



WSC 2020

Tournament Guide



TEAM DEBATE

This introduction is about what is Indisputably the most iconic event of the WSC: The Team Debate event. Often the first “serious” event that occurs during any round, the team debate tests each and every scholar’s ability to do verbal combat and dominate their opposition. Here’s a run-down of important details for new scholars wishing to learn more about this most prestigious of events.

Important Terms:

Motion: The most important part of any debate (and sometimes the most controversial!) is the debate motion. Otherwise known as the “topic”, this sentence is what you and your team will be arguing for or against during the round. All motions start with RESOLVED and detail an action, opinion or proposal that your team will either agree or disagree with. Example motions include:

RESOLVED: That we should develop a way to communicate with the dead

RESOLVED: That the recent diplomatic actions between the US and North Korea are triumphs of diplomacy

RESOLVED: Romeo and Juliet would have had a happier ending if there was social media

Side/Stance: Once given the motion, your team needs to prepare for a side to debate. During official rounds, your debate sheet will tell you what side you’re debating for (either positive or negative). If you’re the positive team, you’ll be agreeing with the motion and its content. If you’re the negative team, you’ll be disagreeing with the motion in its entirety.

Adjudicator: Otherwise called a judge, the adjudicator will be the person who “judges” the debate and scores each person and team once the debate is finished. Often a volunteer coach or parent, the adjudicator is the person whom you need to convince in order to win the debate. All speeches should be addressed to them and direct eye contact made at times.

Opposition: A word used to refer to the team you’re debating against. Probably the word you should use to refer to them as well during your debate.

Speaker: Speaker will probably be how the adjudicator and opposition refer to you and every other person participating in the debate. There are three speakers on each team and each one of them will speak.

Points: Points are essentially what main ideas you want to present during your debate to help persuade the adjudicator that your side of the motion is correct. Points usually contain several points of evidence and a thorough explanation on why the point is valid and a good one. Most debaters tend to bring up 2 or 3 points in their debate.

Rebuttals: Rebuttals are essentially counter-arguments that you will present at the beginning of your speech if an opposition speaker spoke before you. Rebuttals are points that counter the other team’s points, thus discrediting their believability to the adjudicator and possibly preventing them from winning.

So now that the terms have been defined, let's break down the step-by-step process of a WSC Debate.

Debate Procedure:

1. **Arriving at the room:** In a traditional WSC tournament, you will receive a "debate tree" sheet that has room allocations for each of the 3 rounds. As soon as you arrive at the first room (or any room before the next round begins), take some time to get to know your adjudicator and then get settled. This is the perfect time to set up any electronic devices you need for research and also any paper if you prefer to take notes.
2. **Meeting the opposition:** Depending on the punctuality of the previous round (which, as is with everything in the WSC, very fluid), you might meet your opponents as you walk into the room or they'll enter shortly after you. Just because you're against them doesn't mean you can't take the opportunity to make some new acquaintances. Introduce yourselves to them, ask them how their previous round went and inquire as to their history with the WSC.
3. **Revealing the motion:** After everyone's settled down and the adjudicator has taken down your team number, the motion will be revealed (insert dramatic gasp here). Most adjudicators read it out first before showing the text to each team. Make sure every member has written it down (or better yet, ask the adjudicator to write it on a whiteboard) before moving on the next phase.
4. **PREPARATION TIME:** Your team now has 15 minutes to make points, draft speeches and prepare your debate strategy. Use this 15 minutes to map out how your points are going to connect to each other, find evidence to support each other's points and possibly think of some rebuttals in advance for the opposition. Make sure to write everything your team might find useful down somewhere, as **no electronic devices are allowed to be used after this stage**. Adjudicators will usually call 10, 5 and then 2 minutes before this time ends, but feel free to ask them if you want the precise time.
5. **DEBATE TIME:** After the 15 minutes are over, the adjudicator will call the 1st speaker for the affirmative team to the "podium" (usually an empty space in the middle of the room) to give their speech. **Each debate speech has a time limit of 4 minutes**. No interruptions are allowed for any reason and the adjudicator will usually signal the speaker when 1 minute and then 30 seconds are remaining.
6. **Between-speech preparation time:** Once a speech has been delivered, both teams have 1 minute to prepare their next speech, ideally this is the time in which to make rebuttals, fix any weak points or quickly find new pieces of evidence.
7. **NEXT SPEECH:** Steps 5 and 6 will repeat again, with the 1st speaker of the negative team making their speech. After this, the second speaker of the affirmative and negative will respectively, make their speeches (followed by the third speakers).
8. **Feedback time:** Once all the speeches are done, teams are given 60 seconds to formulate 90 seconds worth of feedback for the other time. Feedback can refer to any strengths for individual speakers or areas of improvement for the entire team. Once both teams are ready, the negative team starts with their 90 seconds of feedback for the affirmative team.
9. **Winner announcement:** Once all the feedback has been given, the adjudicator will announce who won the debate round. As always, applause and celebration

regardless of whether you won or not is appropriate here. Once this is complete, you may congratulate the other team and head on to your next debate round! Ready to start the cycle again until all 3 rounds are done.

DEBATE GUIDE

The event for which WSC is most well-known for, the team debate is also one of the hardest to master. With so many different styles and team compositions to tackle, what is your part in all this and what does that part entail? In this part of the guide I'll cover all the speaker positions and overall team tactics to help you get a footing in this part of WSC.

Packing list for Debate:

- Writing utensil
- Computer, phone, tablet (any electronic that can help you research)
- Notebook or notecards
- WSC Tag
- Water bottle (speaking loud can be quite taxing on your voice)

General Tips for Debate:

1. **Write down the motion:** As soon as the motion is revealed, write it down. Get every member of your team to remember it and jot it down on their notebooks or computers (wherever they're taking notes). Trust me, it helps. I was in a debate where my teammate botched the motion and it cost us the round. Writing it down will help you refer to it both in the preparation and debate stage.
2. **Points first, then facts:** I've no idea scholars from other countries are taught to prepare their debate, but my teammates always make their points first before finding facts to back it up. I find it far more effective, since finding facts before points sometimes gives you difficulty when trying to find reasoning for why the facts help your team. While we're on the topic of facts...
3. **Find as much factual information as possible:** I cannot stress this enough, I've been in so many rooms as an adjudicator and debater where teams have omitted facts from their entire debate. Facts are a key part of your speech, the opposition team cannot go against them because they are proven rock-solid facts. The more facts you include in your debate, the better.
4. **Share resources with your team:** When you find a great website or resource that you know a teammate could use to back up their points, give it to them. Don't just tell them about it and then move on, send the link to it via email or let them read it from your screen. That way, they can commit the source and fact to memory and be more confident when reciting it during the debate.
5. **If you can find a flaw, don't use it:** Whenever you think of a point, you should always check if it's a good point by analyzing it for any flaws. If your own team can think of rebuttals for that point, then the enemy team will probably find them too. Only use points that you're certain have few or no rebuttals at all. If however, the point has only a few weak rebuttals then..
6. **Nullify rebuttals:** If your point has a few obvious rebuttals that the enemy team is sure to pick up on, then deny them the chance to make those rebuttals by getting to them first. This can be done by finding a fact or point that covers up the flaw and

then stating it in the debate. For example, an affirmative point for the motion that WSC is fun might be that there's always an element of fun to it. A rebuttal to this point might be that the fun only comes from a few sources. You could then say in your point that "though the enemy team might argue that this fun comes from only a few events, I'd like to oppose that statement by saying that the amount of fun that comes from these sources outweighs the amount of events are fun by a lot." I would not recommend using this tactic if you are a beginner in debate, as it is highly likely the enemy team will turn that pre-rebuttal into a point of their own.

7. **Write rebuttals down as they are said:** I've been in so many debates where my team has a great rebuttal, but because we forgot to write down the exact quoting of the rebuttal, we missed an opportunity to destroy the enemy team. Whenever a rebuttal pops into your mind, write down not only the rebuttal, but also what the opposition speaker said that caused the rebuttal. So for example, instead of writing "no facts to back up point", write down "the ___ speaker provided no evidence to backup their points, thus we as the affirmative team are left to simply take their word for it".
8. **Conclude and prelude:** After you've made your rebuttals, said your points and given your evidence, you need to end your speech by wrapping up not only what you've said; but also what your previous speakers have given to your argument as whole. Adding onto that, introduce what your next speaker will say by quickly mentioning their points. If you wish to add a little flair at the end, be my guest. An example of this would be "In conclusion, I as the first/second/third speaker of affirmative/negative team on the motion that ____ have opened/furthered/developed/ended our argument by stating that _____. Coupled with the points of my team's previous speakers, that _____, we hope we leave the room in no doubt that/we have developed our case that (insert motion).
9. **Use your hands, not your feet:** Presentation is one of the 3 areas the adjudicator will be assessing you on (along with strategy and content). It is also one of the easiest is nail or mess up. The best way to do either of those is how you use your appendages. Use your hands to help your debate by gesturing with them when the time feels right (your body does this naturally I find). Do not however, use your feet a lot or at all. I've seen so many debaters lost points for presentation because they were rocking about or moving around too much. Stay in one spot and remain there for most of your debate, don't rock back and forth or move around too much. Yes it's acceptable to step forward or put your foot down when delivering a smashing good point, but don't overdo it.
10. **Use as few notes as possible:** With presentation, eye contact and gestures are among the two things I would recommend you get down right to score maximum points on. For the latter, this tip works wonders. You don't want to be staring at a computer screen or notebook the whole 4 minutes of your debate reading off some script. Just take a few notecards with you with bullet points on them. Glance at them from time to time to help trigger your thoughts and get your points right. I find that only writing the points and the facts to back them up are enough to get you above a 6 on the presentation scoring (provided you do everything else in presentation correctly). Even better, memorize everything and go in with nothing (not recommended for beginner debaters). Then you have both your hands free to gesticulate the quality of your points.
11. **Speak with variation and volume:** Again, how you deliver your debate is very crucial if you wish to have another medal hung around your neck. Speak with varying amounts of tone, volume and speed. Slow down and repeat points or key

pieces of evidence so it sinks in to the adjudicator and opponent team. Raise your voice when concluding the debate, finishing your point or slamming down a rebuttal. The room is your voice's to dominate for those 4 minutes, so how you dominate it is key to success. No one will remember a person who speaks too fast and gives their points in a monotonous voice.

12. **Offense in the right amount:** While I commend being a little arrogant to the enemy team while delivering your debate, I condemn outright insulting of the enemy team. Chances are the adjudicator will too and possibly mark you down for that. Don't get too tied down trying to make the enemy team look dumb or their points hollow, mention it but then move on. It's best to be arrogant after you've delivered your points or given an excellent rebuttal. Then you deserve to say that the points of the enemy team were "hollow, shaky and weak" or any other negative terms you wish to use.
13. **Make time your ally, not your enemy:** Remember, you've got 4 minutes to speak. That's actually quite a bit of time to say quite a few things. But that doesn't mean you make your introduction and conclusion super long just to fill up time. I've seen debaters whose introduction and conclusion alone take up 3/4 of their debating time (and even then they struggle to reach 3 minutes). Points and rebuttals should take up most of your time, especially if you're second or third speaker (as further explained below). I tend to divide my time in this way: introduction (recap of teams points) 15-30 seconds, rebuttals 30 seconds - 1.5 minutes, points (with data) 1-2 minutes, conclusion 15-30 seconds. If you can't divide the time that effectively (don't worry, it took me a few tries to nail it), then take the 3 minute signal for granted. If the adjudicator has banged on the table, you should ideally already be rolling through your points but not concluding them yet.
14. **Be specific with feedback:** Remember, your team is also scored on feedback (though I'm not sure if it'll count towards your final score. Don't just give general feedback along the lines of "You were good at projecting your voice but you could have improved your points by adding more facts". Give specific examples where they could benefit from adding more facts, actually mention the points or times where they could've used more facts. The more specific your feedback is, the more the opponent team has to improve on.
15. **Teamwork makes the dreamwork:** (insert cringe or meme here). Anyways, your team chemistry actually plays a part in increasing your chances of placing in the awards or even being included in the debate showcase. In the 15 minutes of preparation time, talk with your teammates, pass notes around and share facts on screens. While the debate is going on, quietly write a few notes for rebuttals or point construction on a note card and slip it to your teammates. In the minute between speakers, quickly explain rebuttals and points and share any last-minute facts. The more the adjudicator sees your team coordinate, the higher they'll score you on teamwork.
16. **Abandon all hope ye who commit fallacies:** In preparation for debates, both during and before competitions, I recommend you brush up on the list of logical fallacies (accessible with detailed explanations [here](#)). If you commit a logical fallacy in a debate against a group who knows their fallacies, congrats, you just put your entire argument in jeopardy of being smashed. Before you give your points and while you're preparing them, ask every member in your team to read over it for any logical fallacies, that way you can fix them and avoid a catastrophic defeat. Likewise,

by familiarizing yourself with the fallacies, you can call out speakers of the opposition if they make one.

Now let's move onto some actual speaker positions and roles in general before narrowing it down to negative and affirmative teams:

Speaker roles and Responsibilities:

First Speaker: As the first speaker, you are the introduction to the whole team argument, the foundation upon which all other points will be based. It is your job to open up the debate by going over the points or any specific focuses your team will be mentioning, as well as providing (or correcting) definitions of the motion so everyone knows what's under debate. It is often said that first speakers are those new recruits, who don't need much to handle on their plates. While that is often the case with many teams, I advise against doing this if avoidable, as it is often the first speaker that leaves the strongest impression on the adjudicator (first impressions are the most important). First speakers also give the enemy team their first rebuttals and if your points are weak, well your foundation crumbles and you have to start rebuilding all over again. So below are a few responsibilities and requirements your first speaker should meet.

Responsibilities (affirmative team):

- Open up the debate
- Define key terms in the motion
- Provide a general overview of the points their team will be giving
- Give 1 or 2 fairly strong points, with some evidence to back it up
- Hand off the debate by precluding as to what the second and third speaker will be saying

Responsibilities (negative team):

- Redefine any missed terms or badly defined ones
- Provide a general overview of the points their team will be giving
- Rebut the affirmative speakers first points
- Give their own points, with evidence to back it up
- Hand off the debate by precluding as to what's up next in their teams' arguments

In general, first speakers should be:

- Fairly confident at debating
- Have a strong voice with good actions
- Know how to open debates and define key terms properly
- Deliver 1 or 2 points with some examples/facts to back them up
- Masters at introducing and precluding what the team's argument as a whole is

Second Speaker: As second speaker, you are the main body of your team's argument. As such, your points should be very strong, impervious to rebuttal and loaded with tons of facts. You can choose to add onto the first speaker's points or build off your own and branch out in another direction. As long as you can somehow tie it back into the motion, it should be fine. It should also be noted that as many facts as possible should be added here, because the third speaker of the opposite team can and will smash your points if there are none. However, another responsibility you have is to rebut as much as possible. Rebuttals,

points, facts, conclusions and preludes to the third speaker are quite a bit to cram into 4 minutes. Therefore second speakers need to be masters of time management and improvisation should events (or time) take a turn for the worst. Below are the responsibilities and requirements of the second speaker:

Responsibilities:

- Lead on from the first speaker's points
- Bolster the first speaker's points with facts or information where possible
- Rebut the first speaker of the negative team's points effectively and swiftly
- Redefine the motion if need be (very rarely, but it does happen)
- Prelude as to what the third speaker will be saying

In general, second speaker should be:

- Fairly experienced scholars (1 or 2 competitions under their belt)
- Confident with memorizing and reciting lots of facts
- Able to independently construct and deliver strong points, either original ones or lead-ons from the first speaker
- Comfortable with rebutting the points put forth by the opposition
- Improvise on the fly if time limits what they can say
- Have excellent time-management when it comes to when you should be saying what

Third Speaker: Now we come to what I consider the hardest and most daunting position in a WSC team. If you are a third speaker, chances are you're either the best or most experienced on your team (and I applaud you if that is the case). As a third speaker, the burden of finishing the debate and leaving the best impression in the mind of the adjudicator. You're the last shot your team has to secure the win, the last opportunity to smash the opponent's points, the last chance to deliver some truly amazing points. Many teams believe that third speaker should only focus on rebutting as many points as possible, a "good offense is the best defense" strategy if you will, but oftentimes these rebuttals only fill 1 or 2 minutes of the 4 you're given. While it is true that rebuttals are a signature ability of the third speaker, points should also be included too, as these points will be the final ones the adjudicator hears.

Responsibilities:

- Deliver the most rebuttals
- Recap the points of the entire team (briefly with a few facts)
- Give the strongest points (with critical reasoning, personal stories or some facts to back them up)
- Have the best voice control and projection as well as use of hand gestures
- Conclude the entire debate by strongly affirming why their team is for/against the motion
- Be ready to improvise on the spot if time squeezes your script
- During the preparation phase, find some points to give to your teammates
- In between speeches, think of rebuttals for them and the other speakers
- Check team's speeches and rebuttals to ensure they are the best they can be
- Spend 15 minutes of preparation thinking of points for both first and second speaker
- Spend the total 3 minutes of in-between time to make my own points

- Be slightly arrogant to the opposition (roast them lightly and swiftly)
- Deliver 2 points with either personal experiences or facts to back them up
- Think of rebuttals for my entire team (including me)
- Project my voice louder than any other debater
- Use hand gestures to articulate my speech
- Conclude the entire debate by recapping all the points my team put forth

In general, the third speaker should be:

- The most experienced or best debater on your team
- Slightly arrogant and cocky
- Have the loudest natural voice
- Leader of the team
- Able to juggle tasks during both preparation and debate time
- Manage their 4 minutes with little error
- The best at rebutting
- Capable of quickly constructing points for the entire team and finding data to back it up
- Writing rebuttals for the entire team as they are said

Debate Point Tactics:

There are quite a few ways to successfully cover a motion with your points, but which is more suited for the debating style of your team? In this section I'll go over a few that I've seen used in a few debates and giving my personal view of whether they're effective or not.

1. **Divide and Conquer:** The one my team (and many others) use, divide and conquer is perhaps the most common team style there is. Essentially this means each of your 3 speakers covers different areas separate from those of the other speakers. So for example, if you were the affirmative team on the motion that romantic entanglements improve life (I've been in this position!); your first speaker could cover how those entanglements help support you later on in life, your second speaker could mention a few facts about the emotional benefits of romance and your third speaker could wrap it up by giving a personal anecdote on how it gave them access to the best feelings and memories they've ever had. Now granted, this does mean that each of your speakers should be fairly adept at explaining their points and giving evidence to back them up. However, it is well worth it in my opinion because it means the adjudicator has more reasons to believe that your stance on the motion is the correct one. It also gives the opposition quite a daunting challenge to memorize and find rebuttals for as many of those points as possible.
2. **Sword and Shield:** Ignoring the illustrious title I've bestowed upon this strategy (I will do so for pretty much anything that doesn't have an official name), the sword and shield strategy is essentially where your first speaker makes the points while the second and third speakers add some edges to it while defending it from being rebutted. In the motion that romantic entanglements improve life for example, your first speaker would mention their points on emotional support and whatnot. The second speaker would then add some facts to it while branching off with their own additions to the points. The third speaker would then finish the shield by rebutting the opponent's points while nullifying any rebuttals the opposing team put forth.

While this strategy is one I recommend for beginners trying to get comfortable with their speaker roles, it is not one that should be used in competitions unless you know the opposing team is inexperienced or inept at debating. Experienced teams will call you out for your lack of points, so will the adjudicator.

3. **Thematic focus:** Second only to the divide and conquer strategy in terms of popularity, the thematic focus strategy is exactly what it sounds like. Your team chooses a specific concept/aspect of the motion you wish to cover (i.e how romantic entanglements improve life by giving a sense of pride) and then each speaker chooses their own point(s) that are related around the topic. It is essential that the first speaker mention the focus that your team is doing, otherwise the adjudicator will easily mistake it for the divide and conquer strategy. The thematic focus allows your team to iterate their own points, while ultimately tying it back into the motion by a very strong theme. Consider your points the branches, while the theme is the trunk of the tree to which everything is connected. This tactic is a very versatile one that is especially helpful if not everyone in your team is completely experienced in making their own, independent points.
4. **1-2-3:** In my opinion, this is by far the worst strategy you could possible utilize in a debate. The 1-2-3 strategy is where each speaker only does what is essential to their role. The first speaker only defines the terms, explains what their team will be bringing to the debate and (if they're on the negative team) make a few rebuttals. The second speaker will bring the main points (as many as they can fit along with the facts) and make some rebuttals. The third speaker only concludes with a lot of rebuttals and wraps up their teams debate. If you wish to give your team a challenge (or am in no way eager for the debate), then I will highly recommend this tactic. I see limited point in using this otherwise, your 1st and 3rd speaker will be wasting their time and potential points. Only your second speaker will be bringing much to the table.

Debate Structure

<p>(1) 1st Proposition opening, definition, teamline, own arguments</p> <p>(3) 2nd Proposition rebuttal of 1st Opp., rebuild own case, own arguments</p> <p>(5) 3rd Proposition general rebuttal, rebuild own case</p> <p>(8) Proposition Reply (1st or 2nd speaker) biased summary</p>	<p>(2) 1st Opposition accepting definition / redefinition, teamline, rebuttal of 1st Proposition, own arguments</p> <p>(4) 2nd Opposition rebuttal of 2nd Prop., rebuild own case, own arguments</p> <p>(6) 3rd Opposition general rebuttal, rebuild own case</p> <p>(7) Opposition Reply (1st or 2nd speaker) biased summary</p>
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Debate Phrases

<p>(1) opening the debate:</p> <ul style="list-style-type: none"> • [some nice opening, e.g. quote] • Ladies and Gentlemen, welcome to this debate. • Welcome from this side of the house... • The motion for debate today is: ... <p>(1) defining the motion:</p> <ul style="list-style-type: none"> • Now we as today's proposition/opposition strongly believe that this is true/not true, but before we come to our actual argumentation, let us first define some important terms in this debate. • We believe that what is meant by ... is... / that ... are ... • When we say ... should ... we mean that ... <p>(1) presenting the teamline:</p> <ul style="list-style-type: none"> • We as today's proposition/opposition have structured our case as follows: • I, as the first speaker, will be talking about ... • Our second speaker, ..., will elaborate on the fact that ... • And our third speaker, ..., will do the rebuttal. <p>(2) rebutting arguments, rebuilding your case:</p> <ul style="list-style-type: none"> • But before I come to my own arguments, let us first have a look at what ... has said. • I will continue our case in a minute, but before that there are some things about the ... speech that need to be addressed. • The first prop/opposition speaker has told us ...; on the contrary ... • He/She also said that ...; but in fact.. • He/She was claiming that ...; but as my first speaker already told you, ... <p>(2) introducing arguments:</p> <ul style="list-style-type: none"> • Let me come to my first/second/.../next argument: [concise label of argument] • My first/... argument is: • The first/... reason why we're prop/opposing this motion is: <p>explaining arguments:</p> <ul style="list-style-type: none"> • [rather abstract explanation on how the argument should work] 	<p>(3+4) giving examples:</p> <ul style="list-style-type: none"> • There are many examples for this/for ..., for instance. • In fact, you can find many examples for this in real life. Just think of... • And there are similar cases, such as ..., ... • So in this simple example we can clearly see the effect of ... <p>(3+4) summarizing & linking the argument:</p> <ul style="list-style-type: none"> • So as we have seen [argument label], and therefore [motion]. • Now because of this ..., we have to support this motion. <p>(7+8) summarizing & ending your speech:</p> <ul style="list-style-type: none"> • So Ladies and Gentlemen, what have I told you today? Firstly ..., Secondly.. • [some nice closing words] • And for all of these reasons, the motion must stand/fall. <p>making/rejecting/accepting/answering points of information:</p> <ul style="list-style-type: none"> • Point of information, Sir/Madam. • On that point. • Wouldn't you have to agree ...? / Doesn't what you're saying contradict with ...? / What about the ...? / How would you explain, that ... ? <p>(7+8) giving reply speeches:</p> <ul style="list-style-type: none"> • Ladies and Gentlemen, welcome for the last time from today's prop/opposition. It is now my pleasure to summarize this debate, take a look at what both sides have said and see what the outcome of this debate actually is. • A first/second/... major clash was: ... Today's prop/opposition told us ...; we had to find ... • [some particularly nice closing words] • And for all these reasons, I beg you to prop/oppose
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SAMPLE DEBATE SPEECH

1st Affirmative Speech:

Ladies and gentlemen, today we are here to talk about something very important. The topic of today's debate is whether or not the United States of America should adopt English as its official language. First of all, when we say "official language," my partner and I mean that English should be the language used in all government business, administration, and publicity. Government documents, the proceedings of official meetings, and so on could still be translated, but emphasis would be put on addressing language barriers with English as a second language education rather than constant and expensive translations.

As you may have already inferred, my partner and I stand in firm affirmation of this topic: English should indeed be made the official language of the United States of America. In our first speech, I will be talking to about how our country is suffering without an official language and why we need one. After taking some time to respond to our opponents, my partner will address how adopting an official language policy will be tremendously helpful to everyone, whether they presently speak English or not.

The first point we want to bring up is something vital: communication. Without it, a business owner could never sell her products. A patient could never tell his doctor what his symptoms are. If you do not speak the same language as a person, it is basically the same as not being able to communicate at all. Right now, in the United States, we deal with language barriers by making government documents and materials available in a wide array of languages via translation. The problems with this are twofold. First, this is a band-aid solution that forces a dependency on the beneficiary of the translations. Second, translation is not cheap and there is no end in sight. If the government continues on this course, it will have to dump money into translating all official materials at an ever-increasing rate.

The second point we would like to address is the equity of the American Dream. No matter who you are or where you are from, hard work and determination will give you a fair shot to succeed in the USA. For that to be the case, however, we need to make sure that we are doing everything possible to make sure that everyone is getting an equal chance at success. We can only do this by making sure that everyone served by our government, which is everyone who lives in the USA, can speak the same language. If we fail in this, our government is neglecting the needs of non-native English speakers and indirectly favoring those born into families that speak English. Thank you so much.

1st Negative Speech:

Ladies and gentlemen, our opponents are correct in one thing, and that is stressing the importance of this topic. To begin, their definition of what an English Only policy would be like is flawed. By claiming that there would still be translations but they would save money by switching to ESL education, they are attempting to claim the benefits of their position without addressing the harms it does to society.

My partner and I disagree with the other team and believe that the United States should not adopt English as its official language. The US has never had such a policy, has never needed one, and certainly does not need one now. After showing why my opponents' arguments are wrong, I am going to detail the historical basis for rejecting an English Only policy and why that means we do not need one today. My partner will also respond to the affirmative team's arguments and then demonstrate the ways that such a policy would harm the United States and its citizens.

The two points my opponent presented can be grouped into one single point, which is as follows: We need an English Only policy to benefit the people who do not speak English. The fact is, such a policy would not help them at all. Our opponents claim that ESL education equips non-English speakers with skills for economic success, and that's true, but such programs are already in place in the US. They could only make a difference with this policy if money were taken out of providing translations. If that were done, however, tens of thousands of non-English speaking adults would be disenfranchised unless they were forced to attend ESL classes, which would quickly become a financial hardship and a violation of personal liberty.

Fortunately, the United States has always been a nation of immigrants. Since our inception, people have poured in from all corners of the globe to make the United States of America what it is today. Indeed, it is our diversity, rather than our homogeneity, that is our greatest strength. We only have the strong economy we do because our infrastructure was built by hard working immigrants from places including Italy, China, Germany, and Switzerland. In the past, these demographics were mistreated severely. Along with the violation of their civil rights, they were stereotyped as being isolationist foreigners and a threat to American culture and the English language. History has shown this notion to be nothing more than alarmist xenophobia. These groups have integrated into our linguistic culture and even helped American English to become more distinct from English spoken in other parts of the world. Just as we did not need legislation or policy to "protect" us linguistically from immigrants in the past, we certainly do not need it now.

Thank you so much.

2nd Affirmative Speech:

Allow me to start off by restating that the United States of America definitely needs to declare English as its official language, and what our opponents have said supports that. The biggest example that supports our position is the hardship suffered by the immigrant groups they listed. When Italian and Chinese immigrants came over to the US in waves, they had a very hard time obtaining higher education, securing loans, and generally enjoying the privileges that should, supposedly, be available to everyone. Is it not possible that this was due, at least in part, to their inability to speak English? If you and a friend both move to a country where he speaks the language and you do not, who do you think is going to succeed? Your friend is, of course, and it was the same way for these poor immigrants. Today, plenty of people are still immigrating to the USA, and we do not have to let them suffer like previous generations of immigrants have. We need to apply the lessons of the past and declare English as the official language of the United States of America so that we can help them adapt and succeed in our nation.

Such a policy would bring with it a myriad of benefits to our society. First and foremost would be satisfying the moral obligation we have to help immigrants integrate into the American community. If we fail in this regard, not only are we guilty of a moral and sociological trespass, but the byproduct would be creating a subversive, marginalized element of society. Rather, making English the official language of the United States would help include immigrating Americans into both our language and culture, allowing them and their children a more productive means of socioeconomic growth and helping to keep them away from criminal activity. An additional benefit would be the amount of jobs created, not just because of the expanded workforce resulting from more fluent, capable workers but also from the teaching positions that would become available to make this dream a reality. In summary, for a better economy, a reduction in crime and, foremost, because it is a moral obligation, the US ought to adopt English as its official language.

2nd Negative Speech:

The United States does not need an official language, be it English or any other. So far, our opponents have built their case on some pretty dubious claims that border on being offensive. Most recently, our opponents tried very gently to say that the US should have an official language policy to keep immigrants from committing crimes. Now, let's not mince words, here: the largest group immigrating to the US are people from Central and South America. The affirmative team has done a good job at subtly hinting at it instead of saying it outright, but what my opponents really want is for you to agree with them out of baseless Hispanophobia. Once you begin saying, "These poor people from another country deserve to be reeducated and included in our culture," what you are really saying is, "We need to remake their identity as Americans because our culture is superior to theirs." Obviously, this is unethical and completely invalidates their claims to be fulfilling a moral obligation.

Making English the official language of the United States would harm our country in other ways, too. Such a policy sends a clear message: "Who you are when you arrive here is not good enough. You will change because we want you to." Our native language is a part of our very personalities; the language of our innermost thoughts. Rejecting that in a person is hardly the kind of message that would culturally unify a diverse population. Rather, it divides them, declaring that English-speaking America is somehow above immigrant America. Because of this, we could only expect a reaction of resentment and, with it, a rise in crime. A federal ESL policy would be economically harmful as well for the simple fact that there are already private English-teaching services in the United States. Is it fair for the United States government to take customers away from private companies just to satisfy a misguided sense of linguistic protectionism? Of course not. The only responsible conclusion is that the United States of America does not need an official language.

3rd Affirmative Speech:

Throughout the course of this debate, we have proven and demonstrated that the United States should make English its official language. The goal of doing so would certainly not be to somehow diminish the value of other cultures or languages, but better equip recently arrived American citizens with the skills they need to thrive in their new country. ESL education does not teach a person that English is better than their native language any more than it teaches them that an American brand clothing or hamburgers with french fries are better than their native attire or food.

My partner and I have demonstrated that the great benefits that would result from making English the official language of the United States. Immigrants would be given the tools for financial success, employment opportunities would be created for teachers and the American people would be united behind doing the right thing by giving our newest citizens a leg up. The most important thing to remember in this debate is the message that the Statue of Liberty bears to all those who come to the United States. It is our responsibility to embrace the tired, poor, and huddled masses and do whatever is necessary to ensure that they have just as much of a chance to live the American Dream as native-born citizens.

3rd Negative Speech:

We would like to thank the judges, the audience and our opponents for coming to this debate. We would also like to state one final time that the United States of America does not need and should not have an official language. It is important to remember that all of the economic benefits our opponents claim stem from ESL education, which we already have in the US. Their other option would be to federalize ESL, which would infringe on the market freedom of existing language learning corporations. Their claims of fulfilling a moral duty are also void, as declaring an official language would violate the higher moral duties of respecting other cultures and preserving personal liberty.

I am glad that our opponents brought up the Statue of Liberty, because she is the very symbol of what the United States ought to be. Lady Liberty stands to welcome all those would come to the US and accepts them as they are, rather than insisting that they change into something or someone else. At the heart of it, that is all that an English Only policy would accomplish: sending a message to the rest of the world that they are only welcome to the United States if they conform linguistically.

DEBATE TEMPLATE

First Affirmative Speaker

INTRODUCTION

1. Good afternoon Mr/Ms Adjudicator, Ladies and Gentlemen.

I am _____ from the Manila Xiamen International School and I am the first speaker from the affirmative team.

2. The topic for our debate is “That...

DEFINITION:

2A. We define the topic as:

3. We the affirmative team believe that this statement is true.

TEAM SPLIT

3A. Today, as first speaker I will be talking to you about:

3B. Our second speaker will be talking about

3C. Our third speaker will talk about.... And rebut and sum up our team case.

ARGUMENTS

4. I am going to discuss points:

a)

b)

5. My first point is:

6. This is because/the reason for this is:

7. Now to my second point:

8. This is because:

ENDING

9. So Mr/Ms Adjudicator, Ladies and Gentlemen, in conclusion:

First Negative Speaker

INTRODUCTION

1. Good afternoon Mr/Ms Adjudicator, Ladies and Gentlemen.

I am _____ from the Manila Xiamen International School and I am the first speaker from the negative team.

2. The topic for our debate is “That...

3. We agree with the definition given by the affirmative team. OR We disagree with the definition given by the opposition because....

However, we the negative team believes that this statement is false.

TEAM SPLIT

3A. Today, as first speaker I will be talking to you about

3B. Our second speaker will be talking about:

3C. Our third speaker will talk about And rebut and sum up our team case.

REBUTTAL

4. The first speaker of the affirmative team has tried to tell you

5. This is wrong because:

6. S/he also said that:

7. This is wrong because:

ARGUMENTS

8. I will be discussing points.

9. My first point is:

10. This is because/the reason for this is:

11. Now to my second point.

12. This is because

ENDING

13. So Mr/Ms Adjudicator, Ladies and Gentlemen, in conclusion we...

Second Affirmative Speaker

INTRODUCTION

1. Good afternoon Mr/Ms Adjudicator, Ladies and Gentlemen.

I am _____ from the Manila Xiamen International School and I am the second speaker from the affirmative team.

2. The topic for our debate is “That...

3. We the affirmative team believe that this statement is true.

REBUTTAL

4. The first speaker from the negative team has tried to tell you

5. This is wrong because

6. S/he has also said that

7. This is wrong because

RECAP

7A. Our first speaker has already explained

ARGUMENTS

8. Today I will be talking to you about points.

9. My first point is

10. This is because/the reason for this is

11. Now to my second point

12. My third and final point

This is because

ENDING

13. So Mr/Ms Adjudicator, Ladies and Gentlemen, in conclusion

Second Negative Speaker

INTRODUCTION

1. Good afternoon Mr/Ms Adjudicator, Ladies and Gentlemen.

I am _____ from the Manila Xiamen International School and I am the second speaker from the negative team.

2. The topic for our debate is "That..."

3. We the negative team believe that this statement is false.

REBUTTAL

4. The second affirmative speaker has tried to tell you

5. This is wrong because

6. S/he also said that

7. This is wrong because

RECAP

7A. Our first speaker has already stated

ARGUMENTS

8. Today I will be talking to you about points

9. Now to my first point

10. This is because/the reason for this is

11. Now to my second point.

This is because

12. My third and final point is

This is because

ENDING

3. So Mr/Ms Adjudicator, Ladies and Gentlemen, in conclusion

Third Affirmative Speaker

INTRODUCTION

1. Good afternoon Mr/Ms Adjudicator, Ladies and Gentlemen.

I am _____ from the Manila Xiamen International School and I am the third speaker from the affirmative team.

2. The topic for our debate is "That...

3. We the affirmative team believe that this statement is true.

REBUTTAL

4. The first negative speaker has tried to tell you

5. This is wrong because

6. The second negative speaker has tried to tell you

7. This is wrong because

SUMMARY

8. Our first speaker spoke to you about

9. S/he also spoke about

10. Our second speaker told you that

11. S/he also said that.

12. Today I will be talking to you about points

13. Now to my first point

14. This is because/the reason for this is

ENDING

13. So Mr/Ms Adjudicator, Ladies and Gentlemen, in conclusion our team

And please vote on our side because this motion should PASS.

Third Negative Speaker

INTRODUCTION

1. Good afternoon Mr/Ms Adjudicator, Ladies and Gentlemen.

I am _____ from the Manila Xiamen International School and I am the third and final speaker from the negative team.

2. The topic for our debate is "That...

3. We the negative team believe that this statement is false.

REBUTTAL

4. The first affirmative speaker has tried to tell you

5. This is wrong because

6. The second affirmative speaker has tried to tell you

7. This is wrong because

The third affirmative speaker has tried to tell you

This is wrong because

SUMMARY

8. Our first speaker spoke to you about

9. S/he also said that

10. Our second speaker spoke to you about

11. S/he also stated that

12. Today I will be talking to you about points

13. Now to my first point

14. This is because/the reason for this is

ENDING

13. So Mr/Ms Adjudicator, Ladies and Gentlemen, in conclusion we,

And please vote on our side because this motion should FAIL.

COLLABORATIVE WRITING

One of the “Big Three” events in the WSC (along with Team Debate and Scholar’s Challenge), the Collaborative Writing event isn’t as collaborative as one might make it to be. Simply put, consider this event a rehash of the team debate, except individually and on paper. You and your teammates will be writing 3 separate persuasive pieces on 3 separate topics from a choice of 6. So what do you need to know about this event? Find out below!

Important Terms:

Writing Booklet: One of the first things you’re going to have to retrieve is a writing booklet for your team. This consists of an introductory page (with rules and places for writing your signatures and team topics) and about 2-3 double sided pages for writing. It will be inside this book that you plan, record research and write your final piece.

Topics Sheet: Like the question booklet in the Scholar’s Challenge, the topics sheet is the final thing to be distributed in the event. This sheet has all 6 topics on it (1 for each area of the WSC curriculum). Each member of your team needs to choose **1 unique topic** to write about and whether they’re going to agree or disagree with the topic.

Stages: The writing is actually broken down into “stages” based on time:

1. **Planning stage - 30 minutes:** Once your team members have decided on their motions, you guys have half an hour to collaborate and help each other plan their persuasive pieces. This usually means reviewing possible points, finding evidence and giving a few suggestions here and there.
2. **Writing stage - 60 minutes:** After the planning stage, the “collaborative” part of the writing stops and each person must write their piece in complete silence for the next hour. The occasional groan about poor grammar or “eureka” at an amazing point is permitted, though ideally not so it disturbs everyone.
3. **Peer-Reviewing stage - 15 minutes:** Once the time is up, you can get back together with your team and for 1/4 of an hour, look over each other’s pieces and give some quick edits here and there. This is NOT a time to continue writing (though some daring scholars take the time to do so).

So now that we’ve gotten that relatively short list of terms defined, let’s see what actually happens during the collaborative writing event.

Collaborative Writing Procedure

1. **Find a spot:** Usually there’s some sort of seating arrangement at the bigger rounds (based on team number) but generally, your team should find a nice spot to sit next to one another when you enter the room. Get out your writing utensil(s), ideally a

blue or black ink pen.

2. **Retrieve Writing Booklet:** If the writing booklets aren't already on your table, you'll need to send 1 member of your team to retrieve them for you (or go all together if that's allowed). Just write your names on it and then leave them alone
3. **Choosing Topics:** Once everyone has their writing booklets, the WSC staff will distribute topic sheets. You may then write down what topics your teammates are taking on the sheet along with yours.
4. **Planning stage - 30 minutes:** Once your team members have decided on their motions, you guys have half an hour to collaborate and help each other plan their persuasive pieces. This usually means reviewing possible points, finding evidence and giving a few suggestions here and there.
5. **Writing stage - 60 minutes:** After the planning stage, the "collaborative" part of the writing stops and each person must write their piece in complete silence for the next hour. The occasional groan about poor grammar or "eureka" at an amazing point is permitted, though ideally not so it disturbs everyone.
6. **Peer-Reviewing stage - 15 minutes:** Once the time is up, you can get back together with your team and for 1/4 of an hour, look over each other's pieces and give some quick edits here and there. This is NOT a time to continue writing (though some daring scholars take the time to do so).
7. **Submission of writing booklets:** Once the time has truly ended, the staff will usually ask you to pass your writing booklets down to the end of your table, so that someone can just walk by and pick them all up. Other methods include actually getting up (exhausting, I know) and giving your team's booklets at the front. Rejoice fellow scholar, for once that happens, your team is done with yet another academic event of the WSC!

WRITING GUIDE

The event that I find the hardest and dread the most, collaborative writing is actually fairly simple to do good at. But for those new scholars reading this, let's break down the event.

Event Explanation:

Although the name suggests you'll be writing with your team, you'll actually be doing all the writing by yourself. Your team will only help you plot out your writing and proofread it once the writing time finishes. In the beginning of the event, each member of the team will receive a writing packet filled with an introductory page and several lined pages to write your piece. Then each team will receive a separate sheet with all the motions for each categories on it. The motion is essentially what you're trying to prove/disprove (whichever side you choose) in your writing, essentially a written debate. You then get 30 minutes to plan your essay along with your team, during this time you have access to the internet and any other resources that might help you. After that you have 60 minutes to actually craft your masterpiece, during this time all resources and any communication with teammates is

banned. Once the timer rings and everyone applauds, the final 15 minutes are where you may hand your writing to the other people in your team for proofreading and eliminating any errors.

So now that I've explained the format of this event, let's go over the packing list and a few key tips.

Packing list for Collaborative Writing:

- Writing utensil (they accept pen or pencil)
- Water bottle
- WSC tag
- Laptop, phone or other electronics (for research)
- Hotspot source (incase the internet refuses to work)

Tips:

1. **Essays are banned:** OK they're not exactly banned, you won't be disqualified if you write a standard essay for your writing. They're just so "normal" that a judge can't really score them that high for creativity or engagement. Remember, a human from the WSC will be sitting down and marking every essay they've been given. If they start reading a normal PEEL Paragraph or other standard academic format, they'll probably give you moderate marks for creativity. They want something worth their time, something that catches their eye, something unique from the rest. In the next section I'll discuss a few of these formats that might net you creativity points.
2. **Facts are family:** You write an essay with no factual evidence, you might as well say goodbye to a writing medal. Just like a debate, the more facts you use to backup your points, the stronger your writing will turn out. Unlike in debates however, you do need to cite your sources (just a small mention at the end or beginning of the fact, no MLA or APA citation), lest the judges mark you down for making up random facts. I'd recommend finding at least a fact for each point, though ideally 2 per point would help.
3. **Pre-butts help:** Another difference is that here, your only opponent is the judge. Unlike in debate, no other scholar is trying to disprove the point your essay is conveying, the judge will though. Chances are if your judge is a trained WSC scorer, they'll try to think of their own rebuttals to your points and look for any flaws in them. Thus, you need to shield your essay from these attacks by setting up preplaced rebuttals. This is as simple as writing "though one might argue by saying that _____, it should be noted that _____" or something along those lines. If you can deflect those rebuttals with facts too, that'll help a lot.
4. **Slow and neatly:** One of the criteria to take into account when scoring an essay is the legibility of your writing (I always struggle with this, my handwriting would

shame a 10-year old). So even though time is always there as a sort of pressure point for you, remember that it's better to write slowly and think out your sentences than rush through everything but end up with an essay that's illegible. When it comes time to proofread, ask your teammates to pick out any words that are illegible and fix them. The neater your writing is, the less time a judge has to spend trying to guess what you're saying, the more points you rack for the leaderboards.

5. **Complete the loop:** Oftentimes you'll be inclined to finish a point and then move onto the next one. Don't do this. Like in a standard paragraph, link the point back to the motion and how it supports your stance. Don't take for granted the fact that the judge will do it for you, always complete the loop of how your points helps you stance.
6. **Conclude:** At the end of all your points, wrap up your piece by stating them again and tying it all back to the motion. Don't just write something like "the points put forth in this writing show why ____". It'll help you and the judge when it comes to scoring organization and formatting.
7. **Personal experiences are valid:** In debates, you would be slammed for using a personal experience on the basis that one story does not prove an entire motion to be true or false. In collaborative writing however, the judge isn't so picky about that. If no facts can be found, using a personal or peer experience is fine as an alternative. The more emotion it evokes, the more valid it is to use.

Possible Formats:

As discussed above, one should never utilize a standard essay format in writing. So below are a few ideas to help you score big in creativity and format:

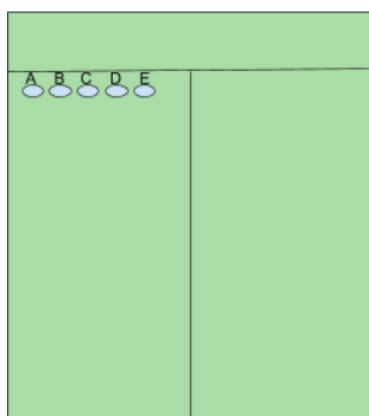
1. Story
2. Playscript
3. Inner thoughts
4. Conversation

SCHOLAR'S CHALLENGE

Arguably one of if not the most stressful events of the WSC, the Scholar's Challenge tests each participants ability to recall the curriculum and use logic to correctly answer 120 questions. Spread out over a single hour, the Scholar's Challenge is also the quietest event in the WSC. So what do you need to know about this daunting event? What hazards lay in store for you along the way? What terms and procedures are undertaken at this event? Find out below!

Important Terms:

Answer Sheet: Like many large tests nowadays, the scholar's challenge will be assessed by a machine reader, as such your answers will be separate from the questions. The answer sheet will be the first thing you need to either retrieve or will already be on your table. Usually just a single page, the sheet will be split into 2 columns. Each column has roughly 60 rows of 5 bubbles (as shown below). We'll get into what each bubble means and how the test is divided up later on in this section.



Questions Booklet: Usually the last thing that ever lands on your table during the scholar's challenge, the question booklet is about 5-6 double sided pages containing a total of 120 questions. Given the total time of 60 minutes, that means you need to answer 2 questions every minute to have any hope of finishing on time.

Answer Bubbles: The scholar's challenge is a multiple-choice test. Each question has 5 options labelled A,B,C,D and E underneath it. This corresponds to the 5 bubbles labelled with those same letters (left to right) on the answer sheet. Unlike a traditional multiple-choice test though, the scholar's challenge actually allows you to **fill in multiple bubbles**, you still get scored as long as the correct answer has also been filled in. Be careful however, the more bubbles you fill in on a question, the lower your score for the correct answer will be. Please refer to the table below for a guide as to how many options corresponds to what score:

Amount of Bubbles Filled In	Score for Correct Answer
1	1
2	0.5
3	0.3
4	0.25
5	0.2

Please also note that you need to **fully colour** the bubbles you wish to answer with, as shown in the photo below:



Topic Sections: With 6 areas on the curriculum (History, Science, Social Studies, Special Area, Literature, Art and Music) and 120 questions on the challenge, you know there's some system of dividing the topics. Each topic has 20 questions, all 20 questions for 1 topic are given first before moving on to the next 20 questions for another topic. All you need to do is make sure that **the question number on your answer sheet corresponds to the number on the actual question you're answering.** You also don't have any restrictions on which question (or section) to start with first. Any order is fine as long as you correctly fill in the answer on the right question number.

Seating Allocation: Since most of the academic events in the WSC are done in your team of three, the scholar's challenge is the only one that divides you. This is an **individual event** that splits your team up. Usually (at least in globals) there will be some sort of "seating plan" based on your overall team number and individual letter. Just look out for it when you enter the venue.

So now that you're well-stocked on scholar's challenge terms, let's find out what actually happens when you walk into that room of dread and hate (or in my case, interest and joy).

Scholar's Challenge Procedure

- 1. Arrival at venue and seating:** Usually the scholar's challenge is either the first academic event to occur on the second day, or the first one after lunch. Regardless of which it is, when you enter the room be prepared to say goodbye to your teammates. There will usually be a few WSC staff and volunteer helpers to guide you as to where you'll be sitting.
- 2. Retrieval of Answer Sheets:** Sometimes (in Global Rounds and Tournament of Champions especially), the helpers will direct you to stations at the front of the venue to collect your team's answer sheets. Make sure you retrieve the ones with your team number on them, lest your score be confused with that of someone else.

Once that's done, give 1 to each member on your team and sit down.

3. **Distribution of Question Booklets:** The last thing that occurs before the actual challenge itself starts, the WSC Staff and volunteers will distribute question booklets to every single scholar. Allow 10-15 minutes for this to happen, after all there can be up to (and possibly exceeding) 750 scholars in the same room taking the challenge! Once everyone has the question booklet, the announcer at the front of the room will start the challenge.
4. **Answer, Answer and Scratch Head:** For the next 60 minutes (there's usually a timer displayed on a big screen), the entire room will be silent. Scholars will confidently answer questions on areas they've studied, others will be scratching their heads at those they were reluctant to review, some might even fill in all 5 bubbles for every question! Whatever the case is, the next 60 minutes are your time to try your best on the practice challenge.
5. **ANDDDDDD..... TIMEEEEEEE:** Once the alarm rings on the big screen, the announcer will end the scholar's challenge. This announcement is usually met with cheers of joy, thunderous applause and (for some) tears. Now begins the long and painful process of cleaning up.
6. **Collection of question booklets and answer sheets:** Often times, the WSC staff will collect both the question booklets and answer sheets (to avoid any last-minute answer corrections). During this time, sit back and chat with those around you, see how they did on the challenge (you might find you did acceptable!). Once all the question and answer booklets are collected, you are free to get up and stretch a bit before collaborative writing (or debate, or lunch) begins.

CHALLENGE GUIDE

In my opinion the second-hardest event in the WSC, the Scholar's Challenge calls upon all your knowledge and study of the resources. A multiple-choice challenge of 120 questions (20 for each category) where you're allowed to fill in all 5 boxes if you wish to guess. Below is a packing list and a few tips as to how to succeed in the Scholar's Challenge, because it's here that you can rack up the most points for yourself and the team.

Packing list:

- Writing Utensil (ideally a pencil and eraser)
- Water bottle
- WSC Tag

General Tips:

1. **Study, study, study:** If you're an experienced scholar, you're probably already doing this, but I cannot stress how important it is to study. Whether that means spending

a few hours each week doing the resources and reading them or quizzing your teammates on their knowledge of the resources, studying is the best way to ensure a good score. Yes it is possible to place on a regional leaderboard if you just make informed guesses, but remember, filling in the correct answer and nothing else nets you the whole 1 points, as opposed to the 0.2 if you fill in all 5 boxes. The more you study, the more you help yourself memorize the resources, the more likely you are to get a medal (or even a trophy!) at competitions.

2. **Order matters not:** Oftentimes you'll feel inclined to start from the beginning of the questions and work your way to the back. While that's fine if you're knowledgeable in all areas of the resources, it often means that you'll be stretched for time if you really spend time on each question. My advice is to find the category that you've focused the most on (i.e literature) and do those questions first. That way you'll at least net some points from answering those questions correctly. From there you can choose the next category you've studied and so on until you reach the category you remember the least about.
3. **Time is not a privilege you have:** 1 hour might seem like a lot initially, but trust me when I say that you'll find yourself scrambling to answer the final 10 questions in the last 5 minutes. Don't spend more than 2 minutes on each question, or 1 minute if you can help it. If you're really stuck on a question, just fill in the boxes you believe are the closest to the real answer (but not all 5, as explained in tip 4). If you spend about a minute on each question, that leaves a little bit of time at the end for you to check over all your answers and make some changes if necessary.
4. **5 and 1 are not magic:** I find that lots of scholars are inclined to take the option of filling out all 5 boxes if they have no clue what the answer is. Never do this. Even though you're guaranteed to get points for it, it's only 0.2 points. Filling in only 1 isn't the best thing either, because you're gambling on that 1 answer being correct. High risk, high reward. I usually fill in 2 or 3 boxes, that ensures the best chance for a correct answer while also allowing your points to remain fairly high. Only fill in 1 if you're completely certain it's the correct answer, but never fill in all 5 options.
5. **Check the numbers:** I've made this mistake so many times. I look at a question number and then fill out the previous or next answer on the answer sheet. Always check first to make sure you're filling out the correct question number, otherwise you'll find a blank row of boxes when you recheck your answers.

SCHOLAR'S BOWL

One of the more collaborative events of the WSC, the Scholar's Bowl is often the last academic event to occur. Meaning (loosely) that it is the least stressful of them. The Scholar's Bowl also has the most humour in it, at least according to me (and my definition of humour is antiquated to say the least). So what does your team need to know about the Scholar's Bowl to not feel awkward when the clickers get distributed? Find out by reading on!

Important Terms:

Clicker: By far the most important term in the Scholar's Bowl, a clicker will be introduced as the fourth member of your team. This seemingly small and insignificant electronic rectangle with 6 buttons on it (pictured below), will come to be a valuable member of your team during the 2 hours or so of the Scholar's Bowl. The clicker is how your team will answer each question during the bowl. Keep it safe, don't smash it and ideally don't bite it either (there are no calories gained from chewing this device).



Question: The Scholar's Bowl is made up of many questions (too many I won't bother counting them), divided into different sections based on their difficulty. Some questions require you to watch a video, view a gallery of photographs or simply read a bit of text. Based on the question, your team will have to choose a letter on the clicker as to which answer.

Options: Each question has 5 options to answer with (known as option A, B, C, D and E). Your team simply needs to click on which answer they believe is the correct answer. Please note that **you can change your answer** in the middle of answering time. Just click on the letter you wish to change to and that will appear as your answer. You can actually change answers multiple times, so long as the time frame for doing so hasn't closed.

Time Limit: Each question on the bowl will first be read aloud by the WSC Staff, with an explanation of any answers if need be. During this time, the clickers will not be able to submit any answers. Once the question and options have been read, then there is approximately 10-30 seconds for your team to decide on the answer (change it a couple times maybe). The staff will usually indicate when 10 and then 5 seconds are left. Once time is up, the correct answer will be announced (to cheers of joy or shouts of anger).

Point System: Unlike a traditional clicker-based quiz, each question on the bowl earns a different amount of points. Usually the first couple of questions award less than 200 points, while there are rounds where possible scores can reach up to 1000 points! Pay attention on the number displayed beneath the question number so your team has a rough idea of how difficult it might be. Of course, there are rounds where points awarded are different....

Lightning Round: One of the trademark rounds during the bowl, the lightning round is composed of 5 quick-fire questions (often taking less than 10 seconds to read and answer) with the same question and options present for each of the 5. Each question also awards the same amount of points, so the more you get correct, the more you'll have when the round ends.

Betting Round: The final and most climactic round of the scholar's bowl is where your team indulges in a bit of gambling (no illegality about it here though). Simply put, in this round you can choose how many points your team is willing to "bet" on answering the question correctly. Usually in increments of 500 from 500-2500, your team will first click on the letter that corresponds to the betted amount, before then clicking on your final answer. If you get that question correct, you'll earn the amount of points you betted. If not, well you've just lost that amount of points.

Percentage Round: One of the more confusion rounds of the Scholar's Bowl, the percentage round relies on a mathematical formula to decide how many points your team receives. Here it is (let a represent the percent of incorrect answers and s the final score):

$$s = a\% \times 1000$$

So ideally, the fewer correct answers, the more points those who did get it correct will earn.

Seating Arrangement: To avoid any malicious activities between schools, the WSC will randomly assign some sort of seating arrangement. Usually it contains some sort of allusion to the curriculum (such as the names of different cryptocurrencies or serial killers). Once your team enters the theater, look for where people with those allocations should be sitting.

Alpaca Distribution: Yes, halfway through the Scholar's Bowl, every team in the theater will receive 3 new alpacas to love and look after, 1 for each member. There's usually an ordered system to this, so don't hope for the alpaca color you wanted to land in your hands.

Scholar's Bowl Procedure

1. **Seating Arrangement:** Once your team enters the theater, look to the big screens to find out in which area you'll be sitting. Once you do reach the zone, make sure you're **not sitting next to any team from your school**. This includes sitting directly above or below them. Find a place away from your school mates (after all, they are still your competitors in this event).
2. **Clicker Distribution and Socialization:** Once everyone is settled in, the WSC staff will begin clicker distribution. Normally they ask that 1 person from each team

(usually by which letter is on your nametag) to go down and collect a clicker. At bigger rounds, they'll divide the teams by ranges of 50 or so, to avoid any traffic jams on the stairs or stage area. Once everyone has their clicker, the staff usually set up a few "tasks" to help you integrate it into your team (these usually include taking a selfie with it and posting said picture on social media).

3. **Clicker Testing:** Once the clicker familiarization is over with, everyone learns how to properly answer using their clicker. This includes learning how to quickly change answers, so pay attention a bit. Once that's over with, some practice questions worth a whopping 0, 00 and 000 points will be read to simulate a real question.
4. **Bowl, Bowl and Bowl some more (part 1):** Once all the practice questions are finished, a few rounds of real questions will commence.
5. **Alpaca Distribution:** At the halfway point, there will be a 20-40 minute break while the alpacas are distributed to each team and you guys will swear by the alpaca oath.
6. **Bowl, Bowl and Bowl some more (part 2):** The second part of the scholar's bowl often has similar rounds, and ends with the ever-climactic betting round. Once that's done, rejoice at your team's success (or simply remain quiet and contemplate life), for you've now completed all the serious academic events of the WSC.
7. **Clicker Return:** "Parting is such sweet sorrow" but you'll have to say goodbye to your fourth team member, as another member of your team returns it to its hibernating place, waiting for the next WSC round.

BOWL GUIDE

One of the less stress-inducing events of the WSC, the Scholar's Bowl is the only event where your team will collaborate for the entirety of the time. So below is the packing list and general tips for mastery of the scholar's bowl.

Packing List for Scholar's Bowl:

- Water Bottle
- Clicker (provided by WSC)
- Phone for a quick selfie with the clicker

General Tips:

1. **Assign a clicker master:** Oftentimes, you'll feel inclined to snatch the clicker away and click your own answer. Do not do this, you're just straining the team bond and penalizing the amount of points you could be getting. Instead, assign one person (usually the one lacking knowledge in the resources) to be the constant master of the clicker. Have that person sit in the middle of the team, that way the other two people who've studied the syllabus can provide their thoughts to the clicker master. Generally, whichever answer suggestion the clicker master agrees with should be the one you submit, unless only one person has a suggestion.
2. **Study Again:** Just like with the Scholar's Challenge, you can't expect to enter this event with no knowledge of the syllabus and hope to place high on the leaderboards (though miracles can rarely happen). The more each of your teammates studies their own focuses (i.e each teammate studies 2 of the 6 resources), the more confident your answers will be, the more likely you are to get a medal (or even trophy) for the bowl.

3. **Logic prevails:** There will always be those questions where your entire team is stumped, wishing they'd further studied that particular resource, or cursing their memory for forgetting such a crucial fact. The only course of action then is to come to a conclusion as to which answer is most logically the correct one. Better than randomly guessing but slightly less effective than actually studying the syllabus.
4. **Be quick about it:** Even though time might seem that time is on your side, it's more ideal to get your first answer in within the first couple of moments you're given. That way, incase your team agrees on a different answer later, you can submit it on the clicker without risking a timeout.
5. **Sneak a peek:** While I do not recommend excessive use of this tip, it doesn't hurt to try and sneakily glance at what teams around you are clicking. Even if you can't hear their answer, try to eavesdrop on their conversations and find out which options aren't the answer. In a counter to this tactic, whisper when discussing answers and try to confuse potential eavesdroppers.