

Judge Academy



This is an adapted version of the judge academy documents from Serbia WSDC 2024 collated by the WSDC Board, for the purposes of Speaker Training. All credit should be given to the WSDC 2024 CAP for content.

JUDGING FOUNDATIONS



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- AODC WSDC 2023; NSDC 2023: Oldham Cup 2023; UAE WSDC 2023; SANSDC 2023 CAP Team

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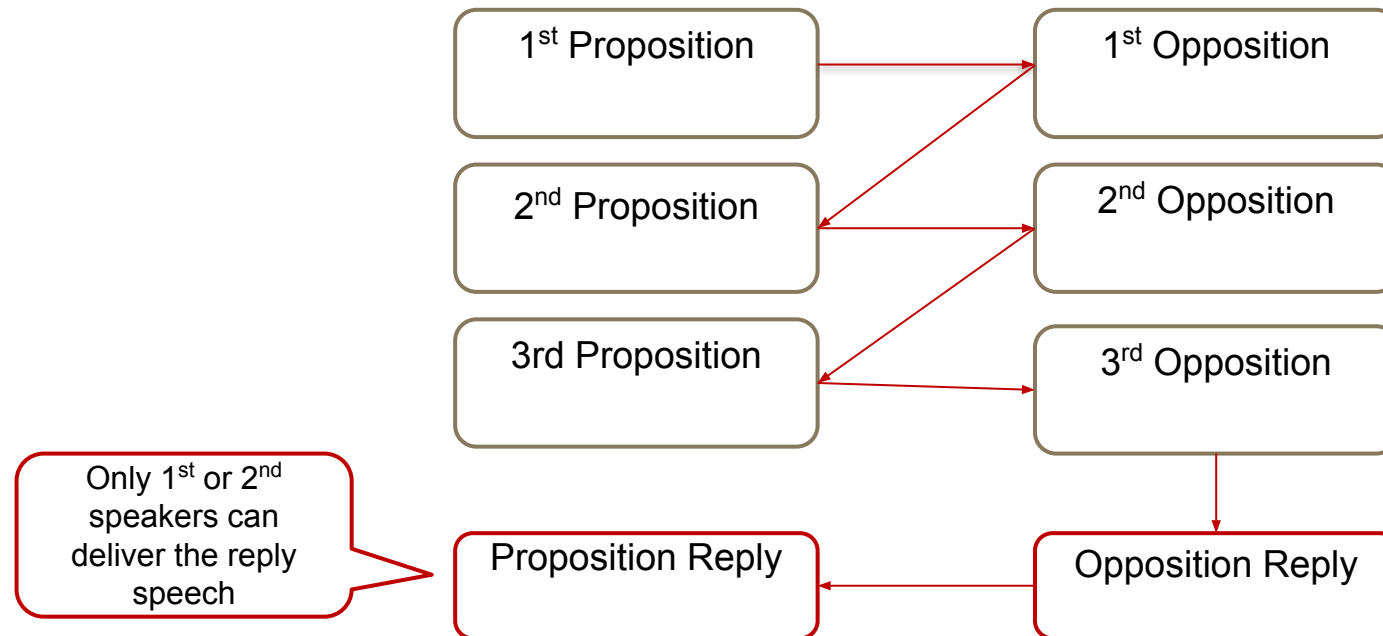
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PART 01

Understanding of WSDC Format and Speaker Roles

WSDC FORMAT



Points of Information (POIs) can be offered by the other team during the first three speeches (constructive round).

POIs are offered between the first minute and the last minute.

There are no POIs in the reply round.



SPEAKER ROLES

Roles	Proposition	Opposition
Teams	<ul style="list-style-type: none">• Define the motion clearly in a way that is fair to both teams• May present their characterisation of the status quo• Advance constructive arguments in favour of their case• Where appropriate, identify what the problem is and present a solution to the identified problems	<ul style="list-style-type: none">• Must oppose the motion• May set up their case purely on rebuttal of Proposition, though this is strategically risky• May have substantive arguments of its own, including proposing a counter-model
1st speakers	<ul style="list-style-type: none">• Define/ characterize the motion, relevant burden(s) and the metric(s) by which to evaluate the debate• Introduce an action plan (model), if the team chooses to tackle the motion with one• Advance and develop constructive arguments• Flag the case division between the 3 Proposition speakers	<ul style="list-style-type: none">• Challenge the definition, if necessary• Clarify relevant burden(s)/metric(s) for the debate, if necessary• Provide rebuttals to the 1st Proposition• Introduce their own stance (detailed under “Team Roles”)• Bring their own constructive arguments (advisable)• Flag the case division division between the 3 Opp speakers
2nd Speakers	<ul style="list-style-type: none">• Deal with definitional challenges, if necessary• Provide rebuttals to the 1st Opposition• Extend and further develop constructive arguments	<ul style="list-style-type: none">• Provide rebuttals to the 2nd Proposition’s extension• Extend and further develop the constructive arguments, if the Opposition has any
3rd Speakers	<ul style="list-style-type: none">• Small substantive arguments, if flagged in the 1st Proposition• Provide rebuttals to the Opposition’s case	<ul style="list-style-type: none">• Small substantive arguments, if flagged in the 1st Opposition• Provide rebuttals to the Proposition’s case
Reply Speeches	<ul style="list-style-type: none">• Bring a holistic overview of the debate• Compare both teams’ contributions to the debate• Explain why they think their side won the debate, without adding non-derivative arguments for their side	



FORMAT - POIs

Each team consists of a **minimum of 3 and max of 5 debaters. Only 3 members can speak in each debate.** Teams with more than 3 debaters may rotate the speaking 3. During the debate, the **1-2 non speaking members of the team will be the equivalents of a silent audience/observers.**

Accepting Points of Information

- The speaker who has the floor has a right to refuse POIs, but in general should accept about 2 POIs
- If a speaker accepts a POI, they should give the person offering the POI adequate time to express their comment (max of 15 seconds)

Offering Points of Information

- Speakers may offer POIs any time between the 1st and before the last minute
- Only one speaker from the opposing speaking team can offer a POI at a time
- Non-speaking members of the opposing speaking team may not offer any POIs
- When offering POIs, speaker should not indicate the topic of their POI, e.g. by saying “on that point”
- If a POI is rejected, they should wait ~20 secs before offering another. Badgering the speaker is in poor taste.
- Speakers should respect the preference of the speaker holding the floor while offering POIs

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

The decision of the overall round, regardless of the POIs taken by speakers should be evaluated by the content coming out in the round. However, teams that take POIs are advantaged by being able to engage the other team’s material more. Judges can reflect in an individual speaker’s score the fact that they took no POIs.



SECOND SPEAKER CLARIFICATION: EXTENSION V. NEW SUBSTANTIVE

- Traditionally, the norm was for Second Speakers to have 1-2 new, unique, independent, and explicit argument(s).
- More recently, there is trend at WSDC that sees Second Speakers not having 1-2 new, unique, independent, and explicit argument(s). Instead, Second Speakers engage in extensive weighing, framing, rebuttal action, and advanced stakeholder analysis.

CAP Clarification: No approach, in itself, is better than the other.

- **However, teams may consider the following strategic contexts:**
 - E.g. if the speech adds a new argument without addressing the most important rebuttals from the other side, it may be new, but it would not be strategic.
 - E.g. if the speech adds new layers of analysis to an already-proven argument that is not contested, it may be new, but it would not be strategic.
 - E.g. if the speech adds no new arguments, but engages in the important issues in the debate, it may not be new, but it would be strategic.
 - E.g. if it is necessary to pivot after the first response from the opposing side, it might be strategic to add entirely new, unique, independent, and explicit argument(s)
- **If the decision is made to forward a new argument, that argument should be given enough time to be properly and fully analysed.**

CAP Position: Second Speakers should introduce new material (e.g. new examples, advanced stakeholder analysis, additional logical links, more impacts, more/new weighing or framing, etc.), even if it is not a new argument. **The Second Speaker Speech should not be a mere repetition of the First Speaker.**



THIRD SPEAKER CLARIFICATION: NEW MATERIAL V. LATE MATERIAL V. EVOLUTION

What do the Rules say?

- The role of the Third Speaker is to respond to the other team's case.
- The Third Speeches from either team may provide an entirely new, unique, independent, and explicit argument, **if and only if it was flagged in the First Proposition/Opposition speech.**
- However, it is **not strategic** to leave the strongest material to the Third Speaker as it shows poor prioritisation by the team.

*New Material: Anything that has not been mentioned in the debate, and cannot be traced to analyses already provided in the debate. e.g. an entirely new, independent, argument.



THIRD SPEAKER CLARIFICATION: NEW MATERIAL V. LATE MATERIAL V. EVOLUTION

However, even if a material is not new, it could be *late*

- E.g. if Prop 1 brings up a piece of substantive analysis, but it is only engaged with in Opp 3, who defeats the material. While this material may not be new, the engagement is late since there were at least two prior speeches that could have responded.

Late material could be marked in the following ways:

- If successful in responding, upwards pressure on content
- However, poor prioritisation across the team, means downward pressure on strategy.

Guide: ***EPIPHANIES ARE GREAT, BUT YOU SHOULD HAVE THEM EARLIER***



THIRD SPEAKER CLARIFICATION NEW MATERIAL V. LATE MATERIAL V. EVOLUTION

Responding can come in a variety of forms, such as:

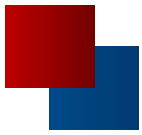
- **Direct rebuttal** to an argument that the other team has made, which means providing a critique of the logic in the argument or providing new explanations for why the conclusion reached in the other side's argument is wrong
- **Weighing** of arguments by providing analysis of the relative importance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

So long as the idea being developed can be clearly traced to a development in the debate (e.g. picking up on an earlier response, deepening a given substantive, following on from what First/Second speakers are doing, similar analytical direction of existing material), **it is not considered as new material.**



THIRD SPEAKER CLARIFICATION: NEW MATERIAL V. LATE MATERIAL V. EVOLUTION

- Evolution of material refers to the progressive development of a piece of material down the bench, with the material changing to respond to new aspects of the debate.
- E.g. P1 makes argument X, P2 extends from argument X to respond to Opp's argument Y, P3 builds on P2's discussion of X and extends it with even-if analysis.
- Distinct from *late* material as the material has been consistently engaged with throughout the debate.



THIRD SPEAKER CLARIFICATION: HOW THIS MAY OCCUR IN A DEBATE

New Material	Brought up in prep, not discussed in 1st/2nd, not flagged as an argument in 1st, brought up for first time in 3rd
Late Material	Brought up in 1st, dropped in 2nd, brought back in 3rd
Evolution (of material)	Brought up in 1st, extended in 2nd to respond to other side, extended in 3rd to respond to other side



THIRD SPEAKER CLARIFICATION: CRITICAL RESPONSES IN O3

What happens if a critical portion of the Opposition rebuttal to Proposition's case is delivered by the Third Speaker, without any engagement from the First and Second Speaker? Can the Opposition still win?

- Theoretically possible **IF** responses are thorough.
- However, this is arguably bad strategy given that Proposition (a) had ample opportunity to build their case, and (b) has very little opportunity to respond.
- Moreover, given that Opposition only has 1 speech, it is unlikely that Third Opposition would have the time to be thorough.



REPLY SPEAKER CLARIFICATION: NEW MATTER IN REPLY

- The Reply Speech is a biased summary of the debate from the team's viewpoint, including a response to the other side's case.
 - Good reply speeches do not just report on the debate that happened, but contribute to the team's overall strategy and approach in the debate, in order to shape how the debate has evolved and panned out
- A reply speaker may respond to an existing argument by raising a new example that illustrates that argument but may not otherwise introduce a new argument.
- **NO NEW MATERIAL IN THE DEBATE**
 - New weighing, new framing, new contextual observations, new examples are permitted. **HOWEVER** they have to be clearly derivative, and, even then, if late, could be considered as poor strategy

PART 02

The Judging Process



THE MODEL JUDGE

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



JUDGES SHOULD NOT

- **Use extremely specific knowledge on a certain topic. A judge should never say:**
 - “The proposition claimed that 1 million electric cars were produced in the UK last year, and it wasn’t attacked by the opposition, but since this is my field of expertise I know that the correct number is 39000 which is why the argument falls.” → adjudicators judge the debate as it happened.
- **Assess the content in the debate based on the arguments a team could have made. A judge should never say:**
 - “I penalized you because you didn’t bring an argument about the economy, even though I think that is really relevant in the debate.” → adjudicators can not penalize teams for not bringing certain arguments. They can, however, give this as explicit feedback for teams to improve. Not as a legitimization of the call for the given debate.
- **Assess the content based on refutation the judge is able to think of against an argument. A judge should never say:**
 - You explained your arguments about violence pretty well, but I thought of 3 different ways to rebut it which is why I penalized you on content. → Judges only take into account what has been said, not what could have been said in the debate.
- **Fill in the gaps in analysis or rebuttal that a team has themselves**
 - You tried to explain why this policy harms minorities, and even though you didn’t give the right reasons, I do agree with you that it’s an important argument because of reason X, Y and Z. This is why I awarded you on content. → Judges only take into account what has been said, not what could have been said in the debate. They can only give such advice during feedback for improvement purposes, if teams want to know how to make their argument(s) stronger, not as a justification of awarding marks.



JUDGES SHOULD

- Be **courteous and respectful** to the teams and coaches
- Do **not allow coaches or audience members to make signs** or signals to debaters beyond time signals, and **maintains room decorum**
- Enforce the Electronics Policy
- Always makes themselves **available for feedback**
 - The schedule will generally allow for team and individual feedback at the end of each round. Unless emergencies occur, judges should provide feedback immediately after the round (in the debate room), rather than asking teams to do so informally (e.g. during lunch or via Discord)
- **Pay attention** in rounds:
 - Not checking their phones
 - Taking good notes
- While we allow judges to use their laptops to take notes, we ask judges to **not** check social media/Discord during the round, and to be mindful of the volume at which they type.



JUDGING CRITERIA

Deciding the win:

- Judges should determine which team did the best to persuade them, by reasoned argument, within the constraints set by the rules of Debating, that the motion ought to be adopted or rejected. The judges do so as the ordinary intelligent voter, and their assessments are always holistic and comparative
- Role fulfilment can be considered, but should not be the sole or primary criterion for judging a debate.



JUDGES CRITERIA



Content (40%)

- Deals with **WHAT** is being presented.
- Evaluates the quality of content
- Covers arguments, rebuttal, content of POIs and responses to POIs.
- Even if material is not explicitly flagged as rebuttal, it may be responsive to the other side's material
- If an argument or rebuttal is weak / poorly developed, it is generally a content weakness

Strategy (20%)

- Deals with **WHY** content is said
- It's the sum of choices that a team makes in order to win a debate.
- It includes interpretation and relevance of the motion, time allocation, structuring of the speech (prioritization), consistency between arguments and speeches, dealing with POIs in your speech
- Strategy points are awarded when a speaker identifies and addresses the right issues in the debate, even if they don't analyse these issues very well.
- Good strategy can be independent of good content, and is intrinsically tied to good engagement

Style (40%)

- Style deals with **HOW** the content is presented.
- Style does **NOT** include Accents. A speaker's accent (foreign-ness or familiarity of an accent, or perceived harshness or pleasantness of an accent) should never be consideration when scoring for style.
- Style is **NOT** about immutable characteristics of an individual's voice - perceived to be a harsh vocal tone or pitch.
- Style also does not include the format speakers choose to organise and deliver their speech (palm cards, sheets of paper, etc.)
- Style includes body language and hand gestures (if applicable), pace of speech, volume and tonal variations, choice of vocabulary (too technical or too lay? Emotive or dry?), eye contact maintained, or fixated on notes? (if applicable), variation of pace, volume, and so on.
- Bad style typically hinders the intelligibility or persuasiveness of the argumentation offered, and could include mumbling, shouting too loudly, or speaking too quickly to be understood.



JUDGING: POINTS OF INFORMATION

- a. POIs are allowed between the 1st and last minute of the speech. This means that speakers on the other side may choose to offer a POI at any time during that time so long as they do not badger the speaker holding the floor. **The CAP highly discourages speakers from declaring that they will only take a POI at a specific point in the speech before starting their speeches (e.g. “I will only take a POI at 6 minutes and 50 seconds”).**
- b. As a matter of etiquette, **speakers should stand up when offering POIs.** POIs should not be offered sitting down, unless the speaker is physically unable to stand up, e.g. because of a lower body injury.
- c. Unlike in online debating, there are no “preferences for how POIs are given”. **POIs should be announced verbally with either “point”, “point of information”, “on that point” or other words that do not announce the point before it is delivered (e.g. “on the point of freedom”, “on the model”, etc).**
- d. **As a rule, speakers offering POIs must complete their POIs within 15 seconds.** If a speaker takes longer than 15 seconds to do so, the chair-adjudicator or the speaker holding the floor has the discretion to ask the speaker to sit down.
- e. **We would like to remind speakers to not heckle or barrack speakers when offering POIs,** e.g. having another speaker standing up immediately after a POI was rejected. As a guide, POIs should be spaced out, with at least a 15-30 seconds gap between the offering of each POI.



HOW DOES THE TRIPARTITE MARKING SCHEME WORK?

- Speeches are marked holistically, with a consideration of these three categories. Debaters should use these three categories to consider how their speech could be improved in future debates.
- In the next three slides, we will provide three examples of how the three categories work together.



EXAMPLE ONE

A speaker identifies the correct issues, but is not able to prove why their team wins the issues due to their rebuttals being mostly strawman attacks. However, they provide emotive characterisation that makes the issues seem more important to the average reasonable person.

- Upward pressure on Strategy – good issue identification
- Downward pressure on Content – poor analysis
- Upward pressure on Style – emotive characterisation that adds to the persuasiveness of a given material

Overall: Likely average to slightly above average



EXAMPLE TWO

A speaker provides average responses to the material from the other side, and engages in very limited weighing up of claims from both sides in the debate. However, their speech flowed effortlessly, showing variation in tone and pace, to highlight certain arguments.

- Downward pressure on Strategy – limited weighing
- Neutral pressure on Content – average responses
- Upward pressure on Style – Variation in tone and pace highlighted the need to consider certain arguments.

Overall: Below average to average



EXAMPLE THREE

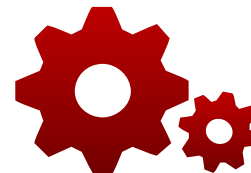
The First Proposition speech was able to correctly identify the debate winning issues in the debate, and devotes their entire speech to providing analytically rigorous substantiation in support of the motion, including dealing with Opposition arguments preemptively. While doing so, they used body movement and hand gestures effectively, and was able to use emotive rhetoric as a means of rhetorically weighing the importance of their material.

- Upward pressure on Strategy – Correct issue identification and Preemptive Engagement
- Upward pressure on Content – Analytically rigorous substantiation
- Upward pressure on Style – Emotive rhetoric for rhetorically weighing importance of claims

Overall: Above average to Very above average



TRACKING DEBATES



Speaker Name & Position				
		POIs		
CONTENT OF SPEECH		Comments and Thoughts on Content		
Comments on Speech		Score		

What should you record?

- Name and speaker position of the speaker
- Arguments provided by the team
- POIs (who gave, how many, content, response)
- Comments on the analyses provided
- Comments on the speech overall
- Tentative score, including POI Adjustments.

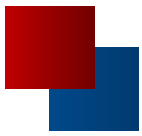
* The image adjacent is merely an example and not a prescription of how one should track the debate.



IDENTIFYING ISSUES

You must identify issues that were discussed in the debate in order to judge in a systematic manner. Issues are often questions that help you decide whether a particular motion should pass

- What are the main issues in a debate?
 - The clashes/issues most discussed?
 - You have to identify the issues that are more crucial to winning the debate than others
- How do you identify main issues in a debate?
 - Debaters do it for you
 - Example - THW ban smoking: Is it a legitimate choice to smoke?
 - Does banning smoking reduce harms on smokers and their families?
 - With no clash – you track and evaluate arguments and engagement
 - It is important to identify and issues as they emerged in the debate, do NOT enter the debate and decide what issues should have emerged
- How do I, as a judge, do that?
 - What does the motion require teams to prove?
 - What were/became the most important issues raised in the debate
 - Who won those issues effectively through arguments and evidence provided



WEIGHING ISSUES

After deciding the issues in the debate, you need to decide the importance of each issue in comparison with all others. This helps decide which issue is most crucial for a team to win in order to win the debate.

- How to rank issues?
 - What did teams explicitly agree on as important?
 - If that's not clear, then what did teams implicitly agree on as important?
 - If that's also not clear, then the reasons given by teams on why a particular issue matters more than other issues (weighing).
 - If there is no explicit weighing, **ONLY** then enter the debate to decide the ranking of issues (not as your personal self but as the average reasonable person we described earlier). Examples of Weighing: Size of group impacted/Extent of impact
- Finally, evaluate who won the issues, and subsequently, the debate.
- Compare the contribution of the two teams on a given issue (arguments + rebuttal)
- Decide which team ultimately won the particular issue – was there important material that stood at the end that was unresponded to by the other side? Did the existing responses adequately take down the core of a point a team made?
- The weigh up is **NOT** numerical ie prop won 3 arguments opp won 2 so prop wins. **NO**, the relevance and importance of the arguments matter - what was a more crucial issue for a team to win on?

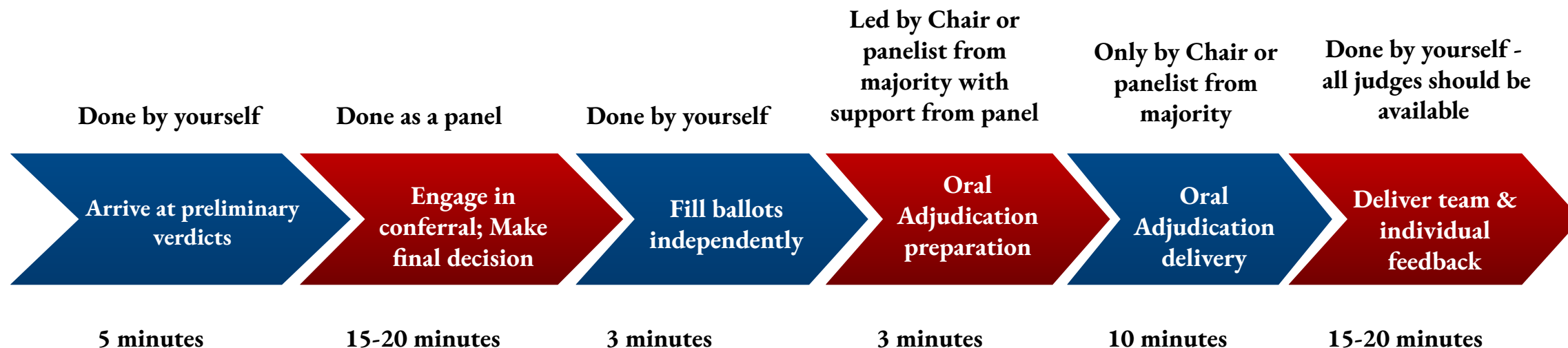


WSDC JUDGING PROCESS WSDC JUDGING PROCESS

- Debate ends, debaters leave the room
- Judges take a few minutes to review notes and come up with a decision
- Chair mediates a brief conferral discussion - - everyone should be given a chance to speak; highlight points of agreement or disagreement so this can be reflected back to teams, clarify rules and content of the debate.
- Each judge fills in their ballot, individually (not consensus)
- If decision is unanimous or the chair is in the majority, the chair should deliver feedback; if the chair is dissenting, the chair has the option to appoint a panelist in the majority to deliver feedback
- In cases of dissent, the judge giving OA should include dissenting views as well.
- All members of panel should make themselves available for individual feedback.



CONFERRAL JUDGING



The entire process should not take longer than an hour



1. ARRIVING AT A PRELIMINARY VERDICT

- **Track the debate closely through good notes and identify issues as they emerge in the debate.**
 - Issues are often questions that help you decide whether a particular motion should pass.
 - Teams will often outline issues themselves as the debate progresses.
 - Example – THW ban alcohol:
 - Is it a legitimate choice to drink alcohol?
 - Does banning alcohol reduce harms on drinkers and their families?
- **Evaluate who won the issues you have identified.**
 - Compare contributions of the two teams on a given issue (arguments + rebuttal) and check how they interact with each other;
 - Decide which team ultimately won the particular issue – was there important material that stood at the end that was ‘unresponded to by the other side? Did the existing responses adequately take down the core of a point a team made?
- **Decide the importance of each of the issues to the debate.**
 - In many debates, it is possible that one team has clearly resolved all the issues in a way that is favourable to their side. However, in some debates that are particularly close, different teams may have won different issues.
 - Use metrics that Teams often provide in the debate to decide which issues are relatively more important than others. In the absence of this, use implicit metrics, e.g.: time spent, extent of strength of the argumentation in each issue, intuitive metrics that an average intelligent voter would use, etc.
- **Determine a winner.**
 - The team that wins a majority of the important issues in the round wins the debate. Please note that winners aren’t determined by the aggregate of individual speaker scores, but rather by the issues they won. Scores then reflect the quality of the debate and speakers.



2. CONFER WITH PANEL & MAKE FINAL DECISION

- **Use the opportunity to clarify any questions you may have about the debate**
 - *Clarifications around the WSDC rules:*
 - Point X was made for the first time by the third speaker. Are we allowed to credit it?
 - Can Team Opposition raise a definition challenge in their second speech?
 - *Clarifications about more subjective elements of the debate round:*
 - Questions attempting to ascertain or clarify ‘what happened’. These may attempt to double check tracking, confirm that a judge understood a point correctly, etc. - “Proposition set up 3 levers to the principle - A, B, and C. Is that correct?”
 - Questions attempting to ascertain ‘how to evaluate’. In particularly close debates, these may attempt to understand how to compare contributions, or weigh up engagement. “Third Opposition has responded in X manner - how can we evaluate if Proposition has built implicit defences in their case to deal with this?”
- **Participate in identifying and tracking issues as a panel**
 - Chairs will facilitate the discussion to arrive at the crucial issues within the round and an understanding of the quality and closeness of the round through questions like: “I thought there were X important questions/issues in the round. Does anyone have additions to these?” “How close was this round? Did you think it was average, above average, or below average overall?”
 - Wings will contribute to the discussion by articulating how their view of a clash each, This may differ based on whether a split exists or not. Where a split exists, the judge splitting will briefly go through their perspective across clashes
- **Reevaluate your decision based on the new information and perspective you receive**
 - Take into account the discussion, recheck your notes, and make your final decision. Inform the Chair judge in the room of this decision.



3. FILL IN BALLOT INDEPENDENTLY

- **Scores and categories (Content, Style, Strategy) become most relevant at this point:**
 - Content, Style and Strategy are the criteria used to review the performance of each team and assess scores to each speaker. Rather than rigidly seeing them as discrete elements, these are three mutually reinforcing areas that help a judge score a particular speaker within a debate
- **The speaker scores are a mathematical expression of your decision and your view of the debate/speaker quality and not the other way around**
 - Because speaker scores are a mathematical expression of your decision, they have to reflect your win loss decision - low point wins are not allowed, where one team scores higher than another, but loses the issues in the debate
 - If you write down your speakers' scores and when calculating the totals they indicate that team A won but you honestly think team B should win because they were overall more convincing and did a better job, then you should review the scores you've awarded as your decision and the final scores should not contradict themselves.
 - At the same time, since the scores are also an expression of your perspective on quality, you can award the highest speaker score to someone on the losing team to reflect the quality of their speech should it stand out
- **The theoretical full range is 0-100 for a constructive speech and 0-50 for a Reply, but this is restricted by rules to 60-80 (30-40 for replies), and speakers realistically score between 64-76 (and 32-38 in replies)**
 - Style: 40% (40 points) → Limited to 24 – 32 pts; Content: 40% (40 points) → Limited to 24 – 32 pts; Strategy: 20% (20 points) → Limited to 12 – 16 pts. Marks for reply speeches are halved.
 - Points of Information – a modifier of up to +/- 2. This is done to account for instances where the POIs offered by the speaker are significantly different in quality to the speech given This cannot push the Total Score outside the 60-80 points range
 - Half marks are the lowest fraction allowed.
 - Average speech is 70 (28, 28, 14)



4. ORAL ADJUDICATION PREPARATION

- **Only one member of the panel will deliver an OA reflecting opinions from all the judges**
 - In most cases, the Chair judge will deliver the OA to the Teams.
 - Where there is a split with the Chair in the minority, the Chair may request a member of the majority to deliver the OA.
- **Make sure your OAs factor in dissenting opinions in their OA**
 - Take notes as the conferral decision is shaping up the win/loss.
 - Request judges on your panel to provide you key points of divergence, and frame the OA to cover those.



5. ORAL ADJUDICATION DELIVERY

- **Deliver the OA**

- Announce the decision first. With the possible exception of late outrounds or the Grand Final, there is no need to be suspenseful.
- Keep the OA within 8 minutes, and do not reveal any speaker scores
- In these 8 minutes, walk teams through the tracking of the debate and its interactions, rather than giving them lists of what arguments they made:
 - Why are specific issues important in the context of this particular debate? Why?
 - Are these issues equally important, or are some more important than others? Why?
 - Which teams won on specific issues and why?

- **Be comparative:**

- What points (e.g. points of argumentation, points of style or strategy) were more persuasive on the winning side
- Explanation of strengths and weaknesses of teams has to always be comparative
- Be specific: Do not stop at generic phrases like "provided more analysis", "were more persuasive", etc. Instead, give specific points of reference where that was observable.
- Try to spend an equal amount of time on both teams, balancing positive and constructive
- Choose your language carefully - no offensive comments, do not make fun of speakers, be respectful at all times.
- When explaining the decision, stick to what happened in the round. Offer suggestions for improvement later.



6. CONSTRUCTIVE FEEDBACK FOR TEAMS/SPEAKERS

- In this role, you are an educator and not just an unbiased judge.
- If asked, you may provide suggestions for how you would have approached the motion or specific arguments or responses you might have run. While useful, THIS IS NOT A NECESSITY and coaches/teams should not expect this from judges.
- Suggest to teams how to prioritise their material.
- Provide more in-depth feedback per speaker (what they did well, what they can do better in the next round)
- Adjust your feedback to the speakers (don't overload novices with complex comments, etc.)
- Do not single out speakers for doing poorly.
- Provide teams with an opportunity to ask any questions they may have.
- Be nice and compliment speakers when you can!
- Time has been scheduled for feedback immediately after the round. Barring exceptional circumstances, please provide feedback during the scheduled time, rather than doing it over lunch or other avenues.



IMPORTANT GUIDELINES FOR CONFERRAL JUDGING

- **Enter the discussion with openness:**
 - Avoid being obstinate or unwilling to listen to what other judges are saying. There is no shame in changing your decision if you feel that additional information or perspective changes the way you view the debate.
- **Be specific in your questions:**
 - As much as is possible, any clarifications should be targeted and specific, rather than open ended. Judges are expected to avoid asking ‘What did X say in their second argument?’, and instead play back their understanding of the second argument and ask for additions if there are any.
- **Use language that makes space for, and facilitates discussion:**
 - Phrase sentences that indicate that you are sharing opinions, rather than sharing objective fact. Avoid statements such as: “This clash clearly went to X”, or “This is such an obvious win to Y”.
- **Spend more time on (i.e. prioritise) contentious, important areas:**
 - Owing to time constraints, all participants are expected to spend a majority of the discussion on clear and specific areas that are more difficult to evaluate and matter more to the overall decision of the debate, rather than areas that the judges broadly agree on, or may have contention, but do not contribute as much to deciding the round’s winner.



IMPORTANT GUIDELINES FOR CONFERRAL JUDGING

- **Avoid arguments/heated back and forths:**
 - Be consistently aware that you are in a ‘conferral’ rather than a ‘consensus’ discussion. Receiving information to enhance your decision making process is more important than the end state of the decision itself.
- **Chairs please lead the discussion**
 - E.g. specifying what you want discussed, and how long the discussion should be.
 - As a guide, each panellist should spend no more than 2 minutes each when contributing to a discussion. If something has already been mentioned, just add that it has been covered and move on to another part of that discussion. *It is ok if your contribution has already been discussed and you have nothing else to say.*
 - Chairs should scaffold the discussion as necessary e.g. “we will first discuss the question of morality, before we move on to the question on practical impacts since Opposition’s strategy largely focused on morality”.
- **While trainees do not submit ballots, they should be involved in the conferral discussion nevertheless**
 - Chairs and Panellists, please do not disregard judges just because they are trainees. They are an essential part of the tournament, and their contribution (and feedback) is considered for judge evaluations.
- **Remember to be comparative**
 - Debates are not won or loss in a vacuum. Always compare the contributions of both teams.

PART 03

Scoring



MARKING RANGE

- Content, Style and Strategy are the criteria used to review the performance of each team and assess scores to each speaker. Rather than rigidly seeing them as discrete elements when determining speaker scores/which team won, these three areas should help a judge understand what team did a best job during the debate overall, i.e. which team won the debate
 - Content (40%) → **WHAT** you say in the debate (e.g. as if ChatGPT is judging)
 - Style (40%) → **HOW** you say something in the debate (Note: **NOT** accent, use of cue cards, immutable characteristics e.g. pitch, tone; **about:** word choice, pace, volume, speed, etc.);
 - Strategy (20%) → **WHY** you say something in the debate (e.g. motion interpretation, time allocation, consistency, POIs, dealing with the issues in the debate, etc.)
- The speaker scores are a mathematical expression of your decision and they help you evaluate individual performance of speaker
- For example, if you write down your speakers' scores and when calculating the totals they indicate that team A won but you honestly think team B should win because they were overall more convincing and did a better job, then you should review the scores you've awarded as your decision and the final scores should not contradict themselves.

SPEAKER SCORE

Standard	Overall (/100)	Style (/40)	Content (/40)	Strategy (/20)
<i>Exceptional</i>	80	32	32	16
<i>Excellent</i>	76-79	31	31	15-16
<i>Extremely Good</i>	74-75	30	30	15
<i>Very Good</i>	71-73	29	29	14-15
<i>Good</i>	70	28	28	14
<i>Satisfactory</i>	67-69	27	27	13-14
<i>Competent</i>	65-66	26	26	13
<i>Pass</i>	61-64	25	25	12-13
<i>Improvement Needed</i>	60	24	24	12

Standard	Overall (/50)	Style (/20)	Content (/20)	Strategy (/10)
<i>Exceptional</i>	40	16	16	8
<i>V Good to Excellent</i>	36-39	15	15	7.5
<i>Good</i>	35	14	14	7
<i>Pass to satisfactory</i>	31-34	13	13	6.5
<i>Improvement Needed</i>	30	12	12	6

WSDC

- In WSDC debating, main speeches are marked out of 100%
- Judges are expected to fill in scores for each category
- The WSDC speaker scale is between 60-80
- The average speech is **70 (28, 28, 14)**
- Half marks (0.5) are the lowest fraction allowed.
- Reply speeches are marked out of 50%.
- An average reply speech is 35.
- Please use the range.



SCORING AND MARGIN

Simple checks

- What would an average score sound in a debate speech? Move up and down accordingly for speakers who are below or above average.
- To score reply speeches, assess it like a regular speech and divide it by 2
- Half marks are the lowest fraction allowed.
- After tallying the scores, the total score of the winning team must be higher than the total score of the losing team.

Margins between teams

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

SCORING SUBSTANTIVE SPEECHES

<i>Mark</i>	<i>Explanation</i>
60	<ul style="list-style-type: none"> Content is not relevant to the motion and what the team needs to prove. All points made are claims, with no analysis, and are confusing. The speech is hard to follow throughout, so it is hard to give it any credit.
61-63	<ul style="list-style-type: none"> A few marginally relevant claims. No analysis provided in the claims, which are mainly lines without explanation. Parts of the speech are clear, but significant parts are still hard to follow.
64 - 66	<ul style="list-style-type: none"> Some of the points made are relevant to the debate. Arguments / rebuttals are made with some explanation and analysis, but with significant logical gaps in the explanation. Sometimes the speech is difficult to follow.
67 - 69	<ul style="list-style-type: none"> Most of the points made are relevant to the debate. All arguments / rebuttals have some explanation, but it still has logical and analytical gaps in important parts of the argument and lacks evidence. Mostly easy to follow, but some sections may still be hard to understand.
70	<ul style="list-style-type: none"> No major shortfalls, nor any strong moments. Arguments are almost exclusively relevant, although may fail to address one or more core issues sufficiently. All arguments have sufficient explanation without major logical gaps and some examples, but are simplistic and easy to attack. Easy to follow throughout which makes the speech understandable, though style does not necessarily serve to make the speech more persuasive.

SCORING SUBSTANTIVE SPEECHES

<i>Mark</i>	<i>Explanation</i>
71 - 72	<ul style="list-style-type: none">• Arguments are all relevant, and address the core issues in the debate.• All arguments have sufficient explanation without major logical gaps and most have credible evidence. Some points raised may have minor logical gaps or deficits in explanation.• Easy to follow throughout. On occasion the style may even serve to make the speech more engaging and persuasive.
73 - 76	<ul style="list-style-type: none">• Arguments are relevant and engage with the most important issues. Arguments have sufficient explanation without major logical gaps.• Occasionally, the speaker provides more sophisticated and nuanced analysis, making their arguments hard to attack.• Easy to follow throughout. On occasion the style may even serve to make the speech more engaging and persuasive.
77 - 79	<ul style="list-style-type: none">• Arguments are all relevant and well-illustrated, and address the core issues in the debate, with thorough explanations, no logical gaps, and credible examples, making them hard to attack• Easy to follow throughout. The style serves to make the speech's content more engaging.
80	<ul style="list-style-type: none">• Plausibly one of the best debating speeches ever given in a schools competition.• It is incredibly difficult to think up satisfactory responses to any of the arguments made.• Flawless and compelling arguments, made with outstanding delivery.

A TL;DR OF THE SCALE

<i>Standard</i>	<i>Overall</i>	<i>Explanation</i>
Exceptional	80	<ul style="list-style-type: none"> • Plausibly one of the best schools' debating speeches ever given; • Flawless and compelling arguments, made with outstanding delivery.
Excellent	76.5-79.5	<ul style="list-style-type: none"> • Sophisticated arguments that are exclusively relevant, very well-explained with no logical gaps, and are very difficult to respond to. • Style is very engaging and persuasive,
Extremely Good	74-76	<ul style="list-style-type: none"> • Arguments have minimal logical gaps, and engage comprehensively with core issues of the debate, but are susceptible to strong responses. • Speech is very easy to follow, style is engaging.
Very Good	70.5-73.5	<ul style="list-style-type: none"> • Arguments engage with core issues of the debate, but may have some logical gaps. • Speech is easy to follow, style is often engaging.
Good (Average)	70	<ul style="list-style-type: none"> • Arguments are almost exclusively relevant, but not all sufficiently explained and are prone to responses. • Speech is always clear, and mostly easy to follow
Satisfactory	66.5-69.5	<ul style="list-style-type: none"> • Arguments are often relevant, and partially explained. • Speech is nearly always clear, but sometimes difficult to follow.
Competent	64-66	<ul style="list-style-type: none"> • Arguments are sometimes relevant, but little explanation provided • Speech is sometimes clear, but often difficult to follow.
Pass	60.5-63.5	<ul style="list-style-type: none"> • Arguments are occasionally relevant, but very minimal explanation provided. • Speech is rarely clear, and very difficult to follow.
Improvement Needed	60	<ul style="list-style-type: none"> • Content is not relevant nor explained; • Speech is not clear and impossible to follow in its entirety.



POI ADJUSTMENT COLUMN

- **Track POIs asked, and reward speakers who ask good POIs in the POI column**
 - Everything that happens within the 8 minutes of a speech is marked within the 3 categories of Style, Content and Strategy. Therefore, answers to POIs will be factored into one of these three categories.
 - Content that happens outside the speaker holding the floor's speech is marked within POI adjustment column (if necessary).
 - Can grant or take away up to 2 further points
- **POI adjustments can only punish or reward speakers based on whether they're already very below average or highly above average respectively**
 - You cannot add two points where a speech is already excellent, and you cannot subtract to points where the speech is already below average

ELECTRONIC BALLOT SAMPLE

Scoresheet

Taylor Swift (1st in Chart)

The Voice USA		APP
1st	Christina Aguilera	0
1st Total	70	0
1st Content	28	0
1st Style	28	0
1st Strategy	14	0
1st POI Adjustment	0	0
2nd	Kelly Clarkson	0
2nd Total	70	0
2nd Content	28	0
2nd Style	28	0
2nd Strategy	14	0
2nd POI Adjustment	0	0
3rd	Jennifer Hudson	0
3rd Total	70	0
3rd Content	28	0
3rd Style	28	0
3rd Strategy	14	0
3rd POI Adjustment	0	0
Reply	Kelly Clarkson	0
Reply Total	35.5	0
Reply Content	14.5	0
Reply Style	14	0
Reply Strategy	7	0
Result	Won	Margin +0.5
		245.5

The Voice UK		MEB
1st	Jessie J	0
1st Total	70	0
1st Content	28	0
1st Style	28	0
1st Strategy	14	0
1st POI Adjustment	0	0
2nd	Rita Ora	0
2nd Total	70	0
2nd Content	28	0
2nd Style	28	0
2nd Strategy	14	0
2nd POI Adjustment	0	0
3rd	Will Jones	0
3rd Total	70	0
3rd Content	28	0
3rd Style	28	0
3rd Strategy	14	0
3rd POI Adjustment	0	0
Reply	Jessie J	0
Reply Total	35	0
Reply Content	14	0
Reply Style	14	0
Reply Strategy	7	0
Result	Lost	Margin -0.5
		245

Winner

The Voice USA (proposition)

THANK YOU !

Intermediate Judging



ACKNOWLEDGMENTS:

- WSDC 2024 CAP*
- WSDC 2023 CAP (who subsequently utilised CAP work from WSDC 2020, 2021, & 2022)
- AODC WSDC 2023; NSDC 2023: Oldham Cup 2023; UAE WSDC 2023; SANSDC 2023 CAP Team

**WSDC 2024 CAP consists of Geneva Roy, Rok Hafner, Ahmad Tousif Jami, Becky Alek, Christopher Hojem, Joy Hadome, Marilena Hadjicosta, Mubarrat Wassey, Sebastian Dasso*

CONTENT

- 01 Deeper look into: Content, Style, and Strategy
- 02 Argumentation & Weighing
- 03 Panel Management
- 04 Technical Debate Situations

PART 01

Deeper look into: Content,
Style, and Strategy



Deeper look into: Content, Style, and Strategy

Debaters at WSDC are marked according to the tripartite standards of Content, Style, and Strategy.

- Content (40%) → **WHAT** you say in the debate (e.g. as if ChatGPT is judging)
- Style (40%) → **HOW** you say something in the debate (N.B. **NOT** accent, use of cue cards, immutable characteristics e.g. pitch, tone; about word choice, pace, volume, speed, etc.);
- Strategy (20%) → **WHY** you say something in the debate (e.g. motion interpretation, time allocation, consistency, POIs, dealing with the issues in the debate, etc.)

The three marking schemes are not discrete categories that are marked independently. The Average Intelligent Voter is not independently convinced by Content, Style, or Strategy. **Rather, the three categories work together to form a cohesive speech.**





Content: *What is said in the debate*

- Covers the content of the material provided, whether that be substantive arguments, rebuttals, responses to POIs, and so on.
 - **Even if material is not flagged as a response, it can be responsive and should be credited as such.**
- Evaluates quality of the material being presented in terms of: analytical rigour, and the use of examples/illustrations. This includes the following:
 - a. Does the content skip logical steps (i.e. mechanised), does the conclusion follow from the premises and development of the material?
 - b. Is the content well supported by a range of good quality examples or illustrations? Or was it supported by personal anecdotes or hypothetical fiction?
 - c. Is the rebuttal given responding to the claim given, as opposed to a strawman?
 - d. Does the rebuttal respond to evolutions of material in the debate, or is it responding to a snapshot of an argument as it was developed early in the debate?
- **Good content is independent of good style and good strategy, but can be enhanced by both.**



Style: *How something is said in the debate*

What is **NOT** Style

- **NOT** accents, immutable characteristics one's voice (e.g. if one's pitch is 'shrill' and cannot be changed, if one's voice is low and cannot be changed).
- **NOT** whether one uses cue/index cards, A4 paper, and so on.
- **NOT** the use of jargon (e.g. "structural reason", "epistemic access", "state power principle", "free rider problem", or "historiographical orientation").
- Everyone has a unique accent, even you.
 - Don't make fun of/ridicule people's accents, and/or say that you can't understand a speech because of a speaker's accent.
 - Don't demean or make faces at speakers who are struggling to find the words they want to use to express themselves.
 - Don't laugh or make faces when words are mispronounced or if grammatical structures are wrong/sound wrong.
- Note: Accents \neq Articulation and Enunciation or Speed. You might say that you could not clearly follow a given speech because of poor enunciation (e.g. dropping of end-consonants) or a fast pace.

Exercise kindness, compassion, and empathy wherever possible. If you do so, you will be fine.

Check your biases! (We all have biases)





Style: *How you say something in the debate*

What Style IS

- An **appropriate word choice** (is a serious matter being treated trivially with a joke? Is a light-hearted issue being given an overly-serious treatment?)
- **Eye contact** (Is the speaker giving the audience adequate eye contact? Is the speaker speaking to their notes?)
- **Body movement and hand gestures** (is the speaker's movement distracting you from their speech?)
- **Voice projection and control** (is the speaker speaking at an appropriate volume)
- **Articulation and Enunciation** (Is the speaker able to enunciate the words clearly? Are the words spoken clearly enough to be heard and not mumbled?)
- **Speed of delivery** (Is the speaker speaking too quickly to follow? Is the speaker speaking too slowly and thus boring the audience?)
- **Variation in delivery** (Is the speaker constantly speaking at the same pace and tone? Does the speaker vary their voice to show emphasis to stress certain points?)
- **Effective use of humor to make a point** (Does the speaker tell a joke to get a point across? Does the speaker make an offensive joke that is rude or demeaning of other speakers/individuals/groups?)



Style: When is Style Credited?

- **Style is credited to the extent that it value-adds or value-diminishes to the persuasiveness of the speech given.**
- What might this look like?
 - If a piece of substantive analysis is in itself well analysed and persuasive, and the speaker's style did not increase its persuasiveness, then style would be average, while content would be above average.
 - If a piece of substantive analysis is itself not well-analysed and unpersuasive, but the speaker's style in rhetorically weighing the importance of the claim was successful in making the argument stick in the round, then style would be above average, while content would be below average.
 - If a piece of substantive analysis it in itself well analysed and persuasive, and the speaker's style added to its persuasiveness by using emotive rhetoric, then style and content would both be above average.



Strategy: *Why* you say something in the debate

Is the sum total of all the choices that are made in the context of a debate, dealing with:

- a. Motion interpretation (Definition, Approach/Direction)
- b. Time allocation, Prioritization, and Structuring of materials in a speech
- c. Correct identification of issues in the debate
- d. Consistency within and between speeches
- e. POI Action
 - i. Whether one takes 1-2 POIs, if an adequate amount were offered
 - ii. **NOT** response to POI (this is marked in Content)
 - iii. **NOT** quality of POIs vis-a-vis the speech that was delivered (this is marked under POI adjustment column); or whether one gives an adequate amount of POIs throughout the debate.
- f. Weighing (Explicit preferably, but also implicit) and use of comparisons
- g. Framing
- h. Is the content relevant and germane to the debate? (N.B. this is not about the quality of the analysis but whether the analysis is relevant to the debate, i.e. is it 'off-clash'?)

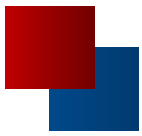


RECAP FROM JUDGING FOUNDATIONS

How does the Tripartite Marking Scheme Work?

Speeches are marked holistically, with a consideration of these three categories. Debaters should use these three categories to consider how their speech could be improved in future debates.

In the next three slides, we will provide three examples of how the three categories work together.



RECAP

Example One

A speaker identifies the correct issues, but is not able to prove why their team wins the issues due to their rebuttals being mostly strawman attacks. However, they provide emotive characterisation that makes the issues seem more important to the average reasonable person.

- Upward pressure on Strategy – good issue identification
- Downward pressure on Content – poor analysis
- Upward pressure on Style – emotive characterisation that adds to the persuasiveness of a given material

Overall: Likely average to slightly above average



RECAP

Example Two

A speaker provides average responses to the material from the other side, and engages in very limited weighing up of claims from both sides in the debate. However, their speech flowed effortlessly, showing variation in tone and pace, to highlight certain arguments.

- Downward pressure on Strategy – limited weighing
- Neutral pressure on Content – average responses
- Upward pressure on Style – Variation in tone and pace highlighted the need to consider certain arguments.

Overall: Below average to average



RECAP

Example Three

The First Proposition speech was able to correctly identify the debate winning issues in the debate, and devotes their entire speech to providing analytically rigorous substantiation in support of the motion, including dealing with Opposition arguments preemptively. While doing so, they used body movement and hand gestures effectively, and was able to use emotive rhetoric as a means of rhetorically weighing the importance of their material.

- Upward pressure on Strategy – Correct issue identification and Preemptive Engagement
- Upward pressure on Content – Analytically rigorous substantiation
- Upward pressure on Style – Emotive rhetoric for rhetorically weighing importance of claims

Overall: Above average to Very above average



Accurate Use of the WSDC Scoring Range

There has been a historic tendency for adjudicators in WSDC to infrequently give scores outside 1 or 2 points from the average, leading to a clustering of all scores around the 68 - 72 mark despite the significant variety in the quality of speeches. The Serbia WSDC 2024 CAP wants to place emphasis on the use of the full 60-80 score range.

- The scores of the whole WSDC tournament should fall along a rough bell curve distribution, such that there may be speeches at Serbia WSDC 2024 that score a 62 or 78.
 - So while the majority of the scores will fall within the average, scores of 65 and 75 are common, and you are quite likely to see them... not all the speeches you see will be 70s.
 - Remember that the speaker range is not the range of speaker scores you see in a tournament, but the range of possible speaker scores that exist in debating. Don't base your scores on debates you have seen so far in your judging career but instead refer to the marking guide throughout the competition - it is the most accurate reflection of what each score corresponds to.
- Speeches within a debate will also vary in quality. It may be the case that some speakers in the debate receive average scores (68-72) and some are significantly stronger or weaker (receiving scores closer to 65 or 75).
 - Even if the difference between speakers is very small, it should still be represented by slight differences in scoring i.e. half points.
- It is important to remember the connection between scoring substantive speeches and the win/loss margin between the two teams in a debate.
 - If one team clearly wins the debate (margin of around 10) then there will be a difference in speaker quality i.e. some speakers will be either below or above average.
 - If the debate is very close (margin of 2 or less) then teams will be of a similar quality, but speaker scores may not necessarily be all average (68-72). The whole debate could be of a low/high quality and thus all speaker scores are below average or above average.



SCORING AND MARGIN

Simple checks:

- What would an average score sound in a debate speech? Move up and down accordingly for speakers who are below or above average.
- To score reply speeches, assess it like a regular speech and divide it by 2
- Half marks are the lowest fraction allowed.
- After tallying the scores, the total score of the winning team must be higher than the total score of the losing team.

Margins between teams

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

PART 02

Argumentation & Weighing



EVALUATING ANALYSIS

Arguments

Merely stating a consequence v.
explaining why it is a consequence
and its impact
Quality of analysis (missing logical
links)

Rebuttal

Misrepresenting and then attacking
v. attacking the actual argument
Stating an argument is false v. using
logical steps to disprove it

Examples

Quality of examples (broadly
applicable or cherry-picked?)
generalised or personal anecdotes?
Stating overly specific, irrelevant
examples v. explaining relevant
persuasive examples

What is good analysis?

- **Rigorous Logic:** Links made, conclusion cleanly derived from assumptions
- **Goes beyond assertions:** not just claiming outcomes such as harms and benefits without analysis to back up why that outcome is likely.
- **Relevance:** Decided on by the teams, and what they make relevant to the debate
- **Relative Importance:** Why is this argument important in the world/in the debate?
- **Tracking Evolution:** Responding to responses, adding new illustrations/language

How should knowledge of good analysis affect judge behavior?

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



Reminders on: Identifying Issues

You must identify issues that were discussed in the debate in order to judge in a systematic manner. Issues are often questions that help you decide whether a particular motion should pass

- What are the main issues in a debate?
 - The clashes/issues most discussed?
 - You have to identify the issues that are more crucial to winning the debate than others
- How do you identify main issues in a debate?
 - Debaters do it for you
 - Example - THW ban smoking: Is it a legitimate choice to smoke?
 - Does banning smoking reduce harms on smokers and their families?
 - With no clash – you track and evaluate arguments and engagement
 - It is important to identify and issues as they emerged in the debate, do NOT enter the debate and decide what issues should have emerged
- How do I do that?
 - What does the motion require teams to prove?
 - What were/became the most important issues raised in the debate
 - Who won those issues effectively through arguments and evidence provided



Reminders on: Weighing Issues

After deciding the issues in the debate, you need to decide the importance of each issue in comparison with all others. This helps decide which issue is most crucial for a team to win in order to win the debate

- How to rank issues?
 - What did teams explicitly agree on as important?
 - If that's not clear, then what did teams implicitly agree on as important?
 - If that's also not clear, then the reasons given by teams on why a particular issue matters more than other issues (weighing).
 - If there is no explicit weighing, ONLY then enter the debate to decide the ranking of issues (not as your personal self but as the average reasonable person we described earlier).. Examples of Weighing: Size of group impacted/Extent of impact
- Finally, evaluate who won the issues, and subsequently, the debate
- Compare the contribution of the two teams on a given issue (arguments + rebuttal)
- Decide which team ultimately won the particular issue – was there important material that stood at the end that was unresponded to by the other side? Did the existing responses adequately take down the core of a point a team made?
- The weigh up is NOT numerical ie prop won 3 arguments opp won 2 so prop wins. NO, the relevance and importance of the arguments matter - what was a more crucial issue for a team to win on?



Interpreting the Motion

A motion is a topic to be debated in the round. It can be phrased in several ways, usually starting with “This House”.

Who “This House” is changes based on the motion

- Usually it is the state or a group of neutral actors (“we” as a collective)
- Other times it is a specific actor that is defined in the motion (e.g. This House, as a school teacher, This House believes that the US should ban fracking).

Information Slides are sometimes provided to provide clarity and necessary knowledge for the purpose of the debate. **Any information on this slide is assumed to be true for the debate**, and should be treated as part of the motion by teams and judges.



Broadly two types of debates:

- **Value Judgement / Analysis / Principle debates**
 - Is a given statement true in the majority of cases?
 - Likely requires a metric / evaluative criteria / benchmark / yardstick
 - Can have discussions over practical impacts or principle(d) considerations.
- **Policy / Action debates**
 - Should action X be implemented as a matter of law?
 - Assume that whatever the motion is proposing is **NOT** the status quo (no global status quo)
 - Proposition fiat exists

All debates are a variation of these two types, but may be worded in different ways. Each wording carries with it a specific nuance e.g. Actor motion v. Non-actor motion.

MODELS/POLICIES ARE NOT MANDATORY – Up to teams to decide if strategically helpful for them.



Proposition Fiat

Proposition Fiat: The action specified in the motion is assumed to be possible. This cannot be contested. **This does not mean perfect implementation of the action specified in the motion.**

E.g. THW reserve 30% of seats in Parliament for LGBTQ+ candidates

- Motion assumes that reservation of seats is a policy that would pass Parliament.
- Motion does not assume that the seats will be allocated in a way that would benefit the LGBTQ+ community.
- Motion does not assume that there will be no backlash from conservative sections of society.

Illustration: THW create schools that teach in endangered indigenous languages

- Once you read a motion, the debate rests on the assumption that the action specified in the motion can be taken – this is ‘Proposition fiat’
- **NOT LEGITIMATE AND IN VIOLATION OF FIAT**
‘Because politicians are racist, they will not want to set up schools like these’ - This is a criticism that explains why this will be a hard policy to pass overall, but does not make a comment on the policy’s merits or demerits. It is not a legitimate Opposition line.
- However, Opposition can question whether Proposition’s policy will work in the way that proposition claims it will. **LEGITIMATE:**
These schools will not be well funded and therefore they will see lower quality of education - this acknowledges that the schools will be created, but questions how good they will be and what the impact of that will be on indigenous children.



Fiat: A Comment on Opposition Strategy

It is **NOT** mandatory for Opposition to have a countermodel / counterprop in the debate. However, it might be strategic for them to have one, depending on the motion.

- If Opposition chooses to have a countermodel, they have as much fiat as the Proposition. Their countermodel must therefore be:
 - a. mutually exclusive from the Proposition model, and
 - b. does not use more resources than the Proposition.
- Opposition can also choose to defend the status quo (or some variation of it)

Some motion may be explicit on whether Opposition has to set a model (and what kind)

- THBT X should do Y instead of Z → Opposition must defend Z



What Burdens Do Teams Have?

When the motion is not worded as an absolute (e.g. THW ban cosmetic surgery)

- Proposition: Prove why it should be done generally, not beyond reasonable doubt.
- Opposition: Prove why it should not be done generally.

When the motion is worded as an absolute (e.g. THBT democracy is the best form of governance for all countries in the world)

- Proposition: Prove in the significant majority of cases, though not all conceivable cases.
- Opposition: Prove in the significant minority of cases, cannot win on one instance.



Types of Motions

1. This House believes that (THBT)
2. This House would (THW)
3. This House supports (THS) / This House opposes (THO)
4. This House regrets (THR)
5. This House prefers (THP)
6. This House, as X, would do Y



Motion Wording: **This House believes that (THBT)**

Variant 1: Value Judgement / Analysis / Principle debate (usually)

Does not usually require a policy set-up, but may be useful if teams wish to use one to illustrate what they envision the new world would look like.

- E.g. THBT parents should have access to their children's social media accounts

Not about changing the world, but about evaluating the validity of a certain view

- E.g. THBT the war on drugs has failed

May sometimes require a metric / criteria (e.g. what is "more harm than good"?)

- THBT single sex schools do more harm than good

Variant 2: May sometimes be a 'policy' debate when worded as THBT X should do Y

- E.g. THBT the Singapore government should abolish the mandatory death penalty for drug trafficking
 - The motion is calling for the Singapore government to do something
 - Modelling is not mandatory, but could be useful. Up to the strategic choice of teams.



Motion Wording: **This House would (THW)**

Policy / Action Debate

- NOT MANDATORY to have a policy/model, but could be useful to help explain/illustrate how the team envisions the new world to look like.
- Proposition Fiat exists; Opposition has same amount of fiat as Proposition does.
 - Does not mean perfect implementation; just that teams have the capacity to assume that the action required by the motion is possible.
- Assume that whatever the motion is proposing is NOT the status quo (no global status quo)

E.g. THW legalise all recreational drugs



Motion Wording: **This House, as X, would do Y**

Actor Motion

- Debate happens from the specific perspective of the actor specified in the motion. **All arguments must be linked to why actor X cares/would care about doing action Y.**
- Does not mean that Actor X is always self-interested or that principle arguments cannot be made. Just means that **teams must show why Actor X cares about that principle / perspective.**

E.g. TH, as a parent, would encourage their child not to attend Oxbridge



Should v. Would (THBT X should do Y v. TH, as X, would do Y)

	THBT X should do Y	TH, as X, would do Y
Type of Motion	Value Judgement	Actor Motion
Whose Perspective is the debate from?	Neutral third party observer, although the interests of the actor can be prioritised from the perspective of a neutral third party observer	X's perspective
Need a Model?	If teams assess that it is strategic to do so	If teams assess that it is strategic to do so



Motion Wording: **This House supports (THS) / This House opposes (THO)**

Value Judgement / Analysis / Principle Debate

- Debate takes place in the status quo. Teams do not re-imagine a world, but supports/opposes X in the context of the status quo.
- Requires teams to explain why having more (if support) / less (if oppose) of X is good for the world
- Might require a metric (e.g. at what point do we support / oppose something)
- No mandatory model, only if teams think it is strategic to do so.

E.g. This House supports the rise of hashtag activism, This House opposes the rise of hashtag activism



Motion Wording: **This House regrets (THR)**

Value Judgement / Principle / Analysis Debate

- Debate is retrospective. You hit a stop on the flow of time and ask if X is something that was good/bad for the world.
- Proposition needs to re-imagine what a world without X would look like – this re-imagined world is called the **counterfactual**. They must then show why this counterfactual world is preferable to the status quo.
 - Counterfactuals can be contested; Oppositions may claim that the Proposition's counterfactual is not likely/possible.
- Opposition must defend the status quo or the trends in the status quo.

E.g. This House regrets the rise of Twitter journalism



Motion Wording: **This House prefers (THP)**

Variant 1: This House prefers X to Y

Value Judgement / Analysis / Principle Debate

- Debate is a comparison between X and Y.
- Proposition must defend X, Opposition must defend Y. Opposition cannot defend Y+Z.
- Teams can be dynamic in their analysis i.e. they can show how X and/or Y can/has change(d) over time.

E.g. This House prefers benevolent dictatorships to weak democracies

Variant 2 This House prefers a world where X

Value Judgement / Analysis / Principle Debate

- Effectively a THR motion in that the Proposition needs to establish a counterfactual of what the world would have looked like if X had happened.
- Opposition defends the status quo.

E.g. This House prefers a world where all countries were benevolent dictatorships.

PART 03

Panel Management



Judging Panels

- **Role Assignment:** Chair, panelist, and trainee judges are designated by the Chief Adjudication Panel as announced during the draws for each round. *Your designation will set out your role in the round.*
- **Chair's Role:** to judge the debate fairly and comprehensively as per WSDC rules, note-taking, provide meaningful feedback, lead the panel discussion, maintain decorum and order in the house, give the oral adjudication (unless they have dissented) and if needed manage time effectively.
- **Panelist Role:** to judge the debate fairly and comprehensively as per WSDC rules, note-taking, provide meaningful feedback, to contribute to the panel discussions, give the oral adjudication if in the majority and the Chair is in the minority (they have dissented), manage time effectively if designated by the Chair.
- **Trainee's Role:** to judge the debate fairly and comprehensively as per WSDC rules, note-taking, provide meaningful feedback where asked to do so, contribute to panel the discussion, manage time effectively if designated by the Chair.

There may be a volunteer who acts as Chairperson (someone who will introduce the judges and speakers in the room between speeches) and Timekeeper (someone who will keep time and give time indications) in the round. If there is not a volunteer fulfilling these roles they rest on the Chair (or someone else on the panel designated by the Chair).



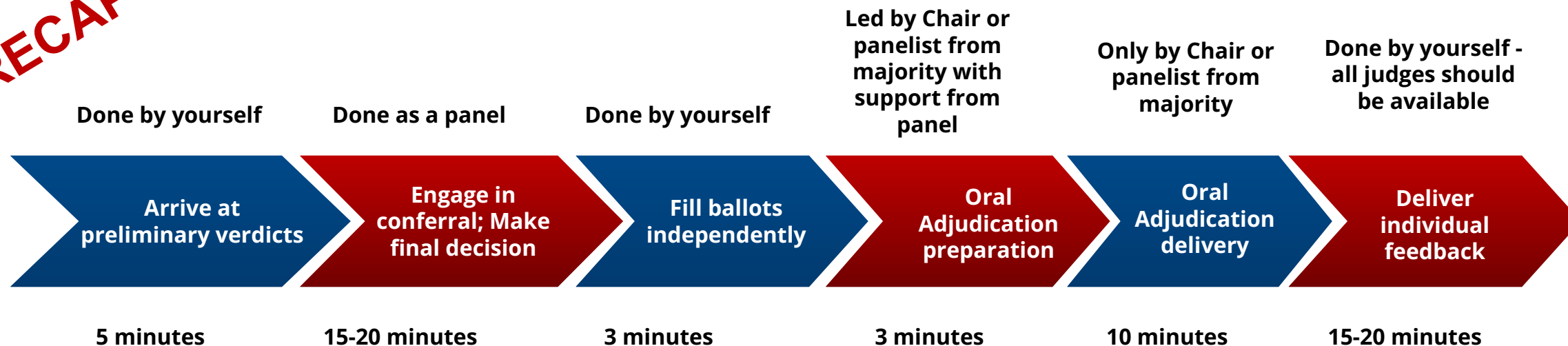
During the Debate

- **Note-Taking:** Judges should take detailed notes, focusing on key arguments, rebuttals, and delivery. Using a standardized format helps in comparing points later.
- **Active Listening:** Judges need to stay focused and engaged throughout the debate to ensure they capture all relevant information accurately.
- **Avoiding Bias:** Maintain objectivity by setting aside personal beliefs and focusing solely on the performance and content presented.
- **Active Judging:**
 - a. Initial Ranking:** which team won and which lost by the end of the debate - the weighing up should occur as the debate develops - the 'thinking' part of weighing persuasively cannot happen exclusively after the debate has finished: there simply isn't enough time. As the debates develops a judge should be engaging cognitively what the contributions mean for the ranking of the debate.
 - b. Initial Scoring:** Each judge independently scores the debate based on content, style, and strategy. Scores should be justified with specific references to the debate. You can adjust your scores at the end of the debate and in conferral but you should, once again, be actively engaging your judging capabilities to score as the debate develops.



Conferral Judging

RECAP



The entire process should not take longer than an hour



During the Conferral

- **Initial Rankings:** Judges should have an initial ranking (which team won and which lost) after the first 5 minutes of the conferral process.

Notably this means judges should be **actively judging** during the debate as previously described.


- **Chairing the discussion:** The Chair should lead the conferral discussion and can do so by pinpointing the following aspects in chronological order:
 - a. **initial rankings:** indicate initial rankings from all of the panel resulting in either a unanimous call or a split decision (valuable to not where the split is). Be reminded trainees votes do not count towards the decision but trainees should take part in the discussion
 - b. **margins:** it is valuable to then note the closeness of the debate from each judge's perspective

Margins between teams

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

c. **summary** of debate framework - these are the clashes/questions/issues the debate centred around and the **importance** of each clash/question/issue. In general the panel should agree on the framing of the debate.

Some judges may disagree on the importance of one issue over the other - and this is fine and will be explored next in contributions but in general, a framing of the debate should be set out by the panel.



d. **Contribution of each team on these questions/clashes/issues** - substantive and responsive work in winning each issue. [Note that judges should be specific, referencing aspects in the debate and *why that was persuasive to them*] All judges should be actively listening to and tracking the debate and so merely repeating what was said is not sufficient - each judge should already be aware of the information in the debate. The value is pointing out *why* it meant that team was persuasive comparative to the other team

e. **Impact of style and strategy** (these may be embedded in the previous discussion in the way they aided, or detracted, from the persuasiveness of the issues). If not, the panel should comment on the contribution and comparative performance in terms of style and strategy.

Chairs should monitor time and attempt to ensure there is a fairly equal spread of time among the panel to contribute meaningfully to the discussion. Time should also be prioritised and spent on more contentious aspects of the weighing.

- **At the end of discussion:** judges may feel that they wish to change their initial call/ranking given the discussion or keep it the same. Chairs should explicitly 'check in'/call for a vote of the panel's rankings. The team with the majority of votes wins. Once again, a trainees vote does not contribute to the result. The panel should then fill in their ballots independently. No low-point wins allowed.



ORAL ADJUDICATION / REASON FOR DECISION (RFD)

- Judges need to decide a winner between the 2 teams
- Judges announce results first
- Judges use the three categories of Style, Content, and Strategy in their RFD.
- When discussing content, Judges should focus on issues in the debate – which ones were important, which team won which issues and why. Be specific, making close reference to the relevant speeches.
- Judges should be comparative when discussing content, style and strategy, and the relative strengths and weakness of each team.
- Judges should spend an equal amount of time on both teams
- Judges should try to balance positive and critical comments
- Keep it short - at most 10 minutes (preferably 8 minutes or so)
- Tell teams they may approach for individual feedback.

PART 04

Technical Debate Situations



Unreasonable Definitions

Squirreling: Distorting the topic and defining it in a way that violates the spirit of the motion

"THW ban gambling" cannot be defined as banning risky behaviors such as taking hard drugs, as a way of "gambling with one's life". Gambling has an obvious meaning, which is the betting or staking of money or something of value, on the outcome of a game, a or an uncertain event whose result is determined by chance.

Refusing to debate the motion at the level of specificity or abstraction the motion requires

In *"THW restrict civil liberties in the name of national security"*, a definition that defends exclusively compulsory ID cards is too narrow. Compulsory ID cards may be an example of a national security policy that is defended by the Proposition team, but the debate extends beyond this example to a more general principle.

Place-setting: arbitrarily narrowing the debate to specific places not specified by the motion

In *"THW ban commercial surrogacy"*, it is not legitimate to set the debate "only in low-income nations". Examples from these countries may be used, but the debate has a global context. However, in *THW ban non-democratic countries from hosting international sporting events*, Proposition can identify reasonable criteria for what constitutes a democracy.

Time-setting: arbitrarily narrowing the debate to a time that is **not** the present when unspecified

THBT citizens should engage in civil disobedience to protest unjust laws: Proposition cannot define the policy in the context of apartheid in South Africa from 1948 until the 1990s, even though they may use this as an example. *THBT NATO should not have withdrawn combat troops from Afghanistan:* Proposition can set the context of the debate to the period when they contemplated the withdrawal of troops (2011-2014) as it's implicit in the motion.



Options when encountering unreasonable definitions

1. Accept the unreasonable definition and debate with the Proposition's definition.
 - a. Quibble that the definition is unreasonable, but accept the definition and continue to debate with the Proposition's definition.
2. Broaden the debate back to the words in the motion (level of abstraction/specificity, general meanings).
3. Challenge the definition
 - a. Argue that the definition is unreasonable, and present an alternative, reasonable definition, and debate based on the alternative definition, i.e. no 'even-if' responses.
 - b. Argue that the definition is unreasonable, and present an alternative, reasonable definition, debate based on the alternative definition, **and also argue that 'even if' Proposition's definition is reasonable, the Proposition's case is still flawed.**

Options 1 and 2 can be done in any speaker. Option 3 **MUST** be done in the First Opposition Speech.



Notes on Definitional Challenges

There is no obligation to challenge unreasonable definitions: If teams deem that it is strategic to proceed with a unreasonable / faulty definition, they may do so.

Assessments of definition(s) and definitional challenges are marked under strategy: If the Opposition's challenge is successful, this will impact Proposition's strategy score. Conversely, if the Opposition's challenge is unsuccessful, this will impact Opposition's strategy score.

Debates are not automatically won or lost by definitional challenges: Definitions merely provide a framework for analysis of the round.



Substitute Speeches

5.3 Substitute Speeches

- (a) During a debate, if a speaker declares that they are unable to make their speech, another speaker from that team who was announced by the chairperson as speaking in that debate may give a speech in substitution.
- (b) If a substitute speech is given in accordance with this rule, judges shall score that speech as they would any other speech in the round.
- (c) The marks for a substitute speech shall not be used in the calculation for any individual speaker rankings or awards.
- (d) However, paragraphs (b) and (c) do not apply if a substitute reply speech is given by the first or second speaker of the team, and judges shall award that speech the appropriate score in accordance with the Judging Schedule.

This is a rule change from last year.

THANK YOU !

Advanced Judging



ACKNOWLEDGMENTS:

- WSDC 2024 CAP*
- WSDC 2023 CAP (who subsequently utilised CAP work from WSDC 2020, 2021, & 2022)
- AODC WSDC 2023; NSDC 2023: Oldham Cup 2023; UAE WSDC 2023; SANSDC 2023 CAP Team

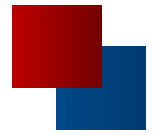
**WSDC 2024 CAP consists of Geneva Roy, Rok Hafner, Ahmad Tousif Jami, Becky Alek, Christopher Hojem, Joy Hadome, Marilena Hadjicosta, Mubarrat Wassey, Sebastian Dasso*

CONTENT

- 01 Advanced Oral Adjudication and Feedback
- 02 Practical Weighing
- 03 OA Example & Discussion

PART 01

Advanced Oral Adjudication & Feedback



RECAP

ORAL ADJUDICATION / REASON FOR DECISION (RFD)

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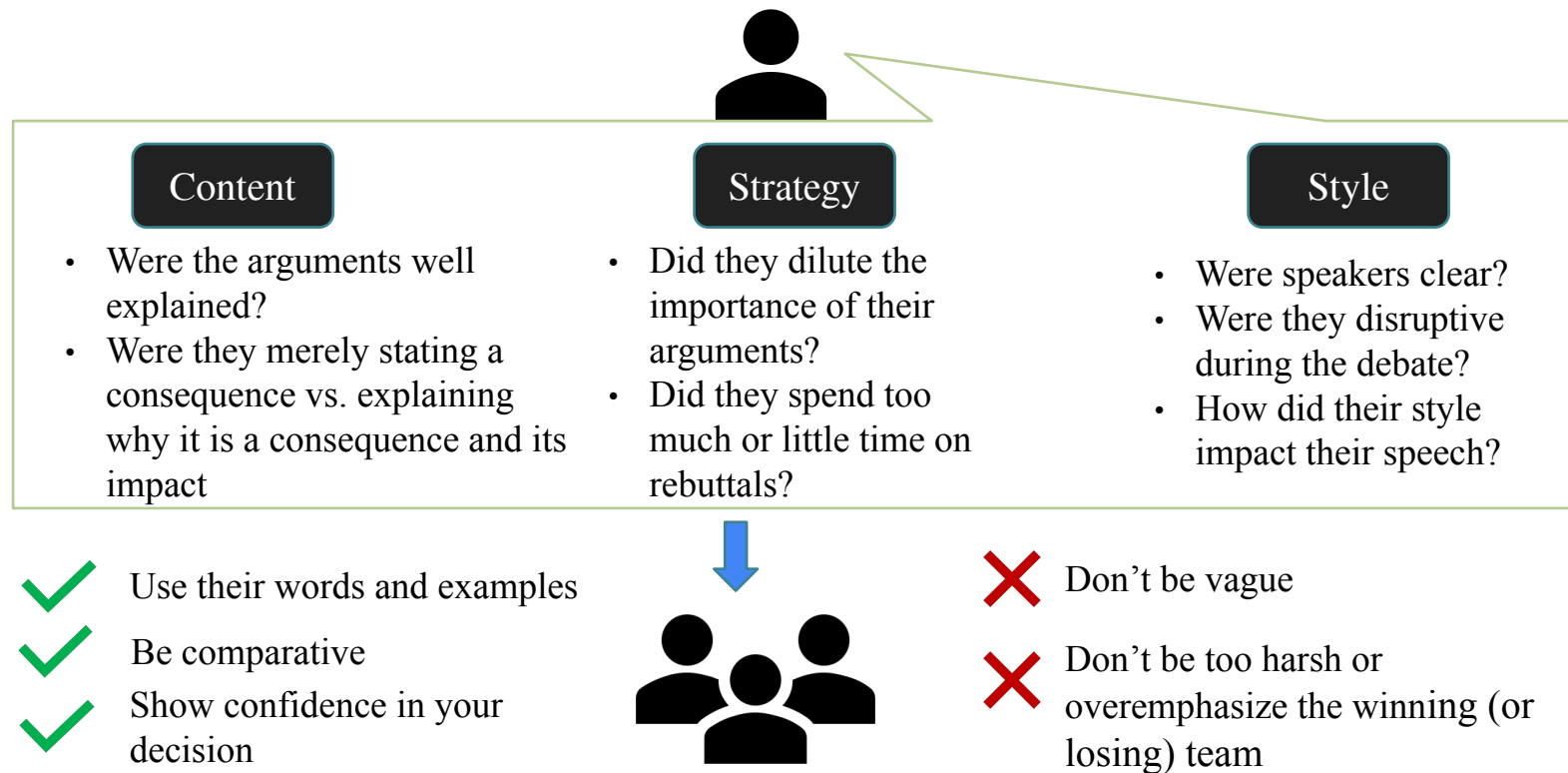


Refining Oral Adjudication Delivery

- **Structure your OA well:** set a clear framework and framing for your OA - in the same way you would expect debaters to be clear and set out a framing for their speeches.
- **Clarity and Precision:** Articulate the reasoning clearly and precisely. Avoid jargon and vagueness and be direct about what worked and what didn't.
- **Notes for you Oral Adjudication:** Make sure you can present from your notes well. Many adjudicators write up a separate Oral Adjudication page so they can speak from that seamlessly without needed to move through copious notes of tracking from the debate.
- **Impactful Points:** Focus on the most impactful moments of the debate that influenced the panel's decision. Explain why certain arguments or strategies were particularly effective or ineffective.
- **Be confident:** your presentation sets the tone for the engagement - you should be confident, professional, and well reasoned.
- **Be representative:** you should represent the entirety of perspectives from the panel.



Effective OA/RFD





Handling Complex Cases

- **Detailed Analysis:** Provide a thorough analysis of complex debate scenarios, such as definitional clashes or intricate argumentation.
- **Contextual Feedback:** Place feedback within the context of the debate. Explain how specific actions or arguments fit into the larger debate structure and strategy.

If the weigh-up is unclear or messy in the debate because the team cases were parallel or unclear about the framing you should be honest in relaying this to the team. You can reference the way in which this impacted the flow of the debate and the eventual decision.

BE REMINDED on WEIGHING:

- We rank issues by examining and answering the following questions:
 - What did teams explicitly agree on as important?
 - If that's not clear, then what did teams implicitly agree on as important?
 - If that's also not clear, then the reasons given by teams on why a particular issue matters more than other issues (weighing).
 - If there is no explicit weighing, ONLY then enter the debate to decide the ranking of issues (not as your personal self but as the average reasonable person we described earlier).. Examples of Weighing: Size of group impacted/Extent of impact

In these more complex cases you can relay the process of reasoning and weighing quite systematically as per the previous steps. Ensure you are as clear and as logical as possible!

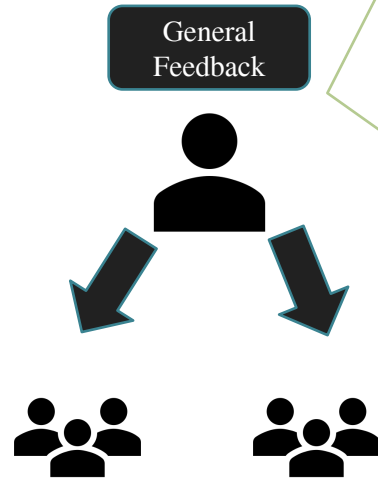


Refining Personal Feedback Delivery

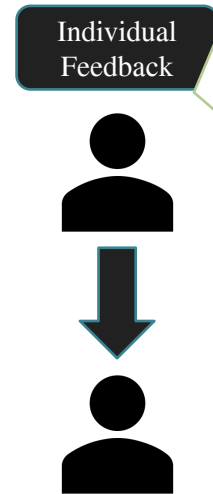
- **Balanced Critique:** Ensure your feedback to speakers includes both positive reinforcement and constructive criticism. Highlight specific instances where debaters excelled and where they can improve.
- **Impactful Points:** Focus on the most impactful moments of the debate that influenced your decision in the speaker's speech. Explain why certain arguments or strategies were particularly effective or ineffective - **reference aspects of their speech directly**. You can also provide ways this could be improved by suggesting what they could have done. Important to note here - suggestions of improvement are distinct from the reasons for the decision of the debate. You should remind speakers of this where you need to.
- **Encourage questions:** ask if they have questions for you and if they understand the reasoning as you provide feedback.
- **Be comprehensive:** touch on content, style, and strategy.



Feedback:



- Are issues in the debate equally important, or are some more important than others? Why?
- Which teams won on specific issues and why?



- Provide more in-depth feedback per speaker (what they did well, what they can do better in the next round - better responses/additional arguments they could have run)
- Responses to any questions they may have!
- Do not single out speakers for doing poorly.
- Keep it friendly and constructive





FEEDBACK

Please note that at this tournament, feedback is mandatory, via Tabbycat.

Feedback from Teams

- All teams should submit feedback on all their judges, including Trainees.

Feedback from Judges

- Chairs, please give feedback on panel (including trainees).
- Panel, please submit feedback on chairs, other panellists, and trainees.
- Trainees, please submit feedback on your chairs and other panellists.

How to Submit Feedback

- Feedback can be submitted through your personalized URL link.
- Feedback will be considered by CAP in selecting judges to adjudicate the out-rounds.
- Please use the Feedback Scales.

The judge break is:

- Competitive - we will break judges to recognise strong performance at the tournament
- Representative - we will try to break judges to ensure out rounds have a balance of representation



PART 02

Practical Weighing



What is the impact on content, style, and strategy in the following situation?

A debater consistently presents well-reasoned arguments but fails to effectively engage with the opposing side's points, offering only superficial rebuttal. However, their speech is delivered with confidence and clarity, utilizing effective rhetoric and persuasive language to convey their points.



Downward pressure on strategy - limited engagement with opposing arguments, weak rebuttals.
Neutral (to upward) pressure on content - well-reasoned arguments presented, but lacking depth in addressing opposing points. Depending on how 'well-reasoned' arguments were to how 'superficial' responses were.


Upward pressure on style - confident and clear delivery, effective use of rhetoric and persuasive language.

Overall: average to perhaps slightly above average



What is the impact on content, style, and strategy in the following situation?

In a debate, a debater's arguments are often disorganized and lack coherent structure, making it challenging for the audience to follow their points. Additionally, their matter is weak, with insufficient evidence and logical flaws undermining the strength of their arguments. However, despite these shortcomings, the debater demonstrates insightful focus by effectively anticipating and preemptively countering potential arguments from the opposition. They also employ persuasive techniques and rhetorical devices to divert attention from their weaknesses and capitalize on their opponent's vulnerabilities.

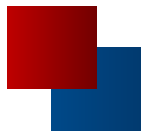


Neutral (to upward) on strategy - insightful focus on opps weaknesses and preemptive response, neutralized a bit by disorganisation and problematic structure.

Downward pressure on content - weak arguments, logical flaws, insufficient evidence.

Upward pressure on style - capitalize on persuasive techniques and rhetorical devices.

Overall: likely average



REMINDER: Accurate Use of the WSDC Scoring Range

There has been a historic tendency for adjudicators in WSDC to infrequently give scores outside 1 or 2 points from the average, leading to a clustering of all scores around the 68 - 72 mark despite the significant variety in the quality of speeches. The Serbia WSDC 2024 CAP wants to place emphasis on the use of the full 60-80 score range.

- The scores of the whole WSDC tournament should fall along a rough bell curve distribution, such that there may be speeches at Serbia WSDC 2024 that score a 62 or 78.
 - So while the majority of the scores will fall within the average, scores of 65 and 75 are common, and you are quite likely to see them... not all the speeches you see will be 70s.
 - Remember that the speaker range is not the range of speaker scores you see in a tournament, but the range of possible speaker scores that exist in debating. Don't base your scores on debates you have seen so far in your judging career but instead refer to the marking guide throughout the competition - it is the most accurate reflection of what each score corresponds to.
- Speeches within a debate will also vary in quality. It may be the case that some speakers in the debate receive average scores (68-72) and some are significantly stronger or weaker (receiving scores closer to 65 or 75).
 - Even if the difference between speakers is very small, it should still be represented by slight differences in scoring i.e. half points.
- It is important to remember the connection between scoring substantive speeches and the win/loss margin between the two teams in a debate.
 - If one team clearly wins the debate (margin of around 10) then there will be a difference in speaker quality i.e. some speakers will be either below or above average.
 - If the debate is very close (margin of 2 or less) then teams will be of a similar quality, but speaker scores may not necessarily be all average (68-72). The whole debate could be of a low/high quality and thus all speaker scores are below average or above average.



SCORING AND MARGIN

Simple checks:

- What would an average score sound in a debate speech? Move up and down accordingly for speakers who are below or above average.
- To score reply speeches, assess it like a regular speech and divide it by 2
- Half marks are the lowest fraction allowed.
- After tallying the scores, the total score of the winning team must be higher than the total score of the losing team.

Margins between teams

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

PART 03

OA Example & Discussion

Example of WSDC Oral Adjudication





Discussion

Key Aspects of the example:

- result first
- touch on style, strategy, and content
- references specific aspects of the case - direct examples
- sets out comprehensive weighing of panel even where a split (where some felt strongly on a particular weigh-up or aspect of the debate and others feel differently - even when you agree - you can show the extent to which it persuaded parts of the panel in the OA)
- speak about the teams as a whole - do not pinpoint particular speakers
- be open to personal feedback after the round



Q&A time:

THANK YOU !