should be evident from questioner's questions that they have listened to and engaged with the content of the speaker's speech, whilst also being able to show an understanding of the topic by introducing other aspects where appropriate. Questioners whose content appears overly prepared will be penalised.

## Effectiveness in role

10 marks out of 30

### Chairperson

The chairperson opens the presentation and should try to create an appropriate atmosphere. They introduce the speaker and the questioner. After the speech, the chairperson invites the questioner to begin questioning the speaker. After four minutes of questions from the questioner, the chairperson invites questions from the audience. If questions from the audience are not forthcoming, the chairperson should open with a question to the speaker themselves. The chairperson should re-phrase long or complex questions from the audience where necessary. After questions, the chairperson summarises the issues raised in the speech and the questions. The chairperson should thank everyone before closing the presentation.

The chairperson should always be in control. It is the responsibility of the chairperson to manage the timing of the presentation from start to finish.

### Speaker

The speaker has the longest period of uninterrupted time. It is therefore an important part of the speaker's role to hold the audience's attention for the duration of the speech.

The content of the speech will determine how persuasive the speaker is and, therefore, how effective they are in their role. However, the speech should also be structured in such a way that it is easy for the audience to follow. Spontaneous comments that are appropriate to the moment are also to be encouraged.

While speakers must give comprehensive answers to questions, those who do so succinctly should be rewarded. Speakers who give excessively long answers to questions and monopolise the questioner's time in order to avoid answering further questions should be penalised. The question period should not be an opportunity for the speaker to give a second speech.

### Questioner

The questioner should deconstruct the speaker's statements and views and seek elaboration or clarification where appropriate. They may also suggest an alternative line of argument or a more correct view than that put forward by the speaker.

The questioner should demonstrate that they are a good listener by asking questions which are relevant to the speech that was actually given, rather than relying too heavily on prepared questions.

The way a question is phrased is crucial. Questions should be succinct and clear to ensure that the speaker knows exactly what they are being asked and to allow time for as many questions as possible.

### Style

#### 10 marks out of 30

Style may be defined as rhetorical skill. It focuses not on what has been said (matter) but on how it has been said (manner). The following areas are relevant to each of the three roles: the use of body language and eye contact; the diction, choice of vocabulary and fluency of speech; the variation of pitch, tone of voice and the use of inflection; the use of humour and emotion, where appropriate; engagement with the audience. Other aspects of style are specific to each individual role:

### Chairperson

The Chairperson should create a friendly and welcoming atmosphere while conveying a sense of authority and maintaining control of the presentation.

Chairpersons should make sure their guest speaker feels welcome and appreciated and should lead the audience in applause at appropriate points.

Chairpersons should interrupt firmly but politely when they need to keep other participants to time - choosing a convenient pause to interrupt and providing advance warning as subtly as possible.

### Speaker

All the aforementioned elements add to a speaker's overall persuasiveness. However, while speakers are expected to display style and oratorical skill, an unnecessarily flamboyant or pretentious style is likely to diminish a speaker's persuasiveness.

The use of prepared sheets and palm cards or notes is entirely appropriate, but speakers should not be overly reliant on them. Speakers who deliver their speech as if they are reading an essay should be penalised. Similarly, speakers who give the impression that they are reciting a memorised piece which has been learned by rote should also be penalised.

A speaker who strikes a balance between these two extremes, using a natural style that demonstrates an ability to refer to notes throughout the speech for information without compromising the fluidity of their speech or their engagement with the audience should be rewarded.

The speaker should develop a rapport with the questioner and not treat this part of the presentation as though it were a debate. Responses should always be polite and courteous however challenging the question.

### Questioner

The questioner is not an adversary. The questioner should take the role of a courteous, probing interviewer who can demonstrate an understanding of the issues being discussed. Building a good friendly rapport with the speaker is essential. Questioners who make good use of stance, gesture, eye contact and phraseology, and make the audience feel engaged in the question period should be rewarded. They may politely interrupt the speaker during their answer to a question if it is becoming too lengthy or if the questioner wishes to seek immediate clarification.

# ESU SCHOOLS MACE



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## GLOSSARY

Speech: A short oral presentation given on a particular motion or resolution.

Motion/Resolution: The subject or issue to be debated, usually beginning with “This House Believes,” “This House Would,” or “This House Supports.”

Debate: A formal contest in which the affirmative and negative sides of a motion or resolution are advocated by speakers on opposing sides.

Adjudicator/Judge: An observer of a debate who is responsible for deciding which team has won. Where there is more than one adjudicator, they sit as an adjudication panel.

Chair(person): The person who is responsible for introducing speakers, inviting them to the podium to give their speech, inviting them to resume their seat at the end of their speech, ensuring that the rules of the competition are observed and keeping order generally.

Timekeeper: The timekeeper assists the chairperson in the running of the debate by timing each speech and providing signals to the speakers indicating how much of their time has elapsed.

House: The chamber or auditorium where the debate takes place.

Floor: The members of the audience.

Prepared Motion (Long Prep): The motion or resolution is released in advance of the competition to allow for research into the subject or issue to be conducted.

Limited Preparation (Short Prep): The motion is released on the day of the competition, usually 30 minutes prior to the debate taking place.

Proposition/Government/Affirmative: The team that argues in favour of the motion or resolution.

Opposition/Negative: The team that argues against the motion or resolution.

Point of Information (POI): A formal interjection which may be made during an opposing speaker’s speech. A POI is offered when a speaker stands up and addresses the current speaker saying “on a point of information” or “on that point.” POIs may be accepted or declined by the current speaker. If declined, the speaker offering the POI must resume their seat. If accepted, the speaker offering the POI may make a brief point, after which they must resume their seat and the current speaker continues with their speech.

Protected Time: The period of time during which POIs may not be offered, usually the first and last minute of the speech.

Unprotected Time: The period of time during which POIs may be offered.

Rebuttal/Refutation: The term given to an argument made in direct response to a contrary argument put forward by an opposing speaker.

Case: A set of arguments supporting one side of the motion or resolution.

Model: The framework of a proposition. Where a motion or resolution requires a proposition team to propose a policy which is contrary to the status quo, the first proposition speaker must specify the parameters within which that policy change will operate. For example, a team proposing the motion “This House Would ban the teaching of religion in schools” would need to specify the jurisdiction within which the ban is proposed to operate, as well as any exclusions or exceptions to the ban.

Summary Speech: The final speeches on each side of the debate. Summary speeches should summarise the debate including any floor debate or questions from the audience and should not contain any new material. POIs generally cannot be offered during summary speeches.

Ballot: A document on which the adjudicator(s) record the decision, as well as the points awarded to the individual teams and/or speakers (if applicable).

Status Quo: The state of affairs which currently exists, the course of action currently pursued or the present system.

Manner/Style: The collective term for a range of mechanisms employed by a speaker in the course of a speech including but not limited to emotion, humour, vocabulary, tone of voice and body language.

Matter/Content: The substance of a speaker’s case, including the strength of the individual arguments and the extent to which those arguments are supported by empirical evidence, logical analogies and reasoned analysis.

Truism: Something which is so obvious or self-evidently true that it does not require proof or argument. To define a motion in a truistic way is to effectively make it self-serving and undebatable.

Squirrel: Defining a motion in a manner contrary to the spirit of the motion and the intended debate. Both a verb (“he squirrelled that motion”) and a noun (“that definition was a squirrel”), an example of a squirrel would be taking the motion “This House Believes that China should go green” and proposing that China should give the green light and grant independence to Taiwan (thus turning a debate which should have been about environmentalism into a debate about Taiwanese independence).

Breaking: Progressing from the league stages of the competition to the knock-out stages of the competition.





# RULES

## Entry to the competition

- The ESU Schools Mace is open to schools in England only. Scotland, Wales and Ireland run their own debating competitions for schools. The four national winners compete against each other in the international final of the ESU Schools Mace. Schools wishing to enter the competition should register online at [www.esu.org/schoolsmace](http://www.esu.org/schoolsmace).
- Online registration opens in May/June and closes in September/October each year. Late entries may be accepted, at the discretion of the competition organisers.
- The entry fee for the competition is payable to the English-Speaking Union. Discounts are available for schools entering both the Schools Mace and the Public Speaking Competition for Schools. Schools that withdraw from the competition prior to the first round will not receive a refund of entry fees paid.
- Schools are invited to enter one team only. In circumstances where a team withdraws from the competition before their first round heat, the host school for that heat will be invited to enter a second team. If the host school cannot provide a second team, another school in that heat will be invited to enter a second team.
- In either scenario, where two teams from the same school compete in a first round heat, the second team is sometimes referred to as a reserve team or a 'swing' team. Either team can progress to the next round (regardless of which team is considered to be the 'main' team and which is team is considered to be the 'reserve' team), but both teams from the same school cannot progress to the next round.

## Eligibility and composition of teams

- Teams consist of two students, both of whom must be in full-time secondary education at the same school.
- Speakers may be substituted between rounds, though teachers are advised not to do this unless absolutely necessary.
- A student whose 19th birthday occurs before the close of registration (usually the last week in September or the first week in October) is ineligible to compete.

## Motions

- For the first rounds of the competition, host teachers are responsible for randomly allocating motions (which will be provided by the competition organisers) and positions (proposition or opposition) to each school in the heat as early as possible, to ensure that students and teachers have as much time as possible to prepare for the debate. Host teachers are required to give at least two weeks notice to each school in the heat of their motion and position.
- For the regional finals, the England final and the international final, the competition organisers will contact the schools involved directly with their allocated motion and position.

## Long preparation and short preparation debates

- Long preparation debates involve the motions and positions (proposition and opposition) being announced at least two weeks in advance of the debate to allow teams time to conduct research as part of their preparation. Short preparation debates involve the motions and positions being announced on the day of the competition (usually 15 or 30 minutes before the debate).
- The majority of debates will be long preparation debates. Short preparation debates may be used if two rounds of the competition are run on the same day (e.g the second round and the regional final) or if there are complications with a heat at very short notice resulting in the debate having to be re-drawn (i.e teams get new motions and new positions).

## Conduct of rounds

- The use of props or visual aids is not permitted. Amplifying microphones are also not permitted. Microphones may be used for the purpose of recording the debate only.
- The format of the debate, including the role of the chair, the order of speaking and the length of speeches is outlined on pages 34-5 and forms part of the competition rules.
- POIs may not be offered during the first and last minute of the first four speeches (protected time). POIs may be offered at any other time during the first four speeches (unprotected time). POIs may not be offered during summary speeches.
- During the floor debate, members of the audience are given the opportunity to make points about the debate. Speakers should not respond directly to the audience members, rather they should refer to the points made during the floor debate in their summary speeches.
- Teachers, parents, relatives, supporters and any anyone else connected with a school in the debate may not participate in the floor discussion of that debate.

## Adjudication

- Ideally, each debate should be adjudicated by three adjudicators. However, it is entirely acceptable and not uncommon for debates to be adjudicated by one or two suitably qualified adjudicators.
- Adjudicators must not be connected with any school that is participating in the round being adjudicated. This includes parents, relatives, teachers, coaches, students and other employees of the school.
- Where there is a tenuous connection which may give rise to bias or the perception of bias (e.g an ex-student or an ex-teacher), the connection must be disclosed to all participating schools before the competition and all participating schools must agree to be adjudicated by the person in question. It is the responsibility of the adjudicator and the host teacher (if they have knowledge of the connection) to ensure that this disclosure is made.
- Adjudicators must follow the adjudication guidelines contained in this handbook and must make their decision in accordance with the mark scheme contained in this handbook.
- At all stages of the competition, the adjudicators' decision is final.

## FORMAT OF A SCHOOLS MACE DEBATE

	2nd Proposition	1st Proposition	Chair	1st Opposition	2nd Opposition
START			Introduces the debate and 1st proposition speaker		
01:00		Defines motion, outlines proposition case, delivers own arguments and summarises <sup>†</sup> proposition case. (7 minutes)			
08:00			Introduces 1st opposition speaker	Outlines opposition case, rebuts prop arguments, delivers own arguments and summarises debate so far. (7 minutes)	
15:00	Rebuts, recaps, outlines, delivers own arguments and summarises. (7 minutes)		Introduces 2nd proposition speaker		
22:00			Introduces 2nd opposition speaker		Rebuts, recaps, outlines, delivers own arguments and summarises. (7 minutes)

	2nd Proposition	1st Proposition	Chair	1st Opposition	2nd Opposition
29:00			Invites speeches from the floor (not questions for the teams, but points or queries that can be incorporated into summary speeches) (up to 10 minutes)		
MAX 39:00			Introduces summary speaker for the opposition		
39:00				Summarises (referring to own case and floor debate) (4 minutes)	
43:00			Introduces summary speaker for the proposition		
	Summarises (referring to own case, and floor debate) (4 minutes)				
47:00			END OF THE DEBATE: Thanks speakers and concludes the debate		

<sup>†</sup> Summaries in the main speeches should be about 30 seconds and round up the main points made so far.

### **Arriving early**

The order of the debates will normally be announced in advance, but the host school may change this order without notice at their discretion. This will usually be the case if one or more schools arrive late to the round. Please try to arrive as early as possible to avoid this happening.



Fig. 1

## GUIDELINES FOR HOSTS

### Organising a round

Hosting rounds is not a prerequisite to entry. However, each year the ESU requires approximately 80 schools across the country to host first round heats. The competition relies on schools' hosting so if no school offers to host in a particular area, a school may be asked to host by the competition organisers.

Host teachers are responsible for contacting the other schools in their heat as early as possible to arrange a mutually convenient time and date for the heat. They are also responsible for randomly allocating motions (which will be provided by the competition organisers) and positions (proposition or opposition) to each team in the heat as early as possible, to ensure that teams have as much time as possible to prepare. As a minimum, host teachers are required to give two weeks notice to each team of their motion and position.

### Finding adjudicators

Host teachers are also responsible for finding qualified adjudicators for their heat. Adjudicators must have experience of school or university debating or some experience of debating, argumentation, mediation, dispute resolution or advocacy from their professional lives.

The following is a non-exhaustive list of persons who may be qualified to adjudicate (in order of preference):

Members of university debating societies/unions: most members of university debating societies in England will have spoken in or adjudicated over debating competitions of some kind; if not, they should at least have listened to debates organised by their society/union.

Debating teachers: other schools in area may have debating clubs and the teacher or coach may be willing to adjudicate.

Other teachers: other schools in the area may not have debating clubs but may have teachers who have experience of debating from their time at university or may have experience of debating, argumentation, mediation, dispute resolution or advocacy from their professional life, and may be willing to adjudicate.

Other professionals: solicitors, barristers, judges, law lecturers (particularly moot court lecturers/coaches) and other similar professionals in the area who have experience of debating, argumentation, mediation, dispute resolution or advocacy as part of their professional life may be willing to adjudicate.

Ideally, each heat should be judged by three adjudicators. However, it is entirely acceptable and not uncommon for heats to be judged by one or two suitably qualified adjudicators. These must not be connected with any team that is participating in the round. This includes parents, relatives, teachers, coaches, students and other employees of the school.

Where there is a tenuous connection which may give rise to bias or the perception of bias (e.g an ex-student or ex-teacher), the connection must be disclosed to all teams before the competition and all teams must agree to be adjudicated by the person in question.

It is the responsibility of the adjudicator and the host teacher (if they have knowledge of the connection) to ensure that this disclosure is made.

Adjudicators must follow the guidelines, and must make their decision in accordance with the mark scheme contained in this handbook. It is the responsibility of the host teacher to ensure that the guidelines and mark scheme have been made available to adjudicators in advance of the competition.

### **Setting up the room**

Three tables should be set up at the front of the room: the centre table is for the Chair and the timekeeper, the table on the left (as the adjudicators look at it) is for the proposition team and the table on the right (as the adjudicators look at it) is for the opposition team (see fig. 1). The first speaker on each team should sit closest to the centre. The adjudicators' table should be placed at the back

of the room or half-way down if the room is large. The adjudicators should have an unobstructed view of the three tables at the top of the room. Jugs of water, glasses, pens and paper should be placed on all four tables.

### **Chair**

Debates are usually chaired by a student or teacher of the host school. The Chair is expected to remain impartial. The Chair is responsible for inviting speakers to deliver their speech, thanking them once they have delivered their speech and calling on the next speaker, calling on audience members to make points during the floor debate and maintaining order generally.

### **Timekeeper**

A student or a teacher of the host school usually acts as timekeeper. The timekeeper assists the Chair with the running of the debate and has two functions.

First, the timekeeper is responsible for giving audible signals (usually using a bell or a gavel or by clapping or tapping a glass or the table) indicating when the speaker is in protected or unprotected time and indicating when the speakers time is up.

For the first four speeches, a single audible signal should be given at the end of protected time (after 1 minute) and at the end of unprotected time (after 6 minutes). At the end of the allotted time for the speech (after 7 minutes), a double signal should be given. If the speaker is still speaking at 7 minutes 15 seconds, the timekeeper should give a triple signal and again at 7 minutes 30 seconds, at which point the Chair should ask the speaker to conclude their remarks.

For the summary speeches, there is no protected time. A single audible signal should be given after 3 minutes and a double signal should be given at the end of the allotted time for the speech (after 4 minutes). If the speaker is still speaking at 4 minutes 15 seconds, the timekeeper should give a triple signal and again at 4 minutes 30 seconds, at which point the Chair should ask the speaker to conclude their remarks.

Second, the timekeeper is responsible for recording the length of each speech and giving the timings to the judges after the debate. The timekeeper should make a highlighted note of any speaker whose speech was significantly under or over the allotted time.

### **Results and feedback**

The number of regions, the number of heats in each region, the number of schools competing in each heat and the number of schools progressing will change from year to year (depending on the overall number of schools that have entered the competition and their location).

Usually, each heat will have four or six schools, and therefore two or three debates per heat, with one, two or three teams progressing to the next round. Host teachers are responsible for ensuring that the adjudicators know how many teams they need to select to progress to the next round (host teachers who are unsure how many teams should progress from their heat should contact the competition organisers in advance of the heat).

As well as selecting the one, two or three teams who are progressing to the next round, the adjudicators should always select a reserve team, in case one of the teams selected to progress to the next round is unable to compete. The adjudicators should announce the teams going through but need not announce the reserve team (this should, however, be recorded on the results sheet, which should be sent to the competition organisers by the host teachers).

Adjudicators are not required to disclose the individual marks awarded to any team or speaker, but adjudicators should endeavour to give some constructive feedback to all schools and make themselves available to give individual feedback to teams/speakers, if requested.

At all stages of the competition, the adjudicators' decision is final.

### **Reimbursement**

Host schools will receive some reimbursement for catering expenses and adjudicators' travel expenses.

## RESEARCH AND PREPARATION

Although only two team members from your school will be competing in each debate, it is great if you can prepare with more students. Team composition can change between rounds, but not during a heat. Not only does this give your team more information to draw from during the round, but it means that taking part in the competition can become a classroom or club effort.

The skills you need to research and prepare for a Schools Mace round are core National Curriculum targets in Citizenship, PSHE and Religious Education. See p6 of this handbook for specific links.

### Initial brainstorm

You will usually be able to see all the motions for each round in advance on the ESU website, and your host school will inform you of your motion and position at least two weeks before the round.

- Mind map or brainstorm the motion with a class or the debating/public speaking club.
- Don't restrict yourselves to arguments which relate to one side of the debate only; it's important to think about the other side's arguments to think of ways to rebut them. Some coaches tell their team the motion but not the side they are on until a week before the round to ensure the speakers know both sides of the issue.
- In addition, look for arguments that are subtle, and that might at first seem closer to the other side's case.
- Once you have done an initial brainstorm, group the thoughts into areas and allocate groups to do further research into each area.



### Research

The best sources for research are broadsheet newspapers, journals and the internet.

- Most of the motions set for debate rounds are topical, so your information should be up-to-date.
- Make sure the information is reliable (a target area in the KS3 & 4 History curriculum).
- Keep a note of where information came from so your team can refer to the exact source in their speech.
- Always check where the 'facts' come from. Even if you don't use them the team opposite may; knowing where their information is from can be a great starting point for undermining it.

### Secondary brainstorm

- Bring the groups back together to report on their findings.
- Make two columns on the board: 'In favour/Pros' and 'Against/Cons'
- Write up all the arguments including weak/poor ones. Some arguments that were initially dismissed may turn out to be valuable main points, sub-points or rebuttal once you have a list of all the arguments which are likely to come up.
- The first arguments you come up with often provoke questions about what the motion means. These are useful in determining possible definitions.



## STRUCTURING ARGUMENTS

After brainstorming and researching, the team should have thought of all possible arguments for their speeches and come up with a definition (if they are the proposition).

Put the list of their opponents' arguments aside for the moment, but go through it again before the debate to make sure that they have a reply or piece of rebuttal ready for every argument the opposition might make.

Now you should concentrate on your team's speeches, so that they can choose which arguments they are going to use, and in what order.

Although it may not be popular in the bigger group, some arguments will not be usable. Do not use them if they are poor or weak – it is a competition!

### Why structure is important

When making a speech a great deal of information is being delivered to the audience in a short space of time. Most people's attention span means it is unlikely that they will take in all the information unless it is broken into small sections.

- You should only have three or four arguments in each speech.
- One or two substantial points is also OK (especially for second speakers who do lots of rebuttal), but you may need to divide large points into sub-points.

**25% of your team's mark is for organisation and prioritisation.**



### Structuring your team's case

First you need to decide which speaker is going to make which points.

You are likely to have some arguments that are very powerful or are based on some fundamental principles that your team's side believes. These should come first, so that the audience knows from the start why you believe what you do.

Divide the remaining points between the two speakers according to themes or types (e.g political arguments, abstract principles etc). Sometimes one or both speeches might develop a theme (e.g economic arguments or practicalities). On other occasions the division is made simply because some points are more important than others.

You should also have some arguments that only make sense in response to what the other side will say. The first opposition and both second speakers should keep room in their speeches for these points of rebuttal and slot them in where it is appropriate during the actual debate.

## Signposting your team's individual speeches

Make sure each introduction outlines all the points the speaker will make. Then keep the audience informed of where the speech is going by using phrases like "And now on to my second point ..."  
or by using pauses.

## Timing

Poor timing during your team's speeches will be penalised under organisation and prioritisation.

If there are two points of equal importance, make sure the speaker spends the same amount of time on both; don't overrun on the first and try to cram the second into the last minute.

Don't let one speaker have all the big points, leaving them with too much to say and leaving their partner lost for words.

It is okay to use a stopwatch or a phone during a speech to monitor your timing.

## Making arguments REAL

The ESU developed the mnemonic 'REAL' to help debaters' structure each individual argument in a speech.

Reason	One of the arguments why we should agree with your team's side of the motion
Evidence	Give some facts or examples that support your team's reason
Analysis	Show us exactly how your team's evidence supports your team's reason
Link	Link everything back to why we should agree with your team's side

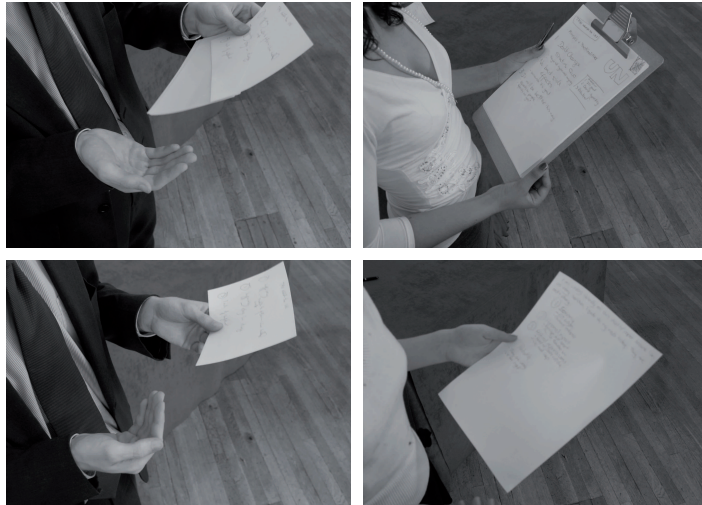
For example in 'This House would abolish the UN':

Reason	The UN hasn't stopped wars
Evidence	War in the Balkans and in Lebanon
Analysis	The UN took far too long to act in both cases and even when they did they didn't do much. There is just too much disagreement between members.
Link	The UN hasn't created peace, one of its main aims. So we should abolish this failed institution

## NOTES

### Paper versus palm cards

- The main advantage of using A4 paper is that you can see all of your notes at once. You can easily find facts or figures from another point in the speech if you need them to answer a POI, for example.
- The downside is that it can be more cumbersome.
- Some debaters use palm cards, which leave you freer to gesture with your hands.
- You can reorder the points on your palm cards very easily just before you get up to speak and add in extra cards with points of rebuttal.



- Good debaters never write out a speech word for word. It is very difficult to engage with the audience as the speaker's head will be buried in their paper.
- A fully written out speech also makes it very difficult to add in notes on rebuttal and makes you stumble if you accept a POI which requires you to depart from your pre-planned speech.
- You may need more notes on evidence than on analysis; the team should know their material well enough to deliver analysis without notes.
- It takes a bit of practice to get confident speaking from notes, but the results are worth it; think more in terms of having a well-informed chat with the audience than giving a formal speech.
- If you are giving a quotation you may need to break the rule about writing things out in full to make sure you get it right.
- Start each speech by outlining what that speaker is going to say. The first speaker should also tell us what their partner is going to say.
- The second speaker should briefly remind us what their partner said in their speech.
- Close with a strong, catchy statement (the rule could be broken again here - writing some of this out in full can help you keep your focus) and a summary of what the team has said.

If you are giving a quotation, you may need to break the rule about writing things out in full to make sure you get it right.

Start your speech by outlining what you are going to say. If you are the first speaker, also tell us what your partner is going to say. If you are the second speaker, remind us briefly what your partner said in their speech.

Close with a strong, catchy statement (you could break the rule again here and write some of this out in full if you want) and a summary of what you've said.

## 'This House would abolish the United Nations'

### Belle - 1st Prop

"We the peoples of the United Nations determined ... to save succeeding generations from the scourge of war, to reaffirm faith in fundamental human rights, to establish conditions under which justice and respect for international law can be maintained ..."

We argue that the UN has failed its own aims, and should be abolished.

DEFINITION: Abolish it now, including organisations like UNESCO, UNHCR, UN Office on Drugs and Crime

MY POINTS: 1. Peace, 2. UN ignore, 3. Bad rep for favouring West

SEBASTIAN'S POINTS: 1. Regions work better, 2. Cost

#### 1. PEACE

Not met aim of preventing wars. Bad at stopping them once started.

E.g Balkans: Milosevic unchallenged in late 1990s. Nato bombings. Ethnic violence in 2004 despite KFOR and Interim Administration Mission (UNMIK)

Lebanon: One month for Security Council just to agree Resolution 1701

#### 2. COUNTRIES IGNORE THE UN

E.g US in 2004 over Iraq

Israel, 30 years ignoring SC Resolution 446

Iraq and N. Korea over nuclear problems

Analysis of how an organisation can't be useful if its ignored

#### 3. REPUTATION FOR FAVOURING THE WEST

Power of USA

Dominance of non-Muslim countries on the Security Council

Track record in Israel/Palestine

Creates tension, esp. in Middle East leads to terror

"Ladies and Gentlemen, the UN is supposed to be a group of United Nations. But over the past fifty years they have acted more like a group of Uncooperative Nationalists"

Hasn't met its aim of world peace

Countries ignore it

Bias leads to terror, let's get rid of it. I beg to propose.

## EXPRESSION AND DELIVERY

Debating isn't just about the arguments made and how they're structured but also about effective engagement with an audience.

**25% of your team's marks are for expression and delivery.**

### Can you be heard?

It is vital to speak loudly enough that people at the back of the room can hear the debate comfortably. This is an issue of confidence as well as practice. Your team should be well practiced at speaking in a hall or a large room. Tell them to imagine they are addressing an elderly relative if it helps! However, part of the subtle skill of good public speaking in general is knowing how to use the volume, pitch and tone of your voice. Teachers have a lot of practice with this and are some of the very best people to learn from - pass on your techniques!

### Where to stand

The team members can stand either in front of or behind the tables to deliver their speech. Each team member can choose the style with which they feel most comfortable. Whichever they choose, make sure that they engage with the audience and don't only look at their opponents.

#### Fig. 1

Standing in front of the table leaves the speaker freer to move around and connect with the audience, but they must remember to take all of their notes with them!

#### Fig. 2

Standing behind their table means notes can be kept on the table in order, and easily reorganised during the speech. Particularly voracious movers often make a lot of noise which can be distracting for them, and the audience and adjudicators, so perhaps it is a good idea to suggest standing behind the desk to team members who pace up and down or stamp their feet to emphasise a point.

### Variation in tone and pace

It isn't unusual for more experienced debaters to speak in a very fast monotone – a criticism of university level debating is often that the listener may find it very hard to follow the argument. Newer speakers may find it tempting to try to emulate this style to the detriment of their content and argument.

To avoid either, try assigning a different mood to each section of each speech.

Examples of good 'mood tags' to suggest include:

- Calm
- Deliberate
- With a sense of fear/danger
- Pacy
- Passionate
- Light-hearted



Fig. 1

A pause between each point can be a good way to change gear and let the audience know the speech is setting off in a new direction.

'Tagging' the team's speech notes with how to deliver each point in coloured pens, or using stickers with different emotions, speeds and volumes can be a useful visual reminder.

### **Body language**

Each speaker should aim to stay comfortable for most of their speech and use gestures to emphasise particular points. If they are too hot or cold, or feel restricted by their blazers or jackets, it is okay to take them off. There is no need to ask.

Eye contact with the audience is essential. A confident speaker is able to look into the audience whilst delivering their speech because they are neither reading nor relying entirely on notes to construct their argument.

Students should practice in front of the debate club, their class, their families etc. They should ask for feedback on body language and appearance.

Remind students that trainee lawyers spend much of their time practicing in front of the mirror in order to become better advocates.



Fig. 2

### **Word choice**

Make sure that your team's word choice is appropriate to a formal setting and that they explain any technical terms or abbreviations as needed. Using the correct terminology in a consistent way will help them appear well-researched and knowledgeable. Using powerful adjectives and carefully chosen emotional vocabulary will secure an engaging argument and style.

### **Being appropriate**

The speakers should aim to sound natural; the adjudicators are looking for a clear and interesting speaker. Speakers do not need to use traditional debating vocabulary like 'the honourable gentleman'.

Humour can be a useful tool, depending on the topic being discussed, but the team should be careful to use only relevant and appropriate humour. Offensive or otherwise inappropriate comments are likely to undermine the persuasiveness of the speech, the credibility of the speaker and be penalised by the adjudicators.



## THE ROLE OF EACH SPEAKER

Each speaker has a role to perform in the debate as well as their own arguments to deploy. Here, each role is explained in the order that the speakers give their arguments.

### First Proposition speaker

- To define the motion – see below.
- To outline the arguments the team will make.
- To set up the debate in the terms that the proposition want to debate it.
- To offer POIs to other speakers.

### First Opposition speaker

- To rebut the arguments made in the First Proposition speech.
- To outline all the arguments to be made by Opposition.
- To make a substantive case for the opposition instead of just denying what the proposition has said.
- To offer POIs to other speakers.

### Second Proposition speaker

- To rebut the arguments made in the First Opposition speech.
- To expand on the arguments made by their partner.
- To introduce new arguments that expand on the case or to introduce a new angle of argument and develop it fully.
- To offer POIs to other speakers.

### **Second Opposition speaker**

- To rebut the arguments made in the Second Proposition speech.
- To expand on the arguments made by their partner.
- To use the full range of arguments made in the debate to their advantage.
- To introduce new arguments that expand on the case or to introduce a new angle of argument and develop it fully.
- To offer POIs to other speakers.

### **Opposition Summary speaker**

- To use the full range of arguments made in the debate to their advantage, reminding the audience and adjudicators of the POIs their team made and why they exposed the flaws in the proposition case.
- To refer to the floor debate and draw on points or queries from the audience to their advantage.
- To persuade the audience and adjudicators that their case was stronger.
- The summary speech should not contain any new material not raised in the main speeches or the floor debate.

### **Proposition Summary speaker**

- To use the full range of arguments made in the debate to their advantage, reminding the audience and adjudicators of the POIs their team made and why they exposed the flaws in the argument of the proposition.
- To refer to the floor debate and draw on points or queries from the audience to their advantage.
- To convince the audience and adjudicators that their argument was better.
- The summary speech should not contain any new material not raised in the main speeches or the floor debate.





## DEFINING THE MOTION

The definition is delivered at the start of the first proposition speech and is very important, although it must also be kept succinct (30-60 seconds). Without a solid definition, the debate does not have a clear purpose.

Defining the motion is about far more than merely getting out a dictionary. There are several key questions that must be asked:

### Who?

If the motion proposes a specific policy or course of action ('This House would abolish the United Nations' or 'This House would bring back the death penalty'), you may need to clarify 'who' is implementing it. This is often implicit in the motion.

The UN motion implies that 'This House' includes all members of the UN. Bringing back the death penalty implies a UK focus; other countries have the death penalty already and criminal justice is generally a domestic matter. A motion like 'This House would censor the Internet' leaves it more open; the UK? the EU? a worldwide organisation? However, simpler (e.g UK) is often better.

### What?

What is the policy about? Would the death penalty be by lethal injection or hanging? Would it be for murder only, or other crimes, too? Exactly what would be censored on the internet (e.g pornography, racist content)? Does the internet include email?

### How?

How is the policy going to be implemented? Without a mechanism, model or a plan, your definition may lack the clarity necessary to set up a clear and clean debate. For instance, would you simply abolish the UN and let the world get on without it, or would you propose a replacement? Would you do it immediately, or would you allow for a phasing out period? The mechanism should not be so elaborate that it skews the debate away from the main topic, e.g - a proposition case for abolishing the UN must focus on the UN's bad points, not an elaborate new plan.

### Limitations?

Is this policy going to affect everyone, or only some people? Are there any limitations on the policy? For instance, a common limitation on the death penalty excludes the insane or children.

Note that the definition should make the debate clear, accessible and fair for both sides. It should not be used to make life easier for the proposition by unfairly excluding difficult things they don't want to talk about or tricking the Opposition by proposing a topic they couldn't have been expected to prepare

for. The definition should mean the debate ends up as close as possible to what an ordinary, well-informed person would reasonably expect to be debated.

Here are two examples:

#### **'This House would abolish the UN'**

The United Nations should immediately be completely disbanded, including all subsidiary institutions such as the Security Council, UNESCO and the WHO. No replacement organisation will be established, for the reasons my partner will describe in his speech.

#### **'This House would legalise cannabis'**

This debate is about the UK. We would make the production and sale of cannabis legal under license and allow it to be sold in shops with the same age restrictions as tobacco.

With both of these examples the Opposition team, audience and adjudicators all know the grounds of the debate within less than 30 seconds and tying the debate to existing precedents, like the sale of tobacco, means that you don't need to waste a lot of time creating a licensing body and justifying age restrictions. What is vital though is that anything relating to the mechanism (who would do the action, where the revenue would go, how it would be enforced etc) must be in the first part of the first speech. If the Second Proposition speaker is talking about new powers being given to the police to make the proposition happen, for example, then the team should be penalised as it is unfair on the Opposition and unclear for the audience and adjudicators.

## Analysis debates

Sometimes a motion is set which doesn't propose a specific policy, but gives a statement which needs to be analysed. An example would be 'This House believes that the UN is a failure'. No action is proposed, but the First Proposition needs to set some measure by which the alleged failure can be measured.

Here is an example:

### **'This House believes the UN is a failure'**

The UN has failed because it has not met its own stated aims of maintaining international peace and security, developing friendly relations among nations or making enough progress in alleviating international economic, social, cultural and humanitarian problems.

In an analysis debate you wouldn't have to prove, for example, that the UN is a failure in every single case, only that the principle is true in general (for the significant majority of cases). For the Opposition to win, they need to show one or more areas where the UN has had a major success.

## Be bold

In a competitive debate everyone knows that you have not picked the side you have been asked to speak on, and a bold proposition is usually more enjoyable and makes for a better debate than a timid or 'soft prop'. For example, if a debate calls for a tax on fatty food a 300% tax could make a real difference. A 3% tax would do what the motion says but would have so little impact that it would almost certainly make for a poor debate. Alternatively if the debate is about compulsory organ donation then allowing exemptions on religious grounds might make the proposition side easier but it also closes down a really interesting area of debate.

## Challenging a definition

Definitions should only be challenged if they are totally unreasonable. Opposition teams need to be prepared for a slightly unusual or unexpected definition, as Proposition teams can still be clever as long as they remain fair.

Examples of 'unreasonable' definitions include truisms or narrowing beyond what the ordinary well-informed person would reasonably expect (e.g defining the UN as just the Security Council). Challenges can only be made by the first opposition speaker, who states their reasons for the challenge and introduces their alternative interpretation. This must be accepted by the Second Proposition unless they can prove their original definition was valid. This type of 'definitional debate' is invariably poor and should be avoided.





## REBUTTAL

It is important to address the other side's arguments during your own speech. This is called 'rebuttal'.

**25% of your teams mark is for listening and response.**

The aim of rebuttal is to undermine the Opposition's case, thus leaving your case looking even stronger by comparison. All speakers (except the First Proposition, who doesn't have a speech to respond to) are expected to rebut the previous speakers' arguments, even if some of their arguments surprise you or seem very convincing.

As the debate moves on, the amount of rebuttal done by each speaker should increase, as they have heard more arguments to respond to. In a typical debate the First Opposition speaker may rebut for 1-2 minutes, the Second Proposition speaker for 2+ minutes and Second Opposition for 2-3 minutes.

Rebuttal can come at the start of your speech, or be 'interwoven' into your main arguments; just make sure it's clear to the audience (and adjudicators!) that you are addressing the other side's arguments, so they can see you are rebutting.

You might do this by starting each point of rebuttal by briefly quoting what the other side said, or by naming one of your opponents and the argument of theirs that you will rebut.

For example, in First Proposition, Belle made a speech on why we should abolish the UN:

- Peace - the UN has failed to stop wars
- Countries ignore the UN
- The UN favours the West, fuelling terrorism

Lily might already have planned to make the following points during her opposition speech:

- Success of UN peacekeepers
- UN aid programmes help reduce terror
- UN is a good forum for non-violent debate

Here's a possible way Lily could restructure her speech to rebut Belle's points effectively:

- Use 30 seconds at the start of her speech to rebut the point about people ignoring the UN using facts.
- Lily's main points about UN peacekeepers and non-violent debate can both be used to rebut Belle's 'Peace' point, so she could move these to be her first two points and flag to the audience that they are also rebuttal on 'Peace'.
- Make her third point about aid reducing terror, pointing out again that it rebuts the other side.

Another way of delivering rebuttal is a simple list:

"Mr Speaker, I have two main points in my speech; the effect on the economy and the importance of women as a group in society but first I have three points of rebuttal.

- 1 – James said "...” he is wrong because "...”
- 2 – He then contradicted himself when he said both "...” and "...” in his speech, they cannot both be true.
- 3 – And finally Mr Speaker, he misunderstood my partners point about "...” when he said "...”

Now onto my first argument about the economy.”

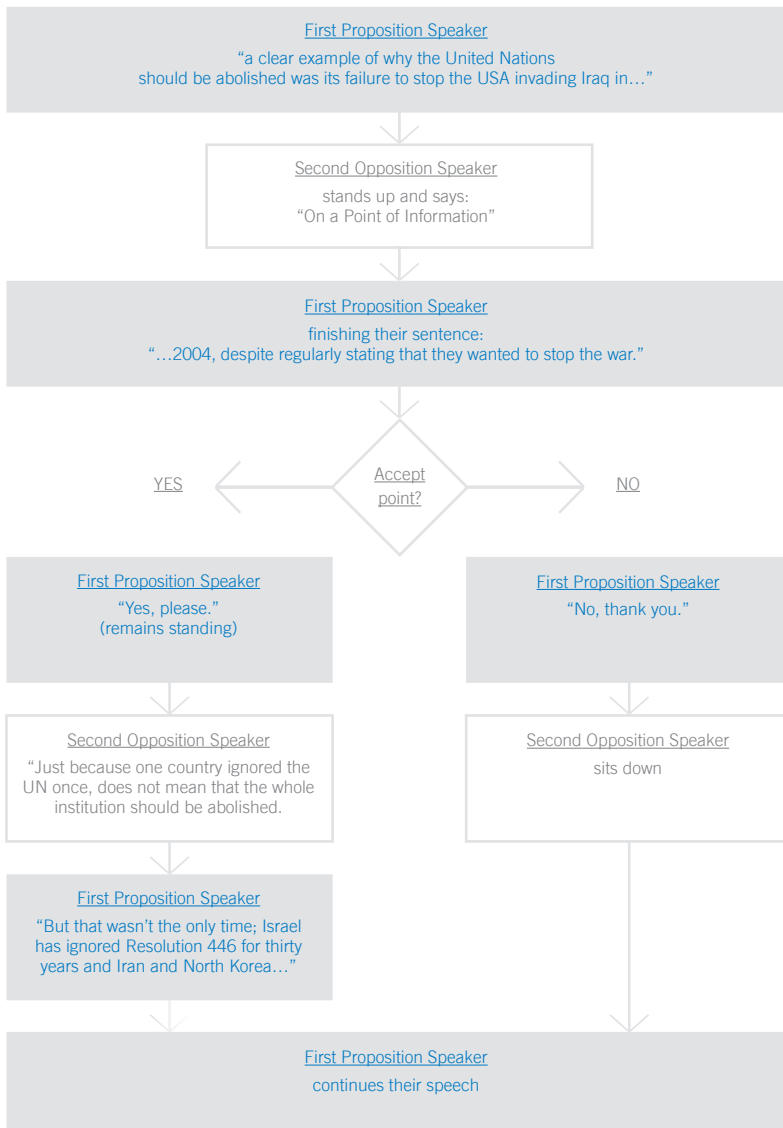


# POINTS OF INFORMATION

Points of Information (along with rebuttal) are central to the interactivity of debate. They demonstrate your ability to engage with your opponent's arguments. POIs are allowed during the middle 5 minutes of main speeches, but not during summaries.

**25% of your team's mark is for listening and response.**

## An example Point of Information





Each speaker has a period of ‘protected time’ at the beginning and end of their speech so they can get started without being interrupted. After this minute has elapsed the timekeeper gives a signal and the other team can offer an interruption.

To do this, they stand and indicate that they want to make a point by saying: “On a point of information”

The person who is giving their speech retains control at all times and can either accept the interruption by saying “accepted”, “go ahead” or “yes, please”, or decline by saying “declined”, “no thank you” or by indicating with their hand - that the person offering the POI should resume their seat.

This ability to accept or decline is a key tactic.

The speaker can also:

- keep the person offering the POI standing until they have finished their sentence.
- ask them (politely!) to sit down if their question lasts longer than 15 seconds.

If accepted, the person offering the POI has 15 seconds to point out something (a fact, or a contradiction in the argument) which disproves the argument being made by the speaker, or to ask a short question (for instance to ask for clarification if you think they are not saying something important).

Points of Information are a key part of debate so it is vital that all speakers offer at least two or three during every speech they hear and take at least one (preferably two or three) in every speech they give.

Don’t offer too many – ‘barracking’ will be penalised.

Don’t take too many or you won’t have time to make your own points and will look as if you have lost control.

It is also a bad tactic to accept a POI as soon as the first time signal has gone (you can only be outlining your case or doing rebuttal). It is also unwise to take POIs one after another. In all likelihood the team will have spotted an error in your answer and be trying to capitalise on it.

If a POI has been made and the speaker has responded to it, there is no automatic right to a follow up. The person who offered the POI would have to ask again and be accepted again.

## SUMMARY SPEECHES



Summary speeches are delivered after the floor debate by either speaker from each side. It is often best to pick the summary speaker before the debate begins if you know as a team who is generally better at summarising the debate. However, you can make last minute changes if you think its better for the team. Inform the Chair if you do change your mind.

The aim of a summary is to identify the major areas of clash in the debate and persuade the audience that your team's arguments are stronger than those of the opposing team in each area. A summary speaker could be compared to a book reviewer – the aim is not to list chapter by chapter what has happened or to go through each element of characterisation, plot, genre, etc one by one but to give an overview, reiterating major points and events and highlighting the most interesting parts.

Summaries can't be prepared before the debate (apart, perhaps, from working out some strong opening or closing statements).

### Do

- Identify the major areas of clash in the debate.
- Look at the debate as a whole; you can amalgamate two or three points into one if they are similar (e.g 'economic' points or points about practicality.)
- Incorporate key points raised in the floor debate if they support your case. If they were particularly damaging to your case give a reply to them.
- Make sure your summary is well structured, dealing methodically with the key issues in the debate.

### Don't

- Don't focus on trivial points or non-contentious issues.
- Don't just go through the debate in chronological order listing all the arguments that came up. This won't highlight the strength of your case over that of the opposing team.
- Don't introduce totally new material; you are allowed to use new examples to rebut the other side's arguments or points raised during the floor debate, but you may not introduce new lines of argument. Your job is to summarise the debate that happened, not start a new one.



## MARK SCHEME



Total – 40 marks  
divided between the  
following four areas.

### MAIN SPEECHES

#### Expression and Delivery

Expression and delivery focuses not on what is said, but how it is said. The mark is for how much they engage the audience, including:

##### Use of notes

How effective is the speaker's 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 memorised speeches, which have been learnt by rote.

##### 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?

10 marks for all main  
speeches

## Organisation and Prioritisation

### Team structure

Did the team's speeches complement each other?

Did the first speaker outline a clear case which the team followed?

Were the arguments in the case arranged such that the most important arguments were given appropriate emphasis?

### Individual structure

Was each individual speech well-structured and easy to follow?

Were individual arguments grouped into a logical and coherent speech?

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?

10 marks for all main speeches

## Reasoning and Evidence

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 supported by a sufficient number of examples and analogies? Facts, statistics, case studies, news stories, historical or scientific references and other evidence should be relevant and have a credible source.

### Links to the motion

Are the arguments relevant to the motion? The higher mark for first proposition reflects the particular importance of setting up a strong proposition case and a clear debate. A sensible, concise, comprehensive definition of the motion should be rewarded.

15 marks for First Proposition

10 marks for other main speeches

### **Listening and Response**

#### 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 have been listening and picking out important points to challenge?

#### Taking Points of Information

Have speakers taken two or three of the POIs offered during 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 listening skills 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.

5 marks for First Proposition

10 marks for other main speeches

Total – 20 marks

### **SUMMARY SPEECHES**

#### **Expression and Delivery**

5 marks

As for main speeches.

#### **Organisation and Prioritisation**

##### 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, with sufficient time being given to a discussion of each major area of clash in the debate?

5 marks

## Reasoning and Evidence

### Clarity and logic

Are the arguments pertaining to the major areas of clash in the debate explained in a clear and logical way?

### 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.

5 marks

## Listening and Response

### 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 key 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.

5 marks

**Teams' total scores therefore consist of 100 points: 40 points for the first speech, 40 points for the second speech and 20 points for the summary.**

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