



## GUIDANCE NOTES FOR MACE DEBATING COMPETITION

**Point of Information (POI):** A formal interjection which may be made during an opposing speaker's speech. A POI is offered when a speaker stands up and addresses the current speaker saying "on a point of information" or "on that point". POI's may be accepted or declined by the current speaker. If declined, the speaker offering the POI must resume their seat. If accepted, the speaker offering the POI may make a **brief** point, after which they must resume their seat and the current speaker continues with their speech. **Please note that POI's are up to the debating members to manage at no point does the chair manage POI's. If the point becomes too long it is up to the interrupted speaker to interrupt and carry on with their speech.**

**Protected Time:** The period of time during which POIs may not be offered.

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

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

Further guidance can be found on the internet by searching "Competition Handbook ESU". The ESU mace debate guidance is from page 26 of the ESU Speech and Debate Competition Handbook for Schools.

There is also an ESU mace debate training video: [www.youtube.com/watch?v=DQYo4lZiSrM](http://www.youtube.com/watch?v=DQYo4lZiSrM)

## MARK SCHEME EXPLANATION

### Main Speeches

#### Expression and Delivery

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

#### **Use of Notes**

How effective is the speaker's use of notes? Speakers should have some notes from which they speak fluently. Speakers should be penalised for reading speeches which they have written out in full beforehand or for reciting memorised speeches, which have been learnt by note.

#### **Use of Voice**

Are the speakers audible and clear, while varying speed, volume and intonation to keep their speeches interesting and to add conviction and authority?

#### **Use of Words**

Is language varied, persuasive, appropriate and precise?

#### **Use of body language**

How effective are hand gestures, eye contact and facial expressions?

#### **Rhetoric and humour**



Is there an appropriate level of rhetoric and relevant humour?

### Organisation and Prioritisation

#### **Team Structure**

Did the team's speeches complement each other?

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

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

#### **Individual structure**

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

Were individual arguments grouped into a logical and coherent speech?

Were the most important arguments emphasised?

#### **Adaptability**

Did the speakers show that they were able to reorganise their material if developments in the debate necessitated it?

#### **Timing**

Did the speakers speak for approximately their allotted time? Did they divide their time sensibly between their different points?

### Reasoning and Evidence

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

#### **Clarity and logic**

Are the arguments explained clearly and logically?

#### **Examples and analogies**

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

#### **Links to the motion**

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

### Listening and Response

#### **Rebuttal**

Have speakers been listening carefully to their opponents and shown, in their own speeches, why they disagree?

#### **Making Points of Information**

Have speakers made good Points of Information, showing they have been listening and picking out important points to challenge.



## **Taking Points of Information**

Have speakers taken two or three of the POIs offered during their speech and responded to them immediately and capably? Speakers should show listening skills through taking and making Points of Information. **Speakers should not be penalised if no points are offered to them, or if they offer enough points but none are accepted.**

## **SUMMARY SPEECHES**

### **Expression and Delivery**

As for main speeches.

### **Organisation and Prioritisation**

#### **Choice of arguments**

There is not time to summarise every argument raised in the debate. Summary speakers should concentrate on the main points of contention that are key to winning over the audience.

#### **Structure**

Was the speech well structured and easy to follow? Was it logical and coherent?

#### **Adaptability**

Did the speech reflect the debate as it actually happened, rather than having been written out before the debate started?

#### **Timing**

Was the allotted time used wisely, with sufficient time being given to a discussion of each major area of clash in the debate?

### **Reasoning and Evidence**

#### **Clarity and logic**

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

#### **Revisited material**

Did the speaker choose the most powerful examples and analogies to revisit in their summary speech?

#### **New material**

New material is only permitted if it elaborates – or responds to – material already mentioned by another speaker in the debate. A small amount of interesting relevant new material of this type can be rewarded. Totally new material should be penalised.

### **Listening and Response**

#### **Own team**

Has the speaker listened to their own team, reflecting what was actually said rather than what was planned beforehand?

#### **Rebuttal**

Has the summary speaker listened carefully to their opponents and shown why they disagree with the key arguments?



## Floor debate

Were key points referred to?

## Points of Information

**Points of Information are not allowed in summary speeches;** the speaker's ability in this area is assessed as part of their main speech.

**Teams' total scores therefore consist of 230 points: 30 points for the Chair; 40 points for the proposer; 40 points for the opposer; 40 points for the second proposer; 40 points for the second opposer; 20 points for the opposition summary and 20 points for the proposition summary.**

5<sup>TH</sup> December, 2015

