

How to judge and **be** a judge: *in BP*



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The Basics: BP

It's there, in your head



In each round, there'll be:

- ◉ 4 teams, divided into **2 benches** (Government vs. Opposition), with 7 mins speaking time and POIs
- ◉ a **conferring** to rank the teams from 1st-4th (3-0 VPs)
- ◉ a voting in the case of **deadlock** after 15 mins of conferring. If the panels are even, the chair has 2 votes

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Role as Adjudicator

It isn't really there anymore

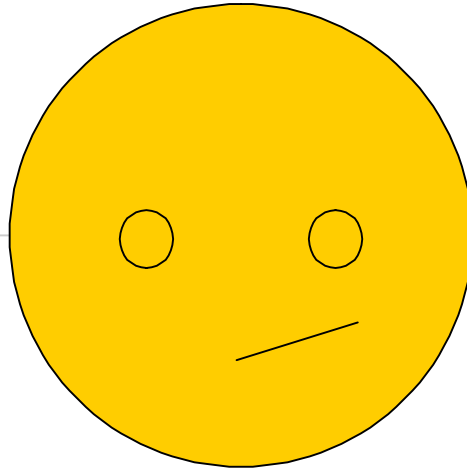
*Watch, assess, and determine the
result of the debate as an average
reasonable person.*

“



You're someone who:

- ◉ has basic awareness of **current events**
- ◉ is logical and **open-minded**, by default
- ◉ is **not** an expert on any particular fields
- ◉ understands **debating rules**



Humans Have Biases

Realize them, deal with them, don't let them influence your decision.

Relax, you still have ... well, half an hour?



Steps you should do:

- ◉ weigh the **logical explanations** of the arguments and responses equally
- ◉ analyze the **significance** of the points
- ◉ confer with other panels
- ◉ assign the **most representative** scores
- ◉ provide a verbal adjudication
- ◉ give personal feedback **after** the round

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Assessing Debates

Put yourself in a spectator's shoes



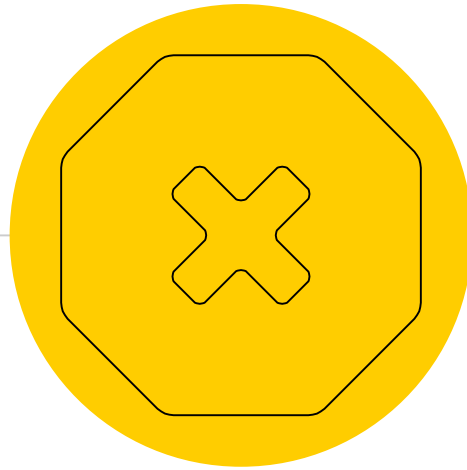
Criteria for arguments:

- ◉ depth of logical analysis
- ◉ significance of arguments in the debate
- ◉ strength and relevance of evidence
- ◉ relevance of arguments toward the team's stance and goal



A good response proves that:

- ◉ the opponent's arguments are fundamentally wrong
- ◉ the opponent's impacts (harm/benefits) will not take place
- ◉ the opponent's arguments are irrelevant and insignificant toward the intended goal
- ◉ the opponent's arguments are inherently inconsistent



Questioning is NOT responding

The burden to answer the question also lies within the team who initially raised it.



The Trias Debatica

- ◉ Debate assessment used to be divided into **Matter, Manner, Method**
- ◉ Nowadays, they've fused together
- ◉ **DO NOT** assess each one of them independently
- ◉ But, assess them as a whole: how does they influence the speaker **in persuading you?**

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Pretty Little Liars

Some terms that usually catch you off guard

You don't credit/penalize a speaker because of his/her **role fulfillment**. After all, do you even **know** what that is?

If you're a **debater**, you don't want to lose because the judge says you didn't fulfill your role per se. You want to know why you weren't **convincing enough**.

“



Did he/she just **backstab**?

- ◉ A closing team should never directly **rebut** their opening's case. Don't laugh, it has happened before.
- ◉ A closing team is expected to patch the holes on their opening's case and **reinterpret** the issues to make the case sound.
- ◉ A new mechanism is presented only to make the debate **flows better**. Don't create turbulence.

In life, backstabbers may win. But, sane people will only favor them if the others are just intuitively worse.

“



Closing may triumph opening:

- ◉ if they've covered a huge hole of logic that Opening missed
- ◉ if their case was more exclusive and significant in the debate
- ◉ if they've provided a comparative edge to Opponent's case, that Opening didn't provide



Miscellaneous

- ◉ Definition: Don't penalize OG for an insufficient definition **beyond** the problem actually arises
- ◉ Burden of Engagement: Contingent to the **dynamics** and strength of previous ideas
- ◉ Burden of Proof: Sometimes teams attempt **sneaky** strategies (e.g. ex: pushing BoPs)
- ◉ Equity: **Report** to the Adjudication Core if a violation occurred



Proposition Fiat

- ◉ It is NOT a valid opposition line to argue that a **parliament** will not pass the policy proposed by the government bench
- ◉ The government team CANNOT stipulate the ways that **other actors** will react



Proposition Fiat

- ◉ Ex.: THBT **Russia** should make a credible public offer to the **United States** for joint decommissioning of their entire nuclear arsenal
- ◉ the government can assume that **Russia** will make the offer
- ◉ the government team cannot assume that the **United States** will accept the offer

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Determining

It may not be easy, but don't take forever



Conferring: The Process

- ◉ Use a **holistic** approach (Do not nit-pick)
- ◉ Be **comparative**
- ◉ Justify your reasoning by explaining the **impacts** of a certain point that led you to believe that the point was persuasive
- ◉ Discuss the decision (ranks and scores) with the panels until a **consensus** is reached

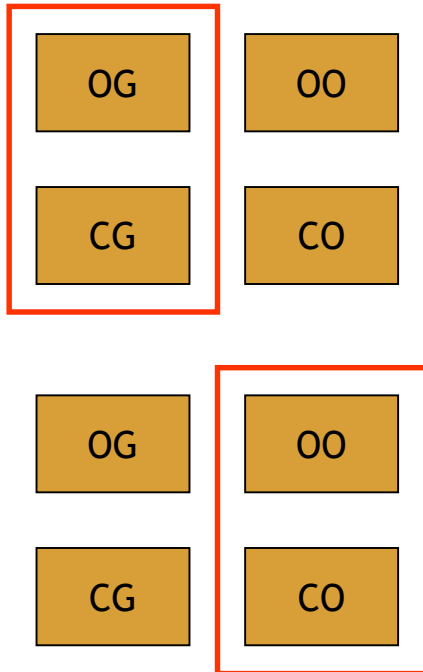
Panels conduct a conferring to settle a debate, not to start another debate. Do not be stubborn, changing your initial decision is as fine as accepting a truth.

“

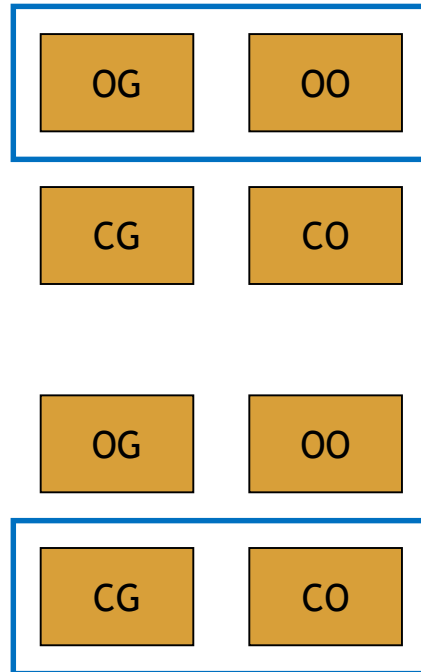


Possible Outcomes

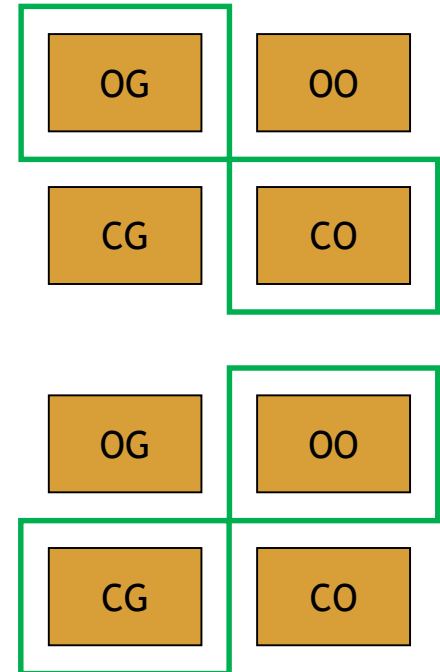
Bench Winning



Opening/Closing



Crossing Floor





Scoring

- ◉ The winning team must have the highest **total** team score compared to the others
- ◉ There can **never** be a draw
- ◉ A speaker from a losing team **can** have the highest speaker score in the debate

Score	Description
50 - 54	The speaker did not provide any relevant contents with the motion in discussion. Either he/she was speaking in another language other than English, or talked about the weather.
55 - 60	The speaker was able to provide materials that seem relevant. However, it was very poorly structured, you were unable to extract adequate coherent, meaningful contents.
61 - 64	The speaker was often relevant, but rarely made full arguments . Frequently unclear and confusing, really problematic structure/lack thereof. Had some awareness of role.
65 - 69	Relevant arguments were frequently made, but with very rudimentary explanations (mostly in the form of assertions without any follow-up substantiation. The speaker was clear enough to be understood the vast majority of the time.

Score	Description
70 - 74	Arguments were generally relevant and some explanations given. But, there may be obvious gaps in logic, seen as simplistic argumentation. May sometimes be difficult to follow.
75 - 79	Arguments were almost exclusively relevant and frequently persuasive. Occasionally, but not often, the speaker may slip into: i) deficits in explanations, ii) simplistic argumentation vulnerable to competent responses, or iii) peripheral or irrelevant arguments.
80 - 84	Relevant and pertinent arguments addressed the key issues in the debate with sufficient explanations. The speech was clear and persuasive. Perhaps slight issues with balancing argumentation and refutation and/or engagement in the debate.
85 - 89	Very good, central arguments engaged well with the most important issues on the table and were highly compelling . Sophisticated responses would be required to refute them. Delivery was clear and very persuasive. Role fulfillment and structure were probably flawless.

Score	Description
90 – 94	Relevant and pertinent arguments addressed the key issues in the debate with sufficient explanations. The speech was clear in almost its entirety and held one's attention persuasively. Role was well-fulfilled and the structure was unlikely to be problematic. Perhaps slight issues with balancing argumentation and refutation and/or engagement in the debate.
95 – 99	Magnificent, central arguments engaged well with the most important issues on the table and were unbelievably compelling. Sophisticated responses would be required to refute them. Delivery was crystal clear and unquestionably persuasive. Role fulfillment and structure were flawless. A speech that changed your life .





Delivering Oral

- ◉ Appreciate, but don't tell **lies** (74 is not brilliant)
- ◉ Be **comparative** among speakers
- ◉ Do not **argue** with the debaters, guide them and show them what you see
- ◉ Do refer to the speakers' arguments, but don't simply **parrot** lines
- ◉ DO NOT disclose the speaker scores EVER



Clash Policy

- ◉ Clashes are conflicts that make it **improper** for some judges to judge particular speakers
- ◉ They arise in the following situations: i) intimate physical **relationships**, ii) attendance at the same **institutions**, and iii) other circumstances giving rise to a presumption of actual or potential **unfairness**
- ◉ Declare your classes ASAP

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Questions?

Don't let them linger in your head

Never **disregard** a trainee in your room. **Once**,
you were also a trainee. Being a chair or a
panel is not a privilege, it is simply a **job**.

“



Happy adjudicating!

Once you get in, you should never get out, unless
you don't belong 😊