

# Tournament Rulebook for The 20<sup>th</sup> All Okinawa Senior High School English Debate Contest

Okinawa Prefectural  
Senior High School English  
Teachers' Association

## 1. General Rules of the Tournament

1. All high schools and high technical colleges in Okinawa prefecture are allowed to participate in the tournament. However, only 1<sup>st</sup> to 3<sup>rd</sup> year students from the high technical colleges may enter. Each prefecture may only enter two teams in the tournament. Each school can register up to 2 teams, with each team consisting of 4 to 6 students. During the debate tournament, each team can have 4 representatives. Before each debate, each team can choose 4 representatives out of the enrolled members. However during the debate, the representatives are not allowed to change.
2. The debate topic will be chosen by 沖縄県高等学校英語教育研究会, The Okinawa Regional Federation of English Education Research.

## 2. Tournament Procedure

3. Before each match, teams will be assigned to argue either positive or negative sides by drawing lots.
4. The match pairings for first round will be decided by the Okinawa Prefectural Senior High School English Teachers' Association beforehand. Teams from the same school will not compete with each other in the first round.
5. If a team forfeits a match, the opposing team will be named the winner.
6. If the judging committee rules that a team has maliciously broken the tournament rules, such as forging the team membership enrollment, distorting the evidence that is used in a round, or a team has behaved with apparently unbecoming manners for high school students, the team will be disqualified.
7. The winner will be decided by the judges' votes. Judges are not required to give verbal comments after each match.
8. The top four teams will compete in the semi-finals. The winning two teams in the semi-final will go on to the final tournament. They will draw lots again to decide the role of the affirmative and negative sides. The winner will be decided by the judges' votes.

## 3. Awards

9. A trophy, certificate, and a supplementary prize will be given to the first place team. Also, certificate a supplementary prize will be given to the second and third place teams.

## 4. Team and its Members

10. Each member on a participating team in this tournament's preliminary and final rounds should belong to the same high school or high technical college in Okinawa prefecture, ranging from 1<sup>st</sup> to 3<sup>rd</sup> graders. Each school can register up to 2 teams, with each team consisting of 4 to 6 students. (A team with only 3 students is not allowed to register). During the debate tournament, each team can have 4 representatives. Also, each team member must meet the conditions below.
  - ① English native speakers are not allowed to participate in this tournament.
  - ② Where one or more of the following conditions apply, up to 2 members are allowed to register in each team. (However only 1 student can take part in the debate.)
    - (1) A student with more than 12 months' experience staying in a country where the first language is English. (If the stay was before entering primary school, the stay need not be counted)

(2) A student from countries where English is not the mother language, but is one of the official languages. (If the student left the country before entering primary school, the stay need not be counted)

(3) A student who mainly uses English at home.

※ Exchange students would be allowed to participate in the debate if he/she doesn't come from an English speaking country. If any team is suspected of having breached the above conditions, then the tournament organizer will investigate them.

12. Teams are not allowed to change their members after the preliminary round enrollment. Where a school has entered more than one team, they are not allowed to rotate members between the teams. In case a team lacks a member because of an unavoidable accident, for example sickness or a traffic accident, the tournament organizer will decide whether it would be appropriate for them to substitute the member.

13. If any violation of rules 11 and 12 were found during the tournament, and the violation was judged as malignant, such as intentional forgery, all matches in which the team partook will be considered void, with the opposing team receiving a bye. Further participation will not be permitted, and the team would lose the chance to qualify for the finals. If violations were found after the tournament, any awards given would be cancelled, and thus returned.

## **5. Procedure of the Round**

14. There is a time limitation of 42 minutes for each round, and each round should be used the following debate format. Each team should try to present clearly his/her arguments in response to the opponent's arguments, by making speeches that are easy to follow. Each debater must stick to the roles designated in the table below. In the case that a team wishes to display data (such as a graph or diagram), any of the team's members are allowed to do so.

①Speaker 1: Giving the constructive speech; answering the opposing team's confirmation questions;

②Speaker 2: Attacking the opponent's constructive speech; answering the opposing team's attack.

③Speaker 3: Asking questions of the opposing team's attack; giving a defense of their previous constructive speech.

④Speaker 4: Asking confirmation questions of the opponent's constructive speech; giving a summary of the team's views.

4 –debater style	Types of Speech	Time	4 –debater style
A1	(1) Affirmative Constructive Speech	4 min	
	Preparation Time	1 min	
A1	(2) Questions from the Negative	2 min	N4
	(3) Negative Constructive Speech	4 min	N1
	Preparation Time	1 min	
A4	(4) Questions from the Affirmative	2 min	N1
	Preparation time	2 min	
	(5) Negative Attack	3min	N2
A3	(6) Questions from the Affirmative	2 min	N2
A2	(7) Affirmative Attack	3 min	
A2	(8) Questions from the Negative	2 min	N3
	Preparation Time	2 min	
A3	(9) Affirmative Defense	3 min	
	(10) Negative Defense	3 min	N3
	Preparation Time	2 min	
A4	(11) Affirmative Summary	3 min	
	(12) Negative Summary	3 min	N4

( 42 min )

15. There are two official members in one room. One is as a time keeper, and the other is a chairperson who makes sure instructions are followed appropriately and that the debate goes on smoothly.
16. The person who is assigned as a speaker shown in the chart above has to make a speech after the time keeper's sign.

**17. The role of chairperson :**

If the speaker is inaudible, and if external factors such as the audience is making too much noise. In the latter case, the chairperson has the right to intervene to ensure that the speaker is not interrupted. If the speaker's speech is interrupted because of the noise from the audience or other disturbances, the chairperson can stop the measuring time of the speech or decide to extend the time of the speech to maintain the impartiality and try not to give disadvantage to the speaker. However, if a debater is speaking too quickly, that is the problem of the debater's team and as such the organizers have no obligation to intervene and do not consider the time or their disadvantages. If the wrong person starts speaking, questioning or answering, the chairperson must ask the speaker to stop and the speech must start over with the correct speaker. If a mistake is found, for example, after the next speech, the mistake will be regarded a violation and the team will lose the round with no points gained. If both team make this mistake, both team will have possibility to lose this round. Furthermore, the organizers will not involve themselves with regards to the debate's content in any way during the match.

**18. The role of time keeper :**

After each speaker stands up and gives his or her name, the time keeper will measure the time. The standard time of the speech will be measured by the timer. The time keeper must show the remaining time a debater has every thirty seconds with a card. The time keeper must announce "Time is up" after each match is finished. Debaters must not speak after time-up has been called. Judges cannot award points or evaluate participants on any remarks given after time has been called. If the speaker finishes the speech before the time limit, the time keeper has to wait until the time is up and cannot move the debate forward. Even in this situation, the time keeper must show the remaining time of a debater. However, if the negative summary finishes before time is up, the time keeper may end the match as soon as that speech is over.

**\* A supplementary explanation:**

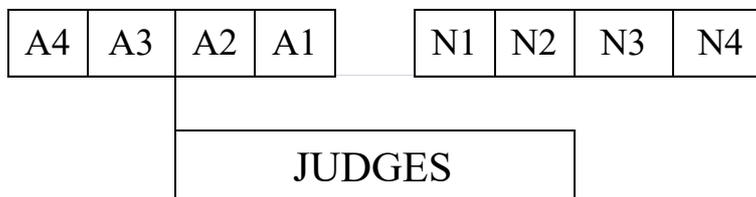
The speech should be started with saying the speakers' first name.  
For example,  
"Hello, I am Ai, I'd like to start the attack speech".  
"Thank you chairperson, my name is Zenji".

**19. Preparation time :**

Speakers cannot make their speeches during the preparation time. Speakers must start their speech after the sign to start their speech. Also, both teams are allowed to discuss with their team members during every preparation time.

**20. Designated seats where the speakers make their speech :**

The Affirmative team shall be seated on the left-hand side from the judge's perspective, and the Negative team on the right. The speakers should be seated in the designated seats in the order of Speaker 1, Speaker 2, Speaker 3, Speaker 4. Both first speakers should be seated in the closest seats to the opposing team (Near the room's center, facing the judges). Each speaker should stand in their designated area when giving a speech. The debater should stand during the entire speech, including the Questions & Answers section, unless there is an unavoidable reason not to. In some rooms, the debaters should follow special instructions from the tournament organizers, especially in larger rooms for the semi-final and final rounds. For example, in later rounds debaters may be asked to speak from a podium.



**21. Things debaters can use :**

Debaters may bring dictionaries, materials (such as data) related to their argument and stopwatches. However, they must follow the timekeeper's official timing.  
\* Debaters are not allowed to use any smartphones or tablet computers.

**22. Communication among teammates :**

During the speech, the debaters are allowed to give some advice to a teammate as long as it is written down on a memo or spoken by word of mouth in as small a voice as possible so the judges and opponents can't hear what the advice is being said. A team will lose "communication points" if the advice is in a loud voice. Only the debaters in the round can give advice. (Including the preparation time) If any person in the audience gives advice, scripts, or memos to a team during the round, the team will lose the round with no communication points gained, regardless of the content of the advice and the arguments presented so far.

**23. Prohibition of appeal and complaint after the debate :**

The debaters are never allowed to make a complaint or protest against the judges' decision after the debate is over. If debaters or coaches do protest excessively, the team may be penalized, possibly losing the qualification for the finals, the best debater's award, or even banned from future tournaments. Debate teams are allowed to make a protest to the Judging Committee only when (1) There is certain ground to

believe that the opposing team has forged the eligibility of application.(2) There is certain ground to believe that the opposing team used distorted evidence.

## 6. Speeches

### Affirmative Constructive Speech (1)

24. **[Structure]** The affirmative constructive speech should explain the current problems, propose a plan, and present the advantages of their proposition.
25. **[Plan]** "Plan" is what the Affirmative side proposes as their definition of the topic and their concrete policy.
- The affirmative team must propose a "Plan" in the Affirmative Constructive Speech. After the constructive speech, adding to or changing the plan is forbidden. In the case that the affirmative team does not propose any plans in the affirmative constructive speech, the judges will consider that the Affirmative side is supporting a vague standpoint with a minimum plan of action. The affirmative side is not allowed to propose plans that are irrelevant to the topic. Irrelevant affirmative plans will be ignored by the judges.
26. **[Advantage: Limits on the number of Advantages. Proving an Advantage]** An advantage is defined as a solution presented. Debaters should present no more than two advantages of their proposition. Each advantage should contain the following information:

- (A) Present situation: why the present situation, without the plan, is inadequate.
- (B) Effect: how the advantage is possible under the proposed plan.
- (C) Importance: how important or valuable the advantage is.

If two independent issues are within seemingly one advantage, the issues should be divided and treated individually as separate advantages. Even if a team present seemingly only two advantages in their constructive speech, but actually there are more than two implicit advantages, the judges will ignore all except the two advantages mentioned in the constructive speech. Alternative English expressions for the analysis of the (A) Present situation are "inherency" or "(analysis of)the present situation." For (B) Effect, expressions such as "solvency" or "effect" are also used. For (C) Importance, expressions such as "significance" or "importance" are also used. In any case, to prove all three sub points is strongly recommended.

### Negative Constructive Speech (2)

27. **[Structure]** The negative constructive speech must explain the topic clearly and argue against the chosen topic. The speech must prove why the topic or measure being debated should not be approved. The most important purpose of the negative constructive speech is to present disadvantages caused by the topic or plan.
28. **[Disadvantage: Limits on the number of Disadvantages. Proving a Disadvantage]** A disadvantage is defined as a problem caused by the topic or plan. The Negative team may present no more than two disadvantages. Each disadvantage should contain the following information:

- (A) Present situation: why the present situation, without the plan, is adequate.
- (B) Effect: why the disadvantage exists under the plan proposed by the opposing team.
- (C) Importance: how important or valuable the disadvantage is.

If two independent issues are within seemingly one disadvantage, the issues should be divided and treated individually as separate disadvantages. Even if a team present seemingly only two disadvantages in their constructive speech, but actually there are more than two implicit disadvantages, the judges will ignore all except the two disadvantages mentioned in the constructive speech. The negative constructive speech is not required to attack the proposed plan. That task should be taken care of during cross-examination. However, if the debater has time left, and has fulfilled the requirements outlined here, he or she may attack the opposing team's plan. Alternative English expression for the analysis of the (A) "Present situation" is "uniqueness", (B) "effect" expressions such as "link" or "effect" are also used. For (C) "importance", expressions such as "significance" or "importance" are also used. In any case, to prove all three sub points is strongly recommended.

## Questions and Answers against Constructive Speech (2) (4)

29. **[Verification of Confirmation or Proof]** In the Questions and Answers sections, the questioner can ask questions on the opponent's ambiguous constructive speech, confirmation on evidence reliability, meaning of ambiguous words and terms.
30. **[Progression]** In the Question and Answer sections, the questioning team has the right to proceed. That means that the questioners have the right to interrupt the opponent's answer and move on to the next question if the answer is taking too much time, or the answer does not correspond to the question. It is expected that the questioner be polite when prompting the opponent to move on.
31. **[Attitude]** In the Question and Answer sections, the debaters are expected to give speedy and precise answers in order to allow as many questions as possible to be asked.

### Negative Attack (5)

32. **[Role]** The role of the Negative Attack speech is to attack the fallacies in the affirmative team's proofs of the advantages. Examples are as followed:
- (A) Even without the plan, the claimed advantage can be gained, so the plan is not necessary. (attacking the analysis of the present situation)
  - (B) The advantage cannot be expected to be caused by the plan. The plan will not solve the present problem. (No effect: attacking the effect of the plan)
  - (C) The advantage does not have any objective value. (Not important: attacking the importance of the advantage)
33. **[Prohibition]** The negative side is not allowed to introduce new disadvantages in this speech. If a new disadvantage was introduced in the attack speech, judges should ignore the newly-added disadvantage. For example, an argument such as "it costs a lot" is in fact an added disadvantage, so it should not be mentioned in the Attack speech. However, the Attack speech should be related properly to the opponent's Advantages. For instance, an argument like "The plan cannot solve the problem effectively because it costs too much" is a valid attack.

### Affirmative Attack (7)

34. **[Role]** The role of the affirmative attack speech is to attack the fallacies in the Negative team's proofs. Examples are as followed:
- (A) Even without the plan, the situation similar to the disadvantage will happen, so the disadvantage is not unique to the plan. (attacking the analysis of the present situation)
  - (B) The disadvantage cannot be expected to be caused by the Plan's effect. ("No effect". Attacking the effect of the plan.)
  - (C) The disadvantage does not have any objective negative value. ("No importance". Attacking the importance.)
35. **[Prohibition]** The affirmative attack speaker is not allowed to refute the attack of the negative attack speech. Such rebuttal should be done in the defense speech. If such rebuttals are apparently seen, judges should ignore them. Only when the negative constructive speech contains attacks to the affirmative advantages (such as may happen when the negative constructive speaker has extra time), is the affirmative attack speaker allowed to attack the constructive speech.
36. **[Prohibition ②]** The affirmative side is not allowed to introduce new advantages in this speech. If a new advantage was introduced in the attack speech, judges should ignore the newly added advantage.

## Questions and Answers against Attack speech (6) (8)

37. **[Verification of Confirmation or Proof]** The **[progression]** and **[attitude]** of questions to the Attack is essentially the same as the questions and answers against the opponent's constructive speech. Specifically, the questions can either be examinations on arguments or evidence, or confirmations on ambiguous words and terms. In principle, the questioner must ask questions on the opponent's Attack.

## **Affirmative Defense** (9)

38. **[Role]** The role of the affirmative defense is to defend against the negative attack's refutations and reconstruct (reprove) the affirmative advantages that they think will be gained from the plan proposed in the constructive speech.
39. **[Complement]** The defense speech should concentrate on being defensive. Basically, the defense should only invalidate the negative attacks provided against the advantages in the affirmative constructive speech. In addition, if the opponent did not attack the advantages, the affirmative side may explain and emphasize their issues again.
40. **[Prohibition]** It is not allowed to add new plans or arguments equivalent to new advantages. Also, it is not allowed to add new attacks against the negative constructive speech. Such new plans, advantages, or attacks should be ignored by the judges as "New Arguments".
41. **[Recommended Comparison]** Unless it is a new direct attack, the defense speech can add some points concerning the comparison of the presented arguments from each side.

## **Negative Defense** (10)

42. **[Role]** The role of the negative defense is to defend against the affirmative attack's refutations, and at the same time, reconstruct (reprove) the negative disadvantages that were presented in the constructive speech, that they think will be caused by the affirmative plan.
43. **[Complement]** The defense speech should concentrate on being defensive. Basically the defense should only invalidate the affirmative attacks provided against the disadvantages in the negative constructive speech. However, if the opponent did not attack the disadvantages, the negative side may explain and emphasize their issues again.
44. **[Prohibition]** It is not allowed to add arguments equivalent to new disadvantages. Also, it is not allowed to add new attacks against the affirmative constructive speech. Moreover, it is not allowed to attack the affirmative defense speech which comes directly before this speech. Such new disadvantages or attacks should be ignored by the judges as "New Arguments."
45. **[Recommended Comparison]** Unless it is a new direct attack, the defense speech can add some points concerning the comparison of the presented arguments from each side.

## **Affirmative Summary** (11)

46. **[Role]** The role of the affirmative summary is to show that the affirmative issues outweigh those of the negative by summarizing the issues. Speakers should summarize the previous arguments, considering both 1) negative disadvantages (including refutations) and 2) affirmative advantages (including refutations), and then 3) finally compare both arguments in sum.
47. **[Prohibition]** It is not allowed to add new plans or advantages. Also it is not allowed to add new attacks against the negative constructive speech. Such new plans, advantages, or attacks should be ignored by the judges as "New Arguments."
48. **[Recommended Comparison]** It is permitted to show microscopic comparison of conflicting evidence (for example, re-refutations against the negative defense), or macroscopic comparison concerning the whole debate. For example, it is crucial and strongly recommended to show some value criteria to resolve that the Advantages outweigh the Disadvantages. It is not permitted to attack the Disadvantages that were not attacked in the Affirmative Attack. But macroscopic comparison is still allowed, such as "Even if we grant on their Disadvantage argument, it still would never outweigh our Advantages."

## **Negative Summary** (12)

49. **[Role]** The role of the negative summary is to show that the negative issues outweigh those of the affirmative by summarizing the issues. Speakers should summarize the previous arguments, considering both 1) affirmative advantages (including refutations) and 2) negative disadvantages (including refutations), and then 3) finally compare both arguments in sum.
50. **[Prohibition]** It is not allowed to add new disadvantages. Also, it is not allowed to add new attacks against the affirmative constructive speech. Such new disadvantages or attacks should be ignored by the judges as "New Arguments."
51. **[Recommended Comparison]** As with the Affirmative Summary, it is permitted to show microscopic comparison of conflicting evidence (for example, re-refutations against the Negative Defense), or macroscopic comparison concerning the whole debate. For example, it is crucial and strongly recommended to show some value criteria to resolve that the disadvantages outweigh the advantages. Also, it is not permitted to attack the advantages that were not attacked in the negative attack, but macroscopic comparison is still allowed, such as "Even if we grant on their advantage argument, it still would never outweigh our disadvantages."

## **7.Presentation of Evidence and Graphs and Tables**

52. **The definition of Evidence (Evidence)** : Quoting pieces of evidence is extremely effective to make an argument based on objective evidence. In the Constructive Speech especially, the debaters are required to use appropriate pieces of evidence. Without quoting pieces of evidence, the debaters can still sometimes prove their arguments effectively. Also, when quoting pieces of evidence, low quality evidence, such as articles from tabloid magazines, blogs by laypeople, opinions from experts outside their fields of interest, and use of Wikipedia, is considered subjective opinion. Subjective opinion will not be effective.
53. As for evidence, 1. use of evidence including objective factual data (statistics and legal statutes and so on) is recommended. 2. Testimony and analysis by authorized experts and 3. newspaper articles or news from dependable press can be used. TV broadcasts or direct interviews with teachers should generally be avoided, as they cannot be verified on paper. If you want to quote from such sources, the recording dates and the exact transcription of the broadcast/recording should be made and be brought to the tournament.
54. **Prohibition of distorting Evidence** : The debaters are strictly prohibited to in any way forge evidence, or distort evidence when translating from Japanese into English. Also, it is not allowed to use evidence which is not listed on the evidence sheet. If any such violation is found during or after the round, the team in question will lose the round without gaining any points whatsoever. Moreover, the team may be disqualified from the finals, the best debater's award, or any team award in the tournament.  
If such malignant acts were believed to be systematically conducted by the school itself, the school will receive further severe punishments, such as a ban from future tournaments. (Before inflicting the punishments, the judging committee will ask questions of the team or its coaches. Punishments will be announced publicly to all the participants.)  
Above all, when the debaters quote expert testimony, it is strictly prohibited to purposely distort the expert's original intentions.
55. **Translation of Evidence:** When quoting from Japanese sources, the debaters should translate it into English beforehand. In such cases, it should be carefully translated so that the original message should not be changed. This applies even more when quoting from a Japanese source in a summarized manner. Greatest possible attention should be given so as not to distort the authors' conclusions or facts. If distortion or exaggeration of the original intentions were made during the translation or summary, it would be regarded as unfair usage and treated as a violation of the rules.
56. **Requirements concerning the citation of Evidence and recommendations for its preservation:**  
When a team quotes evidence or shows figures or charts, the team is required to record (for example

as footnotes) the source of the quotes or data: (1) Titles of books or magazines, (2) the date of publishing, and (3) the page quoted.

Each team is strongly suggested to bring photocopies (or, if the evidence's source is the Internet, the printout) of each quotation, so that you can show the evidence's source when the opponents or judges ask the team to show it. If a team is not able to show the source when requested, for example if they forget to bring the source, the team must apologize to their opponents and the judges on the spot. If the Internet is used as the source of evidence, it is necessary to record the Internet URL and the date of access, as files are rapidly updated. Also, as far as possible, the team should bring the printouts so as to be able to show the opponents if requested.

57. When quoting pieces of evidence in a speech, debaters must orally cite one of the following information sets, according to the type of evidence.

(1) Facts / statistics: The following two pieces of information are necessary.

a) Sources of the statistics and facts (names of "white papers", names of bureaus, homepages, legal statutes, etc.)

b) Publication dates of statistics and facts.

(2) Testimony or analysis by experts: The following two pieces of information are necessary.

a) The name of the expert

b) Titles or authority (Why she/he is credible enough to be treated as an expert. e.g. "professor of economics, specializing in the ... field")

(3) Newspaper articles or news: The following two pieces of information are necessary.

a) The name of the newspaper or news agency

b) The date of the article or news.

When quoting from sources, it need not be a direct quotation; each and every word need not be pronounced line by line. As long as the original data is not distorted, or the intentions of the evidence's original source are precisely conveyed, it is allowed for the debaters to summarize the original source when quoting.

58. When the debaters use evidence, they are required to say "Quote", and when finishing, they are also required to say "Unquote". However, if the debaters use "According to..." or other expressions, they do not need to say "Quote" or "Unquote".

59. Inspection of evidence by the opponent (Examination) :The opposing team is allowed to inspect each quotation and chart used during the round (including the original Japanese source, if it was translated) by borrowing them during the preparation time for scrutiny (examination of evidence). However, this borrowing should be done only as long as it does not obstruct the user's speech preparation; just before the speech begins is not an appropriate time to borrow. The evidence borrowed should be returned right after the preparation time or speech has finished, being considerate not to hinder the opponent's speech.

60. The debaters are allowed to bring their evidence, graphs and tables (charts) to show during debates. However, supplementary usage of visual information, e.g. to show evidence in the form of easy-to-understand graphs or tables, is allowed. In such cases, debaters must make the graphs and tables large enough for all the judges, opponents, and the audience to see. (Please Note) The size of evidence must be big enough for people to see at a distance of 8 meters.

61. This tournament, in principle, requires the debaters to convey their arguments and explain everything orally. It is essentially required to read out what is shown in the graphs or tables. Showing videos, running audio tapes or using projectors is not permitted.

## 8. Judges and Judging

62. **[Judges]** Each match should have a team of three judges. Each judge should consider their decision individually, without discussing their scoring with fellow judges. Each judge must fill in an 'Official Judging Form' for each team and vote for the team they believe is the winner. There can be no drawn games. The team that the majority of judges voted for will win the round. Judges should decide who the winner is by rationally deciding whether the debate topic has been ultimately affirmed or negated, comparing both teams' arguments fairly and objectively. Judges should avoid directly commenting on or questioning the arguments'

content during the speeches. Judges are not expected to give oral comments. However, they can give the debaters some advice after the round if the debaters so wish.

63. **【Judging】** Judges are expected to make a decision, judging rationally if the topic is affirmed or not, by fairly and objectively comparing the contents argued within the round, especially comparing the substantial arguments. In concrete, if you are more convinced by the debaters’ arguments that the proposition given in the debate will give more Advantages than Disadvantages, then you would vote for the Affirmative team. On the contrary, if you feel sure the Disadvantages outweigh Advantages, then you would vote for the Negative team. When the remaining Advantages and Disadvantages are close, Judges should not readily consider it as a “tie”, and should seek even small differences to separate the teams. In very exceptional cases, when Judges consider that the Advantages and Disadvantages are perfectly equal, they should vote for the Negative team (based on the received presumption of policy debate).

64. **【Limited number of Advantages and Disadvantages】** Debaters are allowed to present at the most two Advantages and two Disadvantages respectively in the Constructive speech. If more than two are mentioned during the round, judges are to disregard all but the two Advantages and Disadvantages that they think the most important.

65. **【Treating the “New Argument” which appears late in the game】** Judges should essentially ignore the “New Arguments” that appear for the first time in the latter half of the round, such as the Defense or Summary speeches, and should not include such arguments in the reasons for her/his decision. This should be done regardless of whether the opponent has refuted the argument or not.

“New Arguments” are new plans, new Advantages, new Disadvantages or their equivalents, which first appear in the Defense or Summary speeches. New attacks in the Summary speeches, using evidence on the opponent’s Advantages or Disadvantages, are also treated as “New Arguments”. In particular, the judge should absolutely ignore “New Arguments” in the Summary speeches, to which the opponents have unfairly limited opportunity to respond.

However, if for instance a new piece of evidence is presented to make deeper comparison and to resolve the previous arguments of both teams, such new evidence should not be ignored as a “New Argument”.

66. **【Prohibition of changing decisions, dealing with protests against decisions】** A judge may never change her/his decision after submitting the ‘Official Judging Form’ to the Judging Committee. The judges’ decision is final. Protesting against the decision is strictly disallowed at all times, except for in situations such as those described in **Rule 23**. If the teams do protest excessively the team may be penalized, possibly losing the chance to qualify for the finals, getting the best debater’s award, or attending future tournaments.

67. **【Rating Communication Points】** Each judge is asked to rate each team’s communication points, ranging from 1 as the minimum to 5 as the maximum (no fractions, only integers). Judges should scale how well the debate team (not each debater) successfully communicated with the judges, opponents, and the audience during the round. The following scale should be used when rating the points, except in cases where you found some violations of the rules: (The proper pace means around 150 words in a minute. 3 should be the average. 5 and 1 are exceptional scores.)

5 excellent	All the teams’ points in their speeches were easy to understand (proper pacing and pausing). All members were able to communicate with the audience (proper eye-contact, good manner).
4 good	Most of the speeches were easy to understand. Most of the members were able to communicate with the audience.
3 average	Slightly difficult to understand, but the speech was generally easy to follow. Over half of the members were able to show good communication skills without serious problems.
2 below average	The speech was often difficult to understand and the team had little success in communicating during the debate.
1 poor	Most of the speech was difficult to understand, and most of the members did not have good communication skills.

68. **[Penalty deduction of Communication Points]** The Judge can deduct Communication Points as a penalty under the following conditions. The amount of the deduction should be decided by the judge, depending on how bad the violations were:
- (1) The attitudes of team members are bad (Obstructing the speeches by chattering or making noise, not obeying the judges' instructions, bad manners towards an opponent during the question & answer session etc.).
  - (2) The team were uncooperative with an opponent's request for evidence to investigate.
- When the judge deducts points as a penalty, she/he may not reduce a team's total score to zero. 1 point is the minimum.

## **9. Other Remarks**

69. Debaters should behave in a morally appropriate manner for a high school student. Debaters should communicate in oral English, but they may also use graphs or tables (charts). It is recommended that they do not simply read from their paper, especially in each constructive speech. However, when quoting evidence cards, they can read from their paper.
70. Speaking very rapidly is discouraged and may count against the speaker's team because judges may not be able to understand everything or to take notes. In terms of speed and delivery, it is recommended that debaters present their speeches as if they were participating in a speech or recitation contest.
71. When presenting speeches, be aware of effective speech techniques, such as enumerating the points one wishes to make, or rephrasing and extending arguments. During the speeches, such phrases as "I think ..." or "Don't you think ...?" may be used.
72. After each match, the judges' 'Official Judging Form' must be handed in to the debate headquarters. After that, the organizers will photocopy and send the forms and give them to each team's leader or accompanying teacher.

## **Regulations and Information for Contestants and Those Accompanying Them**

1. Teams must be punctual. Please check the pamphlet for your match time and location.
2. Please follow the instructions of the chairperson in the competition room. Each team should introduce themselves (name only) before the debate starts.
3. Anybody may watch the preliminary rounds and the final contest but please observe the following rules:
  - ① There is a limit to the number of people who can enter rooms for the preliminary rounds. Please register at the reception desk and write your name, school and position on the nameplate provided. You will not be admitted to the room without this nameplate.
  - ② Teams are allowed to film the match. For further information and guidance on this please check with the organizers.
  - ③ In the preliminary rounds only the judges, debaters, and contest officials (including those responsible for each room) may take notes. In the Final Round there are no restrictions on note taking.
  - ④ Anyone who does not comply with the above rules (① ② ③) (for example, by filming or taking notes without permission) will not be permitted to enter the rooms during matches. Moreover, if these actions are determined to be malicious and deliberate, the team connected with the perpetrator will be disqualified and automatic victory awarded to the opposing team. If any of these actions are discovered after the contest the team will be required to return any prizes awarded to them.
  - ⑤ Please avoid entering and leaving the rooms whilst matches are in progress as this disturbs the teams.
4. Eating and drinking is prohibited in the competition rooms. Please use the designated waiting room for this.
5. Please turn off your cell phones or switch them to "silent mode" during the competition.
6. Your valuables are your own responsibility. The competition organizers will not be responsible for damaged or lost items.
7. Trash must not be left on the premises. Please take your trash home with you.
8. If you have any questions, please feel free to ask the staff on duty.