



FORTIS TCI
ENERGY FOR GOOD™

TCI's premier science showcase

NATIONAL HIGH SCHOOL SCIENCE DEBATE

Hosted in partnership with the TCI Ministry of Education.



This information pack includes an overview of the debate format, judge's rubric, floor layout, example of a past debate brackets/schedule and other useful information.

www.fortistcisciencefair.com

SHOWCASING BRIGHT MINDS

FortisTCI National Science & Technology Fair is one of the company's largest and longest running sponsored events. Launched in 2009, the fair is held in conjunction with the Education Department within the TCI Ministry of Education and brings together some of the country's brightest and most creative young minds.

KEY THINGS TO KNOW

PROJECTS OVERVIEW



The preliminaries will be held on February 6-7, 2024, and the semi-finals and finals will be held on Wednesday March 6, 2024, during Education Week. Visit www.fortistcisciencefair.com for more information on event dates, times and venues.

Based on a team's success across different rounds, students would be required to debate multiple moots and stances across consecutive days during the preliminaries. Advanced preparation is recommended.

Schools have until **November 30, 2023**, to replace any previously registered team member should the circumstances arise.

2024 FortisTCI National Science Debate Format

Each debate will last for a maximum of 60 minutes. If a team finishes a round earlier than their allotted time, that time is forfeited and the next round will begin immediately. Each debate team comprises 3 high school students.

Speaker Roles

- School teams are randomly assigned to either debate in support of a moot (**A**ffirmative Constructive stance) or against a moot (**N**egative Constructive stance).
- Prior to the debate, each team member should have an assigned role, which would be 1st, 2nd or 3rd speaker for negative constructive stance (**N**), or be 1st, 2nd or 3rd speaker for the affirmative constructive stance (**A**). Speaker roles are assigned by the team's teacher/coach.
- If an emergency arises where a team member cannot participate in the debate, the event organizing committee may use its discretion to allow an existing team member to play dual roles.

Rounds	Speaker	Time allotted in minutes
<i>Opening prep</i>	Judges/Organizers	2
<i>Affirmative Constructive</i>	1A	5
<i>1st Cross-examination</i>	1N	3
<i>Negative Constructive</i>	1N	5
<i>2nd Cross-examination</i>	1A	3
<i>Rebuttal prep</i>	N/A	2
<i>Negative rebuttal</i>	2N	5
<i>3rd Cross-examination</i>	2A	3
<i>Affirmative rebuttal</i>	2A	7
<i>4th Cross-examination</i>	2N	3
<i>Summary prep</i>	N/A	2
<i>Negative summary</i>	3N	5
<i>Affirmative summary</i>	3A	5
<i>Judge deliberation</i>	N/A	10
Total time		60

Summary of Responsibilities

- **First Affirmative (1A)**
 - Delivers the Affirmative Constructive
 - Answer questions of 1N during 1st cross-examination
 - Conducts 2nd cross-examination of 1N after the Negative Constructive
- **Second Affirmative (2A)**
 - Conducts the 3rd cross-examination of 2N after the Negative rebuttal
 - Gives Affirmative Rebuttal
 - Answers questions of 2N during 4th cross-examination
- **Third Affirmative (3A)**
 - Takes detailed notes throughout the debate
 - Delivers the Summary
- **First Negative (1N)**
 - Conducts 1st cross-examination of 1A
 - Delivers the Negative Constructive
 - Answer questions of 1A during 2nd cross-examination
- **Second Negative (2N)**
 - Gives Negative Rebuttal
 - Answers questions of 2A during 3rd cross-examination
 - Conducts the 4th cross-examination of 2A
- **Third Negative (3N)**
 - Takes detailed notes throughout the debate
 - Delivers the Summary

Description of Rounds

Opening Prep

Time Limit: 2 Minutes
Purpose: Preparation time before the debate starts
Speaker: Judge/Organizers

The judge will confirm the affirmative and negative roles to the two teams. The teams will then be given two (2) minutes to organize and prepare for the debate. Teams should ensure that all the necessary notes and prep work required for their argument is completed and should know each team members' role for the debate.

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The Affirmative Constructive

Time Limit: 5 Minutes

Purpose: The affirmative team presents their arguments in favor of the moot

Speaker: Speaker 1A

The affirmative constructive is a pre-prepared speech. This speech details all the primary points and arguments supporting the moot. It is important that the team discuss ALL of their primary points as they will not be allowed to inject new points later in the debate.

This should be a persuasive speech. It should reference credible evidence and focus on persuasive language to capture the judges' attention.

1st Cross-Examination

Time Limit: 3 Minutes

Purpose: The negative team asks questions of the affirmative team

Speaker: Speaker 1N and speaker 1A

The cross-examination is the only section where both debaters will stand at the podium and interact directly with each other. It is important that the team conducting the cross-examination focuses on two main objectives, which is seeking clarity and exposing flaws.

Getting clarity: The team conducting the cross-examination can use this time to ask their opponents to clarify any arguments that were unclear. It is important that you completely understand the arguments presented by your opponents in order to effectively develop counter arguments.

Exposing flaws: The cross-examination is also the time where you can expose the flaws in your opponent's arguments. This is an opportunity to attack any weaknesses that you noticed during their constructive. Whether you find flaws in their arguments or their evidence, your cross-examination can be devastating to their case.

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The Negative Constructive

Time Limit: 5 Minutes

Purpose: The negative team presents arguments in opposition to the moot.

Speaker: Speaker 1N

The negative constructive is also a pre-prepared speech. This speech details all the main points opposing the moot. It's important that the team discuss ALL of their main points as they will not be allowed to inject any new points later in the debate. As this is a pre-prepared opening statement, you're not expected to directly address any points mentioned in the affirmative constructive.

This should be a persuasive speech. It should reference credible evidence and focus on persuasive language to hold the judges' attention.

2nd Cross-Examination

Time Limit: 3 Minutes

Purpose: The affirmative team asks questions of the negative team

Speaker: Speaker 1A and speaker 1N

Please refer to the 1st cross-examination section for more details as the purpose of all the cross-examinations are generally the same.

Rebuttal Prep

Time Limit: 2 Minutes

Purpose: Prepare to refute the opposing team

Participants: Both teams

After both teams deliver their initial arguments and conduct their cross examinations, a two (2) minute preparation time is allotted for each team to prepare their rebuttals.

The Negative Rebuttal

Time Limit: 5 Minutes

Purpose: The negative team refutes the affirmative constructive

Speaker: Speaker 2N

In this phase, the negative team refutes the Affirmative Constructive arguments. They seek to disprove or minimize the affirmative arguments.

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3rd Cross-Examination

Time Limit: 3 Minutes
Purpose: The affirmative team asks questions of the negative team
Speaker: Speaker 2A and speaker 2N

Please refer to the 1st cross-examination section for more details as the purpose of all the cross-examinations are generally the same.

The Affirmative Rebuttal

Time Limit: 7 Minutes
Purpose: Refute the negative team's arguments AND rebuild their case.
Speaker: Speaker 2A

This phase is particularly challenging, which is why it is allotted the most time of all the phases. Here, the affirmative team must not only refute the arguments made during the Negative Constructive, but also rebuild their case from the damage inflicted by their opponents during the Negative Rebuttal.

4th Cross-Examination

Time Limit: 3 Minutes
Purpose: The negative team asks questions of the affirmative team
Speaker: Speaker 2N and speaker 2A

Please refer to the 1st cross-examination section for more details as the purpose of all the cross-examinations are generally the same.

Summary Prep

Time Limit: 2 Minutes
Purpose: Time to prepare closing statements
Participants: Both teams

Both teams are given time to prepare their closing statements. They should review their notes and see what parts of their arguments held up and which parts did not and do the same for their opponent's argument. They should only focus on their solid arguments and use strong persuasive language to drive home their argument.

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The Negative Summary

Time Limit: 5 Minutes

Purpose: To summarize the reasons why your team has won the debate.

Speaker: Speaker 3N

This is the final chance to persuade the judges panel to accept your team’s arguments as the better resolution. Don’t focus on recapping each issue. Instead, narrow the debate down into your strongest arguments and your opponent’s weakest. Use clear, persuasive language that conveys conviction to win the judges’ favor.

The Affirmative Summary

Time Limit: 5 Minutes

Purpose: To summarize the reasons why your team has won the debate.

Speaker: Speaker 3A

This is the final chance to persuade the judges panel to accept your team’s arguments as the better resolution. Don’t focus on going back through each issue. Instead, narrow the debate down into your strongest arguments and your opponent’s weakest. Use clear, persuasive language that conveys conviction to win the judges’ favor.

Judge’s deliberation

Time Limit: 10 Minutes

Purpose: The judges will review their notes and determine a winner.

Speaker: The judges

The judges will be given a maximum of 10 minutes to determine a winner. The judges’ decision will be based on the merit of the teams’ arguments and the skill of their presentations.

Submission of references

- References directly quoted or paraphrased in the constructive opening speeches should be collated in a document and made available to judges at the start of the debate. This applies to the opening constructive arguments only and no other component of the debate.
- When directly quoting or paraphrasing a source throughout the debate, all speakers should state the author’s last name and year of publication. Further quotes from the same author will only require the speaker to state the author’s name.
- Judges will have internet access if they wish to verify any references directly quoted and/or cross-check any statements made.



Citation format

Where possible, all citations for sources should include the following:

1. Full name of primary author and/or editor
2. Publication date
3. Source (book, magazine, website, etc.)
4. Title of article
5. Date accessed for digital evidence
6. Full URL, if applicable
7. Page number(s), if applicable

MLA format

- The works cited should be listed in MLA format.
- It is highly encouraged for students to use the formatting tool available at [scribbr.com](https://www.scribbr.com). This will ensure that all sources are properly referenced and familiar to both the judges and the opposing team.

END OF DOCUMENT

Sources:

Herring, T. (2000). *Learning classic debate*. CDN4.

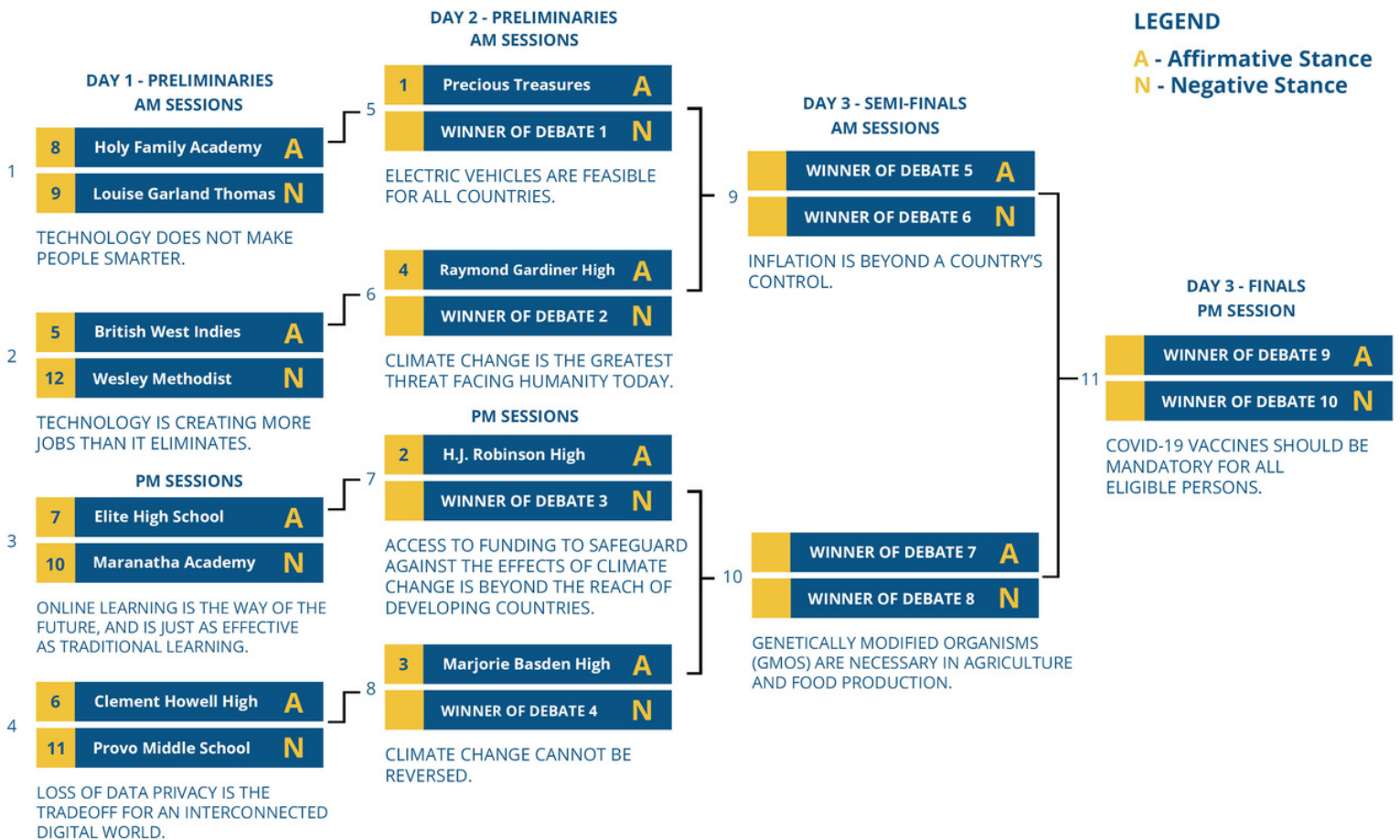
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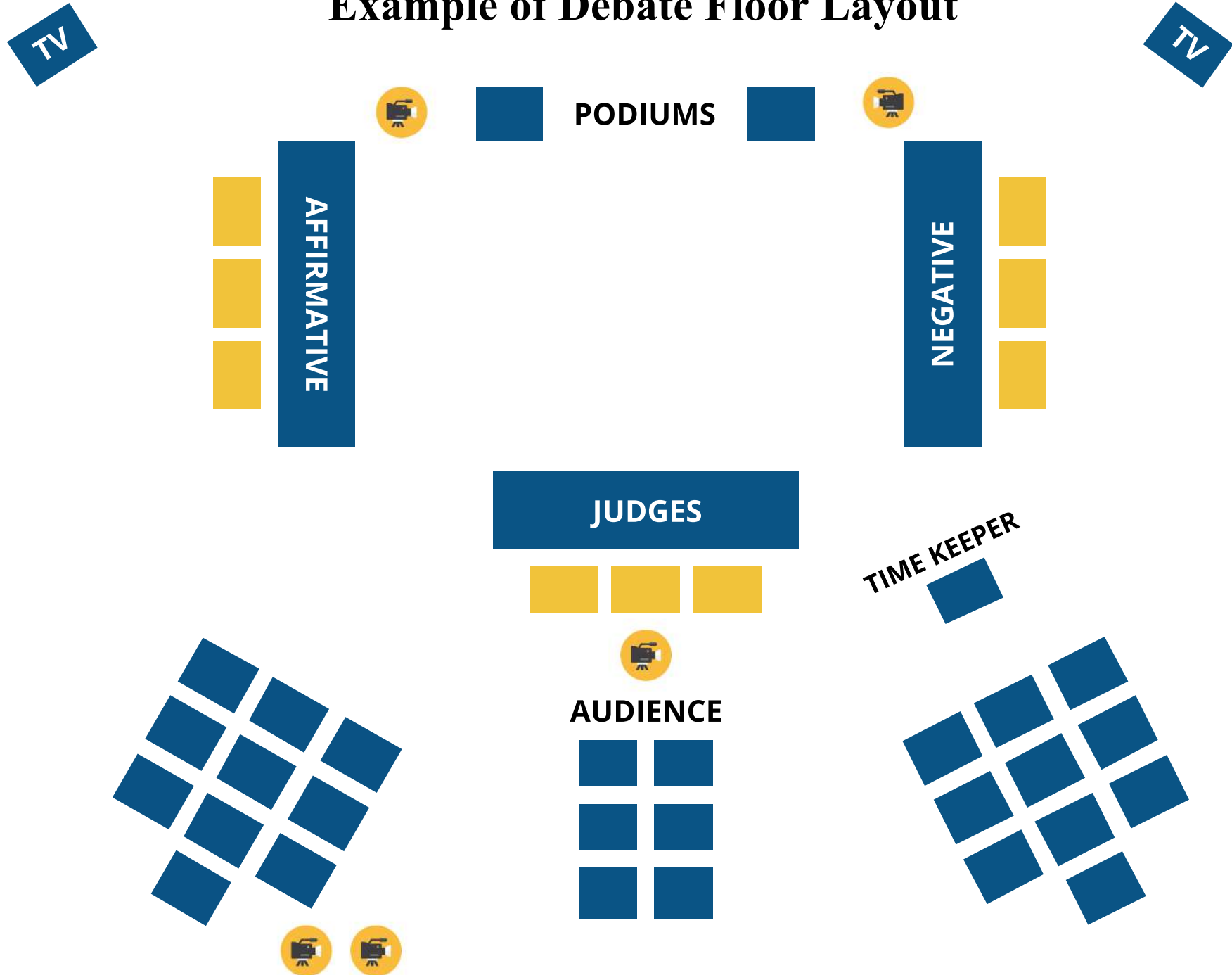
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Example of a past debate schedule for reference purposes only. Stay tuned for the new debate schedule.



Example of Debate Floor Layout



JUDGES RUBRIC

Criteria	1 Points	2 Points	3 Points	4 Points	Score
1. Organization & Clarity Viewpoints and responses are outlined both clearly and orderly.	Unclear in most parts	Clear in some parts but not over all	Mostly clear and orderly in all parts	Completely clear and orderly presentation	
2. Use of arguments Reasons are given to support viewpoint.	Few or no relevant reasons given	Some relevant reasons given	Many reasons given: fairly relevant	Most relevant reasons given in support	
3. Use of examples & facts Examples and facts are given to support reasons, with references.	Few or no relevant supporting examples/facts	Some relevant examples/facts given	Many examples/facts given: fairly relevant	Most relevant supporting examples and facts given	
4. Use of rebuttals Arguments made by the other teams are responded to and dealt with effectively.	No effective counter-arguments made	Few effective counter-arguments made	Some effective counter-arguments made	Many effective counter-arguments made	
5. Presentation Style Tone of voice, use of gestures, and level of enthusiasm are convincing to audience.	Few style features were used; not convincingly	Few style features were used but they were used convincingly	All style features were used, most convincingly	All style features were used convincingly	

Ethos - What is Ethos?

In the debate world, ethos is swag. It's an accumulation of your perceived confidence and credibility. Upping your ethos can boost your speaker points!

1. Be calm and level-headed. Stay professional.
2. Maintain a loud tone, but do not be over-dominating.
3. Be polite. There's a fine line between confidence and arrogance. It is best to keep cross examination questions limited to fair questions on relevant subjects; however, there must be no browbeating or attempts to belittle an opponent, and debaters must be respectful.

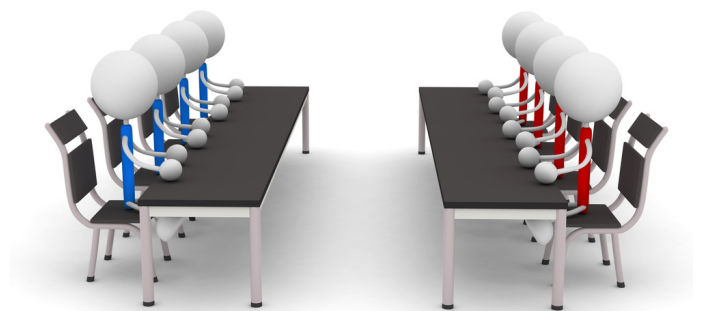
Do's and Don'ts of Questioning

Do:

- Keep your questions short and argumentative.
- Reference your opponent's speeches in your questions. This keeps questions focused on relevant material in the debate as well as avoid broad questions that allow your opponents to give vague answers that don't give you any advantage.
- Ensure you fully understand arguments before moving on.

Don't:

- Start questions with "Do you agree..." or "Are you aware..."
- Re-explain things that are already clear. This wastes time for both you and your opponents



Do's and Don'ts of Answering

Do:

- Keep your answers short and sweet.
- Be specific to the question. Don't give them any more information than they need.
- Reference authors from your speeches. Not only will this help you answer questions effectively, but this also shows the judge that you know your speech inside and out, which boosts speaker points.

Don't:

- Answer irrelevant questions. (You can ask your opponent's why a question is relevant before declining to answer.
- Interrupt your partner if they are answering a question.
- Be afraid to admit you don't know something. If your opponent asks you something that both you and your partner don't know, it's better to admit you don't know than to lie about it. You can always argue later that it's not an important element of the debate anyways.



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