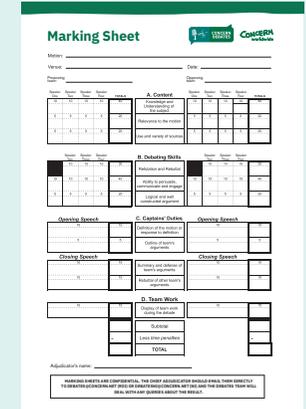


Marking sheet guide for Adjudicators and Teachers

What to look out for



		Need for improvement (1-2/5) (1-4/10)	Good (3/5) (5-6/10)	Very Good Score (4/5) (7-8/10)	Excellent (5/5) (9-10/10)
A. Content 10 marks	Knowledge and understanding of the subject 10 marks	Lacking to grasp the concept of the debate topic. Reading off speeches with no clear understanding.	Basic knowledge of the debate topic, without any depth.	Using language they can understand and explaining their arguments clearly.	The speaker knows what the debate is about. They understand the motion and have researched all aspects of the topic. They pre-empt the opponents' arguments. You are left in no doubt the speaker has a full understanding of the topic.
	Relevance to motion 5 marks	Sweeping statements made, with little or no relevance to the motion.	Referring to the topic but in very broad generalised terms, with some attempt to refer to the motion.	Staying on topic.	You are left in no doubt about the relevance of the point being made. The statement is clearly linked to the motion and always brought back to the motion in order to reinforce the point.
	Use and variety of sources 5 marks	Lack of facts and or sources for facts.	One fact that is backed up with a credible source.	Two facts backed up by a credible source.	Multiple facts backed up with clearly stated evidence relevant to point. Using facts from long established and 'trusted' organisations (United Nations, NGOs, Governments, media etc) will add strength to an argument.



Speaker One	Speaker Two	Speaker Three	Speaker Four	TOTALS	A. Content					
10	10	10	10	40	Knowledge and Understanding of the subject	10	10	10	10	40
5	5	5	5	20	Relevance to the motion	5	5	5	5	20
5	5	5	5	20	Use and variety of sources	5	5	5	5	20



MARKING SHEET GUIDE FOR ADJUDICATORS AND TEACHERS

		Need for improvement (1-2/5) (1-4/10)	Good (3/5) (5-6/10)	Very Good Score (4/5) (7-8/10)	Excellent (5/5) (9-10/10)
B. Debating Skills 25 marks	Refutation and Rebuttal 10 Marks	A vague statement prepared, without addressing any member of the opposing school. More of a contradiction than a refutation or rebuttal.	One opponent point disproven with a new point of view backed up with reputable sources.	Two opponent points disproven with a new point of view backed up with reputable sources.	At least three points referring to the opponent's points. The statement being refuted is clearly outlined. The speaker who said the statement is mentioned. The point is disproven with a rebuttable fact. Your point of view had been changed. You are left questioning the integrity of the original point made.
	Ability to persuade and communicate and engage 10 marks	Raising voice just to get the point across. Disrespectful and lacking control. Any jeering towards opponents is 0 points.	Some attempt to persuade and communicate using good eye contact, body language and varied tone of voice.	Throughout the debate inconsistent attempts made to use persuasive language and engaging tone.	You should be left in no doubt that the argument you heard is correct. Passionate but not shouting. Students should be articulate, speak slowly, clearly and audibly. Clearly showing passion, humour, and emotion.
	Logical well-constructed arguments 5 marks	A complete lack of flow between speeches and failure to summarise points made. No beginning, middle and end of the argument.	Speeches are not succinct, finish abruptly or fail to incorporate refutation and rebuttal.	Arguments have structure, but could be tighter and more relevant to the debate topic.	Each speech has a beginning middle and end and is summarised. The points are clear, refutation and rebuttal incorporated clearly and all delivered within the time limit.



B. Debating Skills				
	Speaker Two	Speaker Three	Speaker Four	
Refutation and Rebuttal	10	10	10	30
Ability to persuade, communicate and engage	10	10	10	40
Logical and well constructed argument	5	5	5	20



MARKING SHEET GUIDE FOR ADJUDICATORS AND TEACHERS

		Need for improvement (1-2/5) (1-4/10)	Good (3/5) (5-6/10)	Very Good Score (4/5) (7-8/10)	Excellent (5/5) (9-10/10)
C. Captain's Opening Speech	Definition of motion or response to definition 10 marks	Leaving the adjudicator confused as to the definition of/response to the motion.	Motion is discussed in a very broad sense, without examining the language used in the motion.	Motion is defined in more detail, but there is room for further analysis.	A clearly defined motion with no doubt about the understanding of the motion.
	Outline of team's arguments 5 marks	Not mentioning the team speakers or their points.	A vague outline of the arguments to come.	Outline given with some detail, but rushed and not leaving a clear sense of the points to come.	A well-rounded summary of the arguments to be presented leaving you in no doubt of what the points are going to be.



<i>Opening Speech</i>		C. Captains' Duties	<i>Opening Speech</i>	
10	10	Definition of the motion or response to definition	10	10
5	5	Outline of team's arguments	5	5



MARKING SHEET GUIDE FOR ADJUDICATORS AND TEACHERS

C. Captain's closing speech 20 marks	Summary of team's arguments 10 marks	Introducing random new points and failing to summarise the team's arguments.	A brief or incomplete summary of team's arguments, without detail.	Team's arguments are outlined with some detail, but could be expanded upon.	A well-rounded summary of the arguments leaving you in no doubt of what the points were. New information or points made during the closing speech should not be awarded marks.
	Rebuttal of other team's arguments 10 marks	Failure to mention the other team's arguments equals 0 points.	Mentioning the other team's arguments and saying they are incorrect but not saying why.	Referencing one or two points made by the other team and backing up their point of view with facts and sources.	At least three points by the opponent are stated and clearly disproven with reputable facts and sources. Using new information that hasn't been used by that team already.



Closing Speech			Closing Speech	
10	10	Summary and defense of team's arguments	10	10
10	10	Rebuttal of other team's arguments	10	10

D. Team work
10 marks

Display of team work throughout debate	Lack of cohesion and linking speeches.	One similar point repeated by all team.	Linking sentences throughout, but could be further connected.	Debaters should be familiar with each other's speeches, share research and useful statistics and refer to each others speeches if relevant. The team uses a common phrase or style to link all speeches.
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D. Team Work				
10	10	Display of team work during the debate	10	10
		Subtotal		
	-	Less time penalties		-
		TOTAL		

