



Debating

## ESB Level 3 Award in Debating



**ESB**

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## Introduction

ESB promotes and assesses spoken English in a wide range of educational centres: primary and secondary schools, further and higher education establishments, universities, prisons, adult learning centres and in the training sectors of industry and business.

ESB offers a full range of progressive qualifications, recognised and mapped to the relevant common curriculum requirements.

ESB is a charitable organisation which was founded in 1953 to pioneer the practice and assessment of oral communication and to recognise its fundamental importance to education.

ESB has grown into an international organisation assessing extensively in the UK, Europe, the Far East and the Caribbean.



## Qualification Criteria

**Unit Aim** - The overall aim of the qualification is to promote clear, effective, confident oral communication and responses within two teams of 4 candidates. The Level 3 Award in Debating is mapped to the National Standards for Adult Literacy at Level 3 (including spoken communication).

Level 3 Award in Debating	
<b>Assessment method</b>	External Assessment
<b>Grading</b>	Pass, Merit, Distinction
<b>Accreditation information</b>	Ofqual Start Date: 1 <sup>st</sup> October 2015 Code: 601/7974/0
<b>Total individual time</b>	5 minutes
<b>Credit value</b>	12
<b>Guided learning hours (GLH)</b>	15
<b>Total Qualification Time (TQT)</b>	120
<b>Age range</b>	16-18
<b>Target group</b>	Indicative age group is Sixth Form or equivalent, but this is not prescriptive; the assessment may be taken by younger or older candidates; it is aimed at the more experienced speaker. This assessment is suitable for students in further education colleges and sixth form colleges as well as in schools. The emphasis is on ability to marshal thoughts, present them cogently and clearly, and to argue civilly but persuasively. It also meets the National Standards for Adult Literacy at Level 3 (including spoken communication).
<b>Quality Assurance</b>	To ensure quality assurance throughout the assessment process, ESB carries out moderation and standardisation activities with its assessment team.
<b>Prior knowledge, skills and understanding</b>	This qualification is standalone. There is no <b>prior learning</b> , other qualification or units a learner must have completed prior to enrolling on ESB Level 3 Award in Debating.

Level 3 Award in Debating Syllabus Content Summary				
<b>Total Time:</b> <b>50 Minutes</b> <b>(including 5 minutes per individual candidate)</b> 2 teams 8 candidates 4 in favour 4 against.	<b>Section 1: Content</b> Debate a motion (own choice – see guidance for suitable examples), demonstrating evidence of research and understanding.	<b>Section 2: Style</b> Show effective communication skills (both verbal and non-verbal).	<b>Section 3: Structure</b> Structure work efficiently, using effective introductions and conclusions, linking and summarising.	<b>Section 4: Listening &amp; Responding</b> Demonstrate listening skills and teamwork, using rebuttal, counter rebuttal and points of information where appropriate.

## Glossary

<b>Level</b>	Level is an indication of the demand of the learning experience, the depth and/or complexity of achievement and independence in achieving the learning outcomes.
<b>Credit value</b>	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
<b>Guided learning hours (GLH)</b>	GLH is an estimate of the time allocated to teach, instruct, assess and support learners throughout a unit. Learner-initiated private study, preparation and marking of formative assessment is not taken into account.
<b>Total Qualification Time (TQT)</b>	<p>Total Qualification Time is comprised of the following two elements:</p> <ul style="list-style-type: none"> <li>(a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and</li> <li>(b) An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor, or other appropriate provider of education or training.</li> </ul>
<b>Learning outcomes</b>	The learning outcomes are the most important component of the unit, they set out what is expected in terms of knowledge, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
<b>Assessment criteria</b>	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place.
<b>Indicative content</b>	Provides guidance and advice on the key words.

## Equivalent Qualifications

### ESB Level 3 Award in Debating

- Usually taken in Year Groups 11 & 12
- Indicative ages 16-18

### ESB Level 3 Certificate in Speech (Grade 6 and Grade 8)

- Usually taken in Year Groups 11 & 12
- Indicative ages 16-18

### ESB Level 3 Award in Interview Skills ESB Level 2 Award in Oral Skills for School Interviews

- Usually taken in Year Groups 11 & 12
- Indicative ages 16-18

## Qualification Progression

### ESB Level 1 Award in Debating

- Usually taken in Year Groups 6-8
- Indicative ages 10-13

### ESB Level 2 Award in Debating

- Usually taken in Year Groups 9-11
- Indicative ages 14-16

### ESB Level 3 Award in Debating

- Usually taken in Year Groups 11 & 12
- Indicative ages 16-18

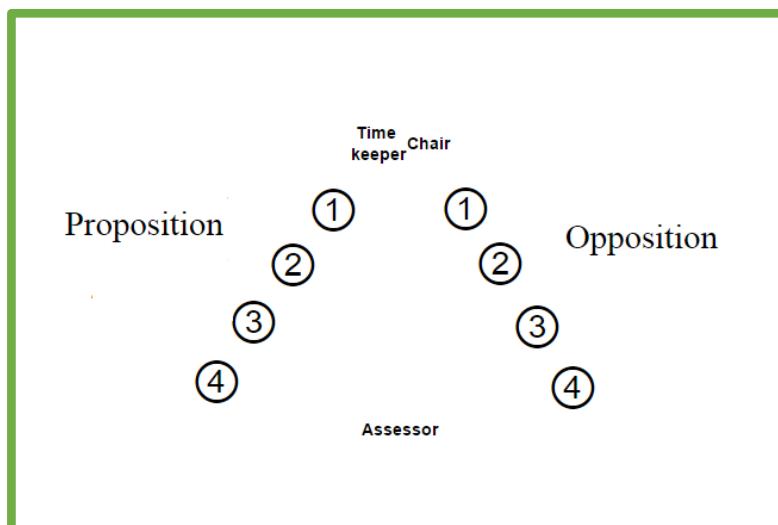
## Assessment Guidance

The qualification is externally assessed and quality assured by ESB. The assessment is based on each individual candidate meeting the learning outcomes and assessment criteria. The assessment process and outcome is independent but the tutor is encouraged to sit in as part of the audience.

The recommended maximum number of candidates for debating assessments is 32 for one examiner in a day to allow for individual time schedules, changeovers and breaks. For larger numbers ESB can provide additional examiner(s) on the same day or assessments may be run over consecutive days.

Each assessment will have 8 participating candidates in two teams – 4 in favour of the motion and 4 against. There may be occasions where not all members of the audience are entrants for the same ESB assessment or syllabus. The assessment process works most effectively with a small group as audience, rather than the whole class.

The teams should be positioned in front of the assessor as pictured below, this ensures that the assessor is part of the audience. The assessor assesses each candidate in turn during the debate, including a 1 minute break between each speaker. See also Speakers' Duties on page 10. Timing must be controlled by the organiser/ nominated other – the assessor will not control timings. See 'Timings' for more specific detail.



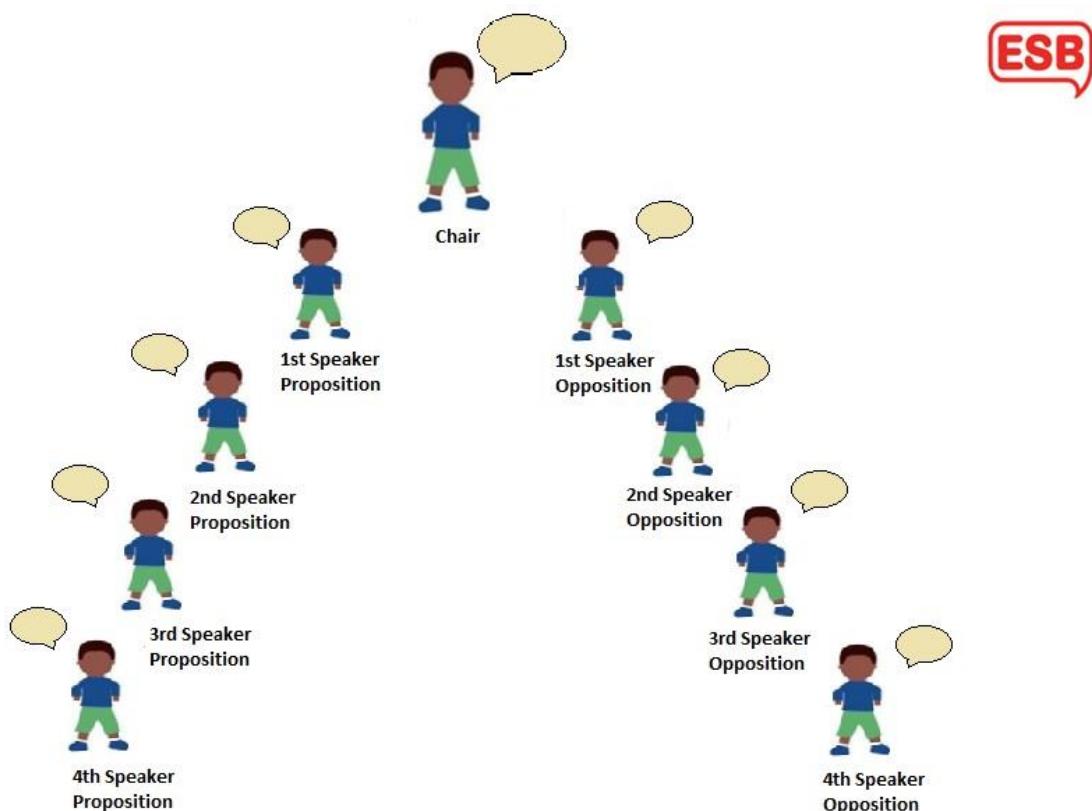
The assessor provides general oral feedback to the group at assessment.

The ESB assessor also provides a specific written report for each candidate on each aspect of the assessment, with guidance where needed for future progress. These reports are returned to the centre following assessment.

## Chair's Duties

***Please note that the organiser / nominated other is required to chair the debate. This role may be taken by the Time Keeper, or may be a different person.***

- Chair welcomes all
- Chair introduces Motion
- Chair calls upon the Proposer of the Motion
- Chair calls upon the Opposer of the Motion
- Chair calls on the Second Speaker for the Motion
- Chair call upon the Second Speaker against the Motion
- Chair calls on the Third Speaker for the Motion
- Chair calls on Third Speaker against the Motion
- Chair calls on Fourth Speaker for the Motion
- Chair calls on Fourth Speaker against the Motion



## Timings

***Please note that the organiser / nominated other is required to keep time. This role may be taken by the chair, or may be a different person.***

- Time Keeper signals when first thirty seconds of each speech (protected time) are over (one rap on the desk)
- Time Keeper signals when last 30 seconds of each (protected time) begins (one rap)
- Time Keeper signals when speaker has used their allotted time (2 raps)
- Time Keeper signals when speaker has gone 15 seconds over time (continuous rap)
- There will be 1 minute time to confer between speakers – Time Keeper signals when this is up



## Speaker's Duties

	<b>PROPOSITION</b>	<b>OPPOSITION</b>	
<b>1</b>	<ul style="list-style-type: none"> <li>• Defines motion (explains key words)</li> <li>• Signposts arguments</li> <li>• Presents arguments</li> <li>• Brief summary</li> </ul>	<ul style="list-style-type: none"> <li>• Rebuttal</li> <li>• Signposts arguments</li> <li>• Presents arguments</li> <li>• Brief summary</li> </ul>	<b>1</b>
<b>2</b>	<ul style="list-style-type: none"> <li>• Rebuttal</li> <li>• Signposts arguments</li> <li>• Presents arguments</li> <li>• Brief summary</li> </ul>	<ul style="list-style-type: none"> <li>• Rebuttal</li> <li>• Signposts arguments</li> <li>• Presents arguments</li> <li>• Brief summary</li> </ul>	<b>2</b>
<b>3</b>	<ul style="list-style-type: none"> <li>• Rebuttal</li> <li>• Signposts arguments</li> <li>• Presents arguments</li> <li>• Brief summary</li> </ul>	<ul style="list-style-type: none"> <li>• Rebuttal</li> <li>• Signposts arguments</li> <li>• Presents arguments</li> <li>• Brief summary</li> </ul>	<b>3</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Rebuttal</li> <li>• Signposts arguments</li> <li>• Presents arguments</li> <li>• Biased summary of arguments, explaining why proposition has won</li> </ul>	<ul style="list-style-type: none"> <li>• Rebuttal</li> <li>• Signposts arguments</li> <li>• Presents arguments</li> <li>• Biased summary of arguments, explaining why opposition has won</li> </ul>	<b>4</b>

## Learning Outcomes

<b>Learning Outcomes</b>		<b>Assessment Criteria</b>
<i>The learner will:</i>		<i>The learner can:</i>
1	Work as part of a team to explore a motion/counter-motion	1.1 Demonstrate that the motion is clearly understood
2	Build an argument and structure a speech	2.1 State the case, explaining reasons and evidence as well as listing them
3	Demonstrate evidence of research	3.1 Show evidence of research 3.2 Share information with total accuracy 3.3 Identify two or more premises, and give a concluding statement
4	Deliver the speech to time	4.1 Communicate confidently and with commitment to the case 4.2 Use allotted time
5	Reply (rebut) and respond (point of information) to arguments from the other team (according to role)	5.1 Respond clearly to arguments put forward by the other team (according to role) 5.2 Accept and respond clearly to points of information 5.3 Offer points of information
6	Signpost and link work	6.1 Make reference to content with signposting 6.2 Clearly signify when moving on to new points 6.3 Link own points to the motion and reference key
7	Use verbal and non-verbal communication	7.1 Communicate confidently and with commitment to the case 7.2 Use facial expression and eye contact throughout 7.3 Use some variety of tone amount and pace 7.4 Use some variation of pitch or tone quality 7.5 Mostly use Standard English with strong
8	Listen carefully and positively	8.1 Listen supportively 8.2 Be a receptive member of the group

## Guidance for Teachers

### 1. Work as part of a team to explore a motion/counter motion

In order to demonstrate understanding of the motion, each team of four must decide on strong arguments and how to divide them. (See guidance diagram for examples of suitable motions for Level 3). Motions should be straightforward or have their scope and definition precisely described when announced to the two teams before they start preparing for the debate. Encourage candidates to explore a wide variety of issues, from personal to local, national and global. Candidates should work together to anticipate arguments on the other side and be prepared to argue against them. Prior to working in teams of four on the chosen motion, teachers may wish to encourage pairs of candidates to argue for and against topics such as:

- We should fight global warming
- Gambling should be banned
- People feel powerless
- The police should be armed
- Fox hunting should be banned

### 2. Build an argument and structure a speech

When building an argument, candidates should be mindful of the following points:

- Thorough research (discussed in more detail in section 3)
- Careful construction - speech must have a beginning, middle and ending and should be to time
- Use of examples - may include case study, expert evidence, analogy and hypothetical example
- Careful use of statistics – statistical information and trends should always be precise and verifiable
- Quotations – when quoting, it is essential to give the source and to ensure that the quote is totally relevant to the argument
- Personal experience – anecdotes can add colour and human interest to a speech, but it is crucial to ensure that any personal stories are in harmony with, and contribute to, the overall argument.

### 3. Demonstrate evidence of research

Building an effective argument is dependent on thorough research; arguably one of the most important aspects required in making a winning speech. There are many resources available to effectively research a motion, and it is important not to rely solely on the most obvious – the internet. Ensuring a wide breadth of research will allow for a varied and persuasive argument. Key information can be found here:

**Internet:**

Separating the useful from the irrelevant or inaccurate is imperative. There is no quality control over the internet so candidates must be discerning.

**Library:**

The local/school/college library is an invaluable source of information. Relevant journals are worth investigation as they often contain the most up-to-date information.

**Books:**

It is possible to find books dealing solely with pros and cons of various topics. *Pros and Cons: The Debaters' Handbook (ISBN-10: 0415827809)* is a good place to start and an internet search will bring up similarly useful publications.

**Museums and Exhibitions:**

Candidates may glean information not available from more conventional sources here.

**Newspapers and Magazines:**

If the motion deals with a topical, political, cultural, or scientific subject then a good starting point is to look through the back issues of newspapers and periodicals.

<http://www.backissuenewspapers.co.uk> is a useful resource.

**TV & Radio:**

Factual TV and Radio programmes can also be used for information. Researching relevant documentaries allows you to benefit from research already carried out.

**People:**

People are an excellent source of information. Candidates may consider identifying experts in the field and conducting an interview to further their knowledge, if possible.

#### 4. Deliver the speech to time, using notes effectively

Encourage candidates to stay calm and speak slowly, as it is always preferable to have a calm and measured presentation than a rushed one which tries to fit too much in. Candidates may use notes if desired, but should ensure that they are used subtly and remain unobtrusive. Aim to use key words in any notes, rather than full sentences, as this will allow candidates to speak naturally and spontaneously.

#### 5. Reply (rebut) and respond (point of information) to arguments from the other team

Candidates should aim to really understand the opposing team's position, as this will place them in a stronger position to respond. They should anticipate that, in most cases, the opposing team will respond to a speech by objecting to one or more premises. If candidates are well-informed about their position, most of the objections should already be familiar to them. They should use logic and evidence to show their opponent why his or her objections do not work. Candidates can refute objections by showing that the evidence does not support them, or by exposing a logical flaw in the premise of the objection.

For example: to refute the idea that 'Emissions from fracking could increase climate change', a candidate might state that "the majority of hydraulically fractured natural-gas wells have surface equipment that reduces on-the-ground methane emissions by 99 percent, and as such, it is unlikely to contribute to climate change." This would be a logic-based response. If possible, candidates should not stop at refuting arguments, but should try to turn the opposing argument around and use it against the other team. For example, a candidate could go further than the above and state that the carbon emissions that would result from fracking are actually lower than bringing in the gas or a liquefied natural gas on ships, and that it is that, and *not* fracking, which is potentially more likely to contribute to climate change.

**NB The first 30 seconds at the beginning and end of each speech are protected, i.e. the opposing team can only offer points of information in the middle 4 minutes of each speech. The time keeper (teacher/organiser/allocated other) signals these 'splits' – see 'Timings'. There will be one minute time to confer between speakers.**

Each candidate must attempt to make (by saying "Point of information!") and accept ("Accepted.") points of information, although not every point of information must be accepted (POIs can be declined with a "No, thank you."). The person making the point of information has 10 seconds to ask a question before sitting down. The speaker can choose to respond to or decline to answer the question/point before resuming their speech. Each team must ensure that at least one POI is offered per opposing speaker.

## 6. Signpost and link work

Signposting is critical to a good debate. It is essential both to the structure of a debate and necessary to any logical, persuasive speech. Signposting should happen both at the beginning and throughout a speech. The opening speaker for each team should fulfil the conventional function of signposting all the arguments that his or her team will make. (This means that the opening speaker uses 30 seconds or so of his/her speech for signposting but this is a valuable function in conventional debating). Similarly, each speaker should conclude his/her own speech and summarise the arguments he/she has put forward, with the closing speaker for each team summarising all the arguments his/her team has made. The closing speaker will rebut and summarise his/her team's arguments and identify 'points of clash'; issues on which both teams have pronounced, but on which his/her team has advanced winning arguments. Also see 'Speakers' Duties' on page 10.

Signposting should:

- Come after the statement for/against the motion
- Act as a road map to the debate
- Be informative but not exhaustive - like a table of contents
- Give names or titles to arguments that are repeated before their explanation - like chapter headings in a book.

At the conclusion of each argument, candidates should try to link the point back to the motion. This will allow them to establish the relevance of their argument to the motion and demonstrate that the point is not being raised without good reason.

Candidates should aim to show not only that the points raised are valid on their own, but that they also support or oppose the motion.

For example, in a debate about science being a threat to humanity, a speaker cannot just deliver a general argument against genetic engineering; there is a need to show how it is a threat to humanity as a whole. In debates where the link back to the motion is missing, it is not surprising to find that the debaters are often unable even to recall the exact words of the motion.

## 7. Use verbal and non-verbal communication

Candidates should aim to speak slowly, giving the listeners time to take in what is said. Speaking slowly also gives candidates the opportunity to consider what they want to say. A well-modulated voice includes variation of pitch, pace, tone quality and tone amount. Additionally, pause is essential to effective communication, and to know how to make effective use of pause is one of the most important lessons for the speaker. Silences are as necessary in giving an intelligent interpretation as are sounds. True eloquence and expressiveness need pauses and the most ordinary statement gains importance by the skilful use of pause breaking into the flow of sound.

1. To separate phrases (sense-groups)
2. To give time to renew breath
3. For effect (to emphasise or for emotional effect)

In terms of non-verbal communication, candidates should aim to make eye contact with their audience, adopt a confident, balanced stance and limit movement, as this can cause a distraction from what is being said. Similarly, gesture can be an effective way to emphasise words or points, but only when used sparingly – excessive and/or repetitive gestures can be very distracting.

## 8. Listen carefully and positively

A good listener will listen not only to what is being said, but also to what is left unsaid or only partially said, and this is especially true in the debating context. Effective listening involves observing body language and noticing inconsistencies between verbal and non-verbal messages, and one of the most difficult aspects of listening is the ability to link together these verbal and non-verbal pieces of information to reveal the ideas of others. By letting go of distractions and focusing solely on the speaker, this becomes easier.

## Reasonable Adjustments

Assessment should be a fair test of learners' skills and knowledge; for some learners the usual format of assessment may not be suitable or accessible. Learners with specific needs can apply for reasonable adjustments to be made to the assessment. For further information on access arrangements, please see our Reasonable Adjustments and Special Considerations Policy [here](#).

## Level 3 Debate Examples



## Grading Criteria

The debate is graded in four areas: (1) *Content*; (2) *Style*; (3) *Structure*; and (4) *Listening and Responding*. Each area (e.g. *Content*) contains a set of grading criteria that are mapped to the learning outcomes and assessment criteria. Each criterion has a numerical weighting that is determined by the worth of the assessment section (e.g. *Content* is worth 25% of the assessment). As part of the development process, subject specialists agreed on the relative weightings of criteria and sections.

During an assessment, an ESB assessor will review a learner's performance in all four areas. The assessor will apply the grading criterion that most accurately matches the learner's performance in that section. For instance, the assessor will examine the learner's performance in relation to each criterion (e.g. *Complexity of Argument* in *Content*) and allocate one of the following grades:

- Unsuccessful
- Pass
- Merit
- Distinction.

For the areas of *Content* and *Structure*, there are small differences in the weighting of criteria for a particular grade. For example, the criterion for *Building an Argument* in *Content* has a higher weighting than the criterion for *Use of Example* in *Content*. Ranked from highest to lowest, the weightings in *Content* are distributed as follows:

- *Explanation, Building an Argument, Communication*
- *Understanding of Motion*
- *Complexity of Argument, Use of an Example*

Ranked from highest to lowest, the weightings in *Structure* are distributed as follows:

- *Introduction, Linking*
- *Signposting and structure*
- *Summarising/Concluding, Timing*

As a result, a learner's performance in a higher-weighted criterion will have a greater impact in determining their overall grade for the qualification. In the areas of *Style* and *Listening and Responding*, each criterion is equally weighted. Using the example of *Style*, the criterion for *Confidence/Fluency* in Merit contains an equal weighting to the criterion for *Voice* in Merit. When a learner has finished the assessment, an ESB assessor will complete a report form which will use the weightings to calculate an overall grade. Candidates can attain one of the following overall grades:

- Unsuccessful
- Pass
- Merit
- Distinction

Our assessments aim to promote clear, effective and confident oral communication amongst all learners. the assessment model is compensatory. If a learner is *Unsuccessful* in a specific criteria or a number of criterion, they can receive an overall *Pass* if they achieve a higher grade in a different criterion or group of criteria.

## Level 3 Debating Grading Criteria

Section 1 Content	Pass	Merit	Distinction
<b>Understanding of Motion</b>	Motion is clearly understood.	Motion is perfectly understood	Motion is perfectly understood with evidence of extensive research.
<b>Explanation</b>	Information shared is totally convincing.	Information shared is totally convincing and given with understanding.	Information shared is totally convincing and given with understanding and insight.
<b>Building an Argument</b>	States case, explaining reasons and evidence as well as listing them.	Gives a balanced view of the argument, with more substantial evidence.	Includes complex evidence with a thorough, balanced analysis.
<b>Complexity of Argument</b>	Identifies two or more premises, and concluding statement.	Identifies two or more complex premises, and concluding statement.	Identifies two or more complex premises, and insightful/original concluding statement.
<b>Use of Example</b>	Gives two or more detailed examples.	Gives two or more complex examples.	Gives two or more complex examples with insightful observations.
<b>Communication</b>	Shares content enthusiastically and competently with the whole group.	Involves and challenges listeners.	Communicates with mature authority.

Section 2 Style	Pass	Merit	Distinction
<b>Confidence / Fluency</b>	Communicates confidently and with commitment to their case, with or without notes.	Communicates confidently and persuasively, with commitment to their case, with or without notes.	Very confident, fluent communication, with or without notes. Speaks spontaneously, with command and authority.
<b>Non-Verbal Communication</b>	Uses facial expression and eye contact to communicate non-verbally throughout the assessment.	Uses posture, gesture, stance, or movement (or a combination of these) to reinforce the verbal message.	Uses posture, gesture, stance, and movement to excellent effect, reinforcing the verbal message.
<b>Voice</b>	Uses some variety of tone amount and pace, as well as some variation of pitch or tone quality.	Unhurried. Uses a variety of pitch, pace, pause, tone amount and tone quality, sensitively and to good effect, some of the time.	Unhurried. Uses a variety of pitch, pace, pause, tone amount and tone quality, sensitively and to good effect, throughout the assessment.
<b>Use of Language</b>	Mostly uses Standard English and has a strong vocabulary, or uses some technical terminology.	Consistently uses Standard English. Has a strong vocabulary, and uses some technical terminology.	Consistent use of Standard English with mature vocabulary. Frequent use of devices such as rhetoric, direct pronouns and searching questions.

Section 3 Structure	Pass	Merit	Distinction
<b>Introduction</b>	Original / imaginative introduction.	Thought-provoking introduction.	Effective introduction, with clear reference to the motion.
<b>Summarising &amp; Concluding (including reference to points of clash for final conclusion)</b>	Clear, concise summary with original / imaginative concluding comment.	Detailed summary with insightful concluding comment.	Effective, intelligent summary and conclusion, with clear reference to the motion.
<b>Signposting &amp; Structure (including brief signposting of his/her team's arguments for first speaker)</b>	Content is referenced. Clearly signifies when moving on to new points.	Content is planned effectively and clearly, and is confidently referenced. Clearly signifies when moving on to new points.	Content is planned effectively and clearly, and is confidently referenced. Clearly signifies when moving on to new points and gives more weight to stronger points.
<b>Linking</b>	Confidently and competently illustrates why a point is linked to the motion.	Confidently and competently illustrates why some points are linked to the motion.	Confidently and competently links points to the motion throughout.
<b>Timing</b>	Is considerably over (more than 30 seconds) or slightly under allotted time (up to 30 seconds).	Is slightly over allotted time (within a margin of 30 seconds).	Speaks for the exact time allowed (within a 15 second margin).

Section 4 Listening and Responding	Pass	Merit	Distinction
<b>Listening Skills</b>	Listens mostly supportively but misses some key points.	Listens attentively and is mostly engaged.	Listens attentively and is thoroughly engaged throughout the process.
<b>Replying (rebuttal) and Responding (point of information)</b>	Responds clearly to arguments put forward by the other side but is focused on the whole case rather than specific arguments (if applicable – see Speakers' Duties). Offers a minimum of 2 points of information.	Responds clearly and concisely to specific arguments from the other team (if applicable – see Speakers' Duties). Regularly offers points of information.	Responds clearly and concisely to specific arguments from the other team. Responses are directed at the stronger arguments of the other team and skilfully dealt with (if applicable – see Speakers' Duties) Confidently and regularly offers points of information that are well thought-out and concise.
<b>Counter Arguments</b>	Accepts and responds clearly to some points of information but responses are weak or at the expense of timing.	Thoughtful, concise responses to points of information with attention to timing.	Effective and insightful responses to points of information, with good attention to timing.
<b>Teamwork</b>	Quietly receptive member of the team. Is respectful and courteous to the opposing team.	Engages with own team most of the time. Is respectful and courteous to the opposing team.	Liaises with team throughout, offers own ideas. Is respectful and courteous to the opposing team throughout.

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