

ESU CHURCHILL-NATIONAL PUBLIC SPEAKING COMPETITION FOR SCHOOLS



THE INTERNATIONAL
CHURCHILL SOCIETY
— UNITED KINGDOM —

Judges' Guidelines



ENGLISH-SPEAKING UNION

discovering voices

A LETTER FROM THE NATIONAL ORGANISER

Dear Judge,

Thank you so much for offering your time and expertise to judge this event. In this document you will find the format of the competition, the timings of the speeches and the weighting of the marks. We include also a guide as to the standard of speech as to the approximate number of marks to be awarded.

It is essential that our judges adhere to the criteria for judging. Teams have been coached to these criteria and will be expecting feedback relating to them. Please do not ever refer to a student's dress sense, hairstyle, any physical characteristic, including voice. Such remarks are at best inappropriate and at worst hurtful. Also, you may come across unfamiliar names- please give the student the respect of your best attempt at pronunciation!

Your Branch Organiser will alert you to the arrival time needed at the event's venue and other such details. They will bring with them all that you need to judge the competition, although it would be good to print out these guidelines and bring them with you.

When you get together as a Panel, one judge will be appointed Chair of the Panel. Usually there are 3 judges but should there be an even number, 2 or 4, the Chair will have a casting vote on any controversial decision. The branch organizer will take you through the mechanics of the marking sheets, the deliberation (decision-making) and the results and awards ceremony at the end of the event.

At the end of this document is a page on the art of giving Feedback. There is a very reasonable expectation from students and teachers that they will learn something about the skill of public speaking. The most important thing to remember is to keep an overwhelmingly positive tone and to make sure that criticism is done in a most constructive way. We want every child to come away from the event with a feeling that they have gained something from the experience, win or not.

I do hope that you also enjoy the experience of the competition – certainly most judges I speak to are surprised and delighted by the quality of what they have heard.

Thanks you once more....and good luck!

Yours faithfully,

Paul Holleley
National Organiser

FORMAT

Each presentation involves three participants. The Chairperson and Questioner of one school, are partnered up with the Speaker from another.

(NB this different from the Rotary Club “Youth Speaks” format where the Chair, Speaker and Vote of thanks all present as an integral team)

20-30 minutes before the first presentation, **the Chairperson and Questioner of a school’s team are told which Speaker they will be working with**, and given time to prepare by asking the Speaker questions about their personal connection to the topic, and the approach they intend to take in their speech.

Each presentation lasts for fourteen minutes. The time breakdown for the presentation is;

Timings	Guest Speaker	Chairperson	Questioner
1.00		Introduction	
5.00	The speech		
4.00	Questioner’s Questions		Questioner’s Questions
2.00	Audience Questions		
2.00		Summary	

An audible signal will be given by a timekeeper when the 5 minutes for the speaker have elapsed, and at the 14 minute mark to denote that the presentation should be concluded. It is however the responsibility of the chairperson, to ensure that the presentation runs according to time and fits within the 14 minutes allocated.

Judges need not worry about time infringements since the timekeeper will hand them a sheet at the end of the presentations.

INTRODUCTION TO THE MARKING CRITERIA

Whilst the three roles are marked separately, it is worth noting throughout that the Public Speaking Competition is very much a team effort, and should be marked accordingly. The best teams will be those that show strength in all three roles, rather than relying on a single member who covers up for deficiencies in the other two roles.

Adjudication is given on the basis of three main criteria;

1. Content
2. Effectiveness in role
3. Style

These criteria are weighted in the following manner:

	Content	Effectiveness in Role	Style
Chair (30)	15	10	5
Speaker (40)	20	10	10
Questioner (30)	15	10	5

As a general guide, the marks should be distributed in the following way:

Chairperson and Questioner

Standard	Content	Style	Effectiveness in Role	Overall
Exceptional	13 – 15	5	9 – 10	26 – 30
Very Good	10 – 12	4	8 – 9	21 – 25
Good	7 – 9	3	7 – 8	16 – 20
Satisfactory	4 – 6	2	5 – 6	11 – 15
Poor	0 – 3	0 - 1	0 – 4	0 – 10

Speaker

Standard	Content	Style	Effectiveness in Role	Overall
Exceptional	17 – 20	9 – 10	9 – 10	33 – 40
Very Good	13 – 16	8 – 9	8 – 9	25 – 32
Good	9 – 12	7 – 8	7 – 8	17 – 24
Satisfactory	5 – 8	5 – 6	5 – 6	9 – 16
Poor	0 – 4	0 – 4	0 – 4	0 – 8

Below is a description of the expected performance per role. Team members will vary in their ability to execute that role (see marking table above).

Chairperson

Content

- Makes a relevant introduction demonstrating interest in the topic
- Effectively links the Speaker and topic
- Summarises key themes of the presentation at the end

Effectiveness in Role

- Creates a warm and friendly atmosphere
- Introduces speaker and questioner
- Manages the audience questions, asking for re-phrasing or repetition, or re-asking the question directly where appropriate
- Effectively manages time, ensuring presentations do not over run or spend too much time on any one section of the presentation

Style

- Ensures speakers feel welcome and appreciated and lead applause
- Interrupts firmly but politely to keep participants to time

INTRODUCTION TO THE MARKING CRITERIA CONT'D

Speaker

Content

- Shows evidence of careful consideration of topic and delivers a logical case
- Gives arguments supported by evidence, and relevant analogies
- Considers alternative viewpoints to their own

Effectiveness in Role

- Employs a clear structure that is easy to follow
- Spontaneous comments where appropriate to be rewarded
- Answers questions comprehensively yet succinctly, demonstrating a greater knowledge of the topic over and above that displayed in the speech

Style

- Use of sheets or notes appropriate, but does not over rely on them
- Does not appear to have memorised the speech
- Natural fluid style that makes use of carefully chosen language and rhetoric. Seeks to draw an audience in with tools such as good eye contact, and appropriate body language

Questioner

Content

- Asks relevant questions that show they have listened to the speech as given, not merely pre-prepared questions
- Shows evidence of understanding of the topic by introducing other aspects where appropriate



Effectiveness in Role

- Attempts to deepen understanding of the topic, and add clarity where necessary
- Suggestions of alternative lines of argumentation or views
- Offers clear and succinct questions
- Willingness to ask follow up questions where appropriate

Style

- Employs a non-combative style, being courteous but probing
- Engages in a friendly dialogue with the speaker
- Good use of stance, gesture, and eye contact to include the audience in the questioning period

JUDGES' FEEDBACK

Judges should remember that the majority of the competitors do not progress beyond the first round. It is therefore essential that judging is of as high a quality as possible at this stage in the competition to give all competitors a sense of achievement and the awareness of having learned from their experience. The students and their teachers will want to know what criteria were applied to find the best speaker/team etc.

Feedback is of 2 types: General and Individual. The first **MUST** happen, the second **CAN** and **SHOULD** occur if time allows.

General Feedback happens after you have deliberated your decisions and returned to the speaking room and **BEFORE** you announce the winners. This is your chance to offer constructive feedback and advice to the speakers. This is often done by dividing the roles between the judges - a division of labour that should be sorted out before the speaking.

The Sandwich Method:

Before you provide feedback, try to have a clear idea of what you would like to convey to the students –positive and critically encouraging.

Start by illustrating the key features you were looking for in the role.

Then mix in a couple of things that were particularly challenging about the role (e.g. summary for the speaker) and suggest ways to improve, without giving the feeling that you are telling anybody off. Do not make specific references to the competencies or difficulties of encountered by specific participants.

Finish by returning to the praise and generalising on the significance of what they have just achieved.

Individual Feedback is done after the results and presentation of awards.

Some teams will want to make a swift exit but for those who have the time, it can be a useful learning experience for them.

The speakers must accept the judges' decision; you should refer to your mark sheets for detailed comments but the speakers have no right to see them. If you have a queue, move swiftly remembering these young people often have a long trek home!

MY FEEDBACK: role

What I was looking for; how my expectations were fulfilled:

What other techniques could have made the role even better:

Conclusion

How can the skills they have learned doing this competition benefit them in their future lives. If you have relevant experience in your job/career/life where public speaking has been a useful/important skill to you, do say so.



THE ENGLISH-SPEAKING UNION

The ESU is a unique educational charity and membership organisation dedicated to helping people realise their potential through giving them the skills and confidence in communication to articulate their ideas and share them with others.

For more information about the ESU and to view our other educational opportunities, please speak to a member of staff or visit our website at www.esu.org.

You can also find us on Facebook at www.facebook.com/the.esu or on **Twitter** [@TheESU/@ESUdebate](https://twitter.com/TheESU)



English-Speaking Union, Dartmouth House,
37 Charles Street, London, W1J 5ED

0207 529 1550

www.esu.org

UK registered Charity 273136