



JUDGING SWEEPSTAKES

PFAT 2024

THE EVENTS



**GROUP
DISCUSSION**



**ORIGINAL
ORATORY**



**IMPROMPTU
SPEAKING**



**ORAL
INTERPRETATION
OF LITERATURE
(COMIC OR
DRAMATIC)**



**DUET ACTING
(COMIC OR
DRAMATIC)**

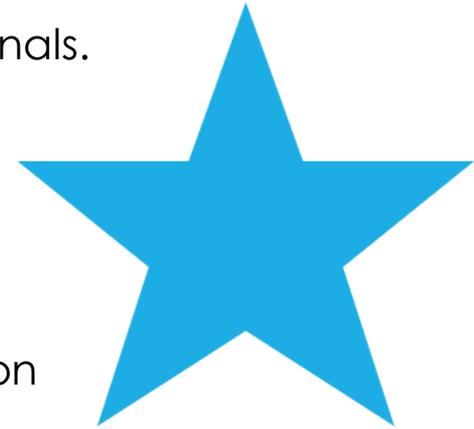
YOUR ROLE AS A JUDGE

Evaluate the performance of participants →
Ballot

Provide constructive criticism to participants →
Critique Sheet

EVALUATING PERFORMANCES

- 7** = exceptional in all respects, in a class by itself, and definitely finals material.
- 6** = excellent performance, deserving to be in the finals.
- 5** = very good, a fine job.
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- 3** = lacking in some qualities expected in the event.
- 2** = poor; serious problems of material or presentation mar the performance.
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- Z** = disqualified. (The judges must contact the CA / Tabroom immediately before disqualifying the participant/s)



SCORING SCALE

Rarely (if ever) used...

2 = poor; serious problems of material or presentation mar the performance.

1 = very poor, not of tournament quality.

Z = disqualified. (The judge must write a statement detailing the reasons for disqualifying the participant and the judges must contact the CA / Tabroom immediately before disqualifying the participant/s)



SCORING SCALE

3 = lacking in some qualities expected in the event.

→ Genuinely a poor performance

→ Looks like they have not really rehearsed or prepared...

→ Forgetting lines frequently, or not participating at all in a discussion, or simply not making an effort.

SCORING SCALE

4 = good, a competent performance.

- Relatively solid – they know what they're supposed to do... but they're just not doing it well.
- Not a polished performance, and it fails to meet most of the criteria for the event

SCORING SCALE

5 = very good, a fine job.

- A clearly solid performance – the student has worked on this event
- They're doing a lot of what they're supposed to do, to an acceptable standard
- Wouldn't be surprised if they were in the finals, but doubt it will be



SCORING SCALE

6 = excellent performance, deserving to be in the finals.

→ More than solid - actually very good!

→ They're doing all of what they're supposed to do – even if it's not perfect at all times!

→ Think this piece should be seen by all in the finals.



SCORING SCALE

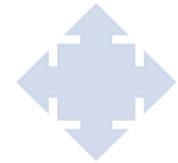
7 = exceptional in all respects, in a class by itself, and definitely finals material.

→ Truly excellent – meets all of the criteria, throughout. You are genuinely surprised by this.

→ Would be actively upset if this is not in the finals (and win)

IMPORTANT!

Native and non-native speakers participate in the tournament



Communication is the goal, and accent is discounted unless it seriously interferes with accomplishing this goal.



There is a difference between accent and clarity.

DUET ACTING

Excerpt from a play / book / script or original text	
Self-contained unit	
Comic or dramatic → compete separately	
Choice of material:	<ul style="list-style-type: none">• Appropriate to their maturity level and skills• Not about audience reactions!
Presentation:	<ul style="list-style-type: none">• Characterization (2 or more roles)• Balance between performers• Facial expressions, use of voice, gesture, movement and interaction
Restrictions:	<ul style="list-style-type: none">• No props, no costumes, no touching the wall!
Time:	<ul style="list-style-type: none">• 7-9 minutes• Under 7 minutes or over 9 minutes 10 seconds: maximum score of 5

ORAL INTERPRETATION

Published literature → not original or heavily edited
Comic or dramatic → compete separately

The art of reading → not an acting performance

Introduction:

- May give background / context if an excerpt from a story

Material:

- Must be sufficiently self-contained
- Appropriate to their maturity level and skills
- Literary merit or originality are not criteria!
- Subtlety is a good thing 😊

Delivery:

- Seated on a stool, with the text in front of them
- Should maintain the sense that they are reading!

Time:

- 6-8 minutes
- Under 6 minutes or over 8 minutes 10 seconds: maximum score of 5

DUET ACTING & ORAL INTERP

Things to note:



You're scoring based on students' performance, not personal or audience reaction to a text



Acting & interpretation skills are important, but not the only criterion!



Originality on its own is NOT a criterion for these events.

GROUP DISCUSSION

Problem solving sessions → communication & cooperation

Steps:

1. Define and analyze a problem

2. Consider and evaluate a variety of solutions

3. Select and develop the best solution to the problem



Materials:

Both sides of an A4 paper with notes
Can also make notes on a clean A4 paper in the round



Presentation:

Contribute without dominating
Express own opinions & show leadership skills
Effective use of research
Effective overall contribution to the discussion



Time:

45 minutes, including 5-minute preparation time

GROUP DISCUSSION

Things to note:



There's a difference between active participation with constructive contributions and fluency!



Participation does not only mean contributing opinions – you can contribute by helping the discussion progress through the steps.



Personal opinion on the topic discussed is not relevant!

ORIGINAL ORATORY

Persuasive speech!! Aim:

- Change point of view
- Change behavior
- Accept another way of looking at the problem

No notes – delivering a prepared and memorized speech!

Suitability of subject:

- ⑩ Persuasive
- ⑩ Worthwhile topic

Content and development of ideas:

- ⑩ Critical thinking
- ⑩ Fresh approach
- ⑩ Supported by evidence

Organization:

- ⑩ Logical sequence
- ⑩ Easy to follow

Delivery:

- ⑩ Poise, movement, eye contact...
- ⑩ Fluency, enunciation, projection → It's a prepared speech!
- ⑩ Use of language

Time:

- ⑩ 6-8 minutes
- ⑩ Under 6 minutes or over 8 minutes 10 seconds: maximum score of 5



ORIGINAL ORATORY

Things to note:

It must be persuasive! Not informative, not inspirational. BUT: It's not a debate!

Personal opinion on the topic discussed is not relevant!

They don't have to change your opinion for life.

It's a prepared speech – polish in the text and the delivery matters.

And so does originality (which means it's their work, not that you've never heard this idea before!)

IMPROMPTU SPEAKING

Unknown topic with short preparation in the room

Topic must be clear throughout the speech
(without necessarily saying "my topic is")

It should have a clear structure, with an introduction, main body
(with developed points) and conclusion.

Content & Style matter!

Choice of three topics:

- one word → can use any interpretation of it
- unfinished sentence → stick to topic as sentence was completed
- quotation → agree or disagree with it

Time:

- 2-3 minutes
- Under 2 minutes or over 3 minutes 10 seconds: maximum score of 5

IMPROMPTU SPEAKING

Things to note:

It doesn't have to be persuasive! But it does need to make a point that is well analyzed.

Style is important, but it's not the same thing as fluency.

It doesn't matter if they pick a topic others have already picked – try not to compare!

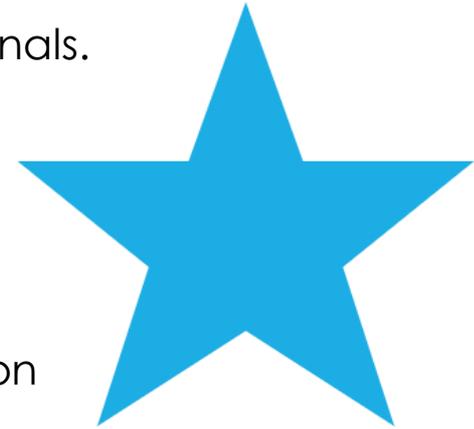


CONSTRUCTIVE CRITICISM

GOOD CRITIQUE SHEETS	BAD CRITIQUE SHEETS
<p>Reflect in the comments the points given to help students understand the score</p>	<p>Say only "well done" and "good job" to a piece that got a 4... failing to explain where the shortcomings were</p>
<p>Comment on the specific performance and its different aspects.</p>	<p>Comment on the ways in which the judge would have approached the subject / piece instead</p>
<p>Identify specific areas where students can improve in the future</p>	<p>Are harsh about things that cannot be improved on, or single out one student</p>
<p>Are thoughtful of students' feelings in the way criticism is expressed, making students want to participate again in Forensics!</p>	<p>Make students feel like this activity is not for them.</p>

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WHAT NOT TO DO

1

Don't expect too much

2

Don't expect too little

3

Don't talk to other judges in your round

4

Don't discuss performances after your round

5

Don't forget the criteria for each event

6

Don't write feedback in a way that will make them give up Forensics

WHAT TO DO

1

Explain your score – especially if it's low...

2

Give constructive feedback – students want to learn

3

Think of how you'd like other judges to treat your students. And then judge in the same way.

4

Judge students on their performance – not on potential.



QUESTIONS ?
