

2022年度高英研英語ディベート審査員研修会

English Debate Workshop for Judges and Teachers 2022

2022 Debate Topic

Resolved: That the Japanese Government should abolish the mandatory retirement age system



期日: 2022年9月24日(土)
Saturday, September 24, 2022
会場: Kumamoto High School / Online
熊本県立熊本高校(一部オンライン)
主催: 熊本県高等学校教育研究会英語部会
Kumamoto Prefecture Senior High School
English Education Society

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1. 研修会日程 Workshop Schedule

①講義編 Lecture Part

- 9:00 受付・アクセス開始 registration/ ZOOM access open
- 9:30 開会 Opening
- 9:40 ①今年度の論題解説 This year's topic
- 10:00 ②予想される AD/DA Probable AD/DA
- 10:20 ③審査基準解説 フローシートの取り方
Judging Standard, Judging Form, Flowsheet
- 10:40 休憩 Short Break
- 10:50 ④模擬ディベートによる審査演習と質疑応答
Judging Practice and Q&A
- 12:00 熊本県ジャッジ連絡 Information for Kumamoto Judges
- 12:15 講義部門終了

②練習試合ジャッジ演習

- 13:00 アクセス開始 ZOOM access open
- 13:30 (1) 第1試合 1st Round
- 15:00 (2) 第2試合 2nd Round
- 16:30 終了予定 Closing



令和4年度ディベート審査員研修会参加者一覧				
専門部				
1	坂田 壮史	熊本県立第二高等学校		
2	高野 里紗	熊本県立熊本商業高等学校		
3	中田 智子	熊本県立熊本高等学校		
4	田中 かおり	熊本県立玉名高等学校附属中学校		
5	鶴濱 正悟	熊本県立玉名高等学校		
6	宮口 とみ	熊本県立玉名高等学校		
7	芝 二郎	熊本県立八代高等学校		
8	井元 裕介	熊本県立水俣高等学校		
9	平井 和仁	熊本県立人吉高等学校		
10	野添 雄太	熊本県立球磨中央高等学校		
11	柳本 拓志	熊本県立南稜高等学校		
12	阿部 直樹	熊本県立牛深高等学校		
事務局・理事				
1	福田 文子	熊本県立八代中学校		
2	春木 誠仁	熊本県立熊本北高等学校		
3	橋本 勝江	熊本県立熊本北高等学校		
4	木村 孝子	熊本県立済々黌高等学校		
5	山口 明子	熊本県立天草高等学校		
6	兒玉 智秀	慶誠高等学校		
7	照山 龍哉	熊本県立熊本商業高等学校		
8	野村 綾	熊本県立千原台高等学校		
9	森田 由紀	熊本県立人吉高等学校		
10	塩境 二子	ルーテル学院高等学校		
本部ジャッジ				
1	濱 寛明	高校教育課		
2	松田 圭志	高校教育課		
3	高木 志保	熊本県立熊本高等学校		
4	Mathew Mihelic	熊本県立熊本高等学校		
5	川崎 征之	熊本県立大津高等学校		
6	吉田 美香	熊本県立南稜高等学校		
7	龍宮 伸隆	心清塾代表		
参加校帯同ジャッジ			練習会参加校	
1	ジャックリン・サクラ・ニッター	尚綱高校	1	尚綱高校
2	Fernando Luna	熊本商業高等学校	2	熊本商業高等学校
3	William Love	熊本商業高等学校	3	真和高等学校
4	吉田 祐一	真和高等学校	4	玉名高等学校
5	アダム・プール	玉名高等学校	5	熊本北高等学校
6	Alison Gaylord	熊本北高等学校	6	東稜高等学校
7	Keaden Morisaki	熊本北高等学校	7	水俣高等学校
8	Shawna Key Lipscomb	東稜高等学校	8	鹿本高等学校
10	組島枝莉	水俣高等学校	9	済々黌高等学校
11	川元 隆一	鹿本高等学校	10	熊本高等学校
12	川野 康広	鹿本高等学校		
13	ローレン・チャイデル	済々黌高等学校		
14	John Holdaway	熊本高等学校		
15	安井オラ	熊本高等学校		
16	Michael Henderson	第二高校		
17	Katelyn Sonderker	第二高校		
18	デイモン クリスチョンソン	第一高校		

3. 講師紹介

三仙真也（さんぜんしんや）
福井県立藤島高校 英語科



一般社団法人 全国高校英語ディベート連盟（HEnDA）広報委員会副委員長・普及委員会委員

2008年4月より福井県立若狭高校に勤務し、2016年4月より現職。福井県教育委員会により授業名人に任命(2019年)。

2009年より教科指導の傍ら英語ディベート指導に従事し、福井県内での大会運営に携わる。2015年に若狭高校を同校史上初の県大会優勝・全国大会出場に導く。2016年に現任校勤務後、指導者として現在まで藤島高校を準備型県大会6連覇、即興型同4連覇。同校最高順位は準備型全国大会準優勝（2018年、2021年）、即興型全国大会優勝（2018年）。

「英語によるコミュニケーション能力・論理的思考を強化する指導改善の取組」拠点校事業に関する文部科学省実践報告会において実践報告（2014年）。文部科学省「Let's start English Debate! 高校生が英語で考え、伝え合い、高め合う！『授業で行う英語ディベート』YouTube動画シリーズ」に授業動画が掲載（2020年）。その他学会での実践発表や英語教育（大修館）等に寄稿。



4 ディベート審査の基本 Standards for Judging English Debate

(1) 特に注意が必要な点 The most important things that debate judges need to bear in mind are:

①英語の流暢さより論理を重視する

In making decisions a large emphasis should be put on the logic rather than the fluency of English.

②反駁での new argument の禁止

During the summary speech, adding new plans or advantages is prohibited. Any such plans or advantages should be ignored by the judges as “New Arguments.”

(2) 審査全般について

【Judges】 勝敗は審査員の投票数で決まります（話し合いでの決定ではありません）

Each match should have a team of three judges. Each judge should consider their decision *individually*, without discussing their scoring with fellow judges. Each judge must fill in an ‘Official Judging Form’ for each team, and vote for the team they believe is the winner. There can be no draws or tie games. The team that the majority of judges vote for will win the round. Judges should decide who the winner is by: rationally deciding whether the debate topic has been ultimately affirmed or negated, comparing both teams’ arguments fairly and objectively. During the speeches, judges should avoid directly commenting on or questioning the arguments’ content. Judges are not expected to give oral comments; however, they can give some advice *after* the round if the debaters so wish.

【Judging】 フローシートに記録した根拠をもとに勝敗を決めます

Judges are expected to make a decision, by rationally judging if the topic is affirmed or not. This should be done by fairly and objectively comparing the contents argued within the round, especially comparing the substantial *arguments*. For example, if you are convinced by the debaters’ arguments that the proposition given in the debate will have more advantages than disadvantages, then you would vote for the Affirmative team. On the contrary, if you feel sure the disadvantages outweigh the advantages, then you would vote for the Negative team. When the remaining advantages and disadvantages are close, judges should not call it a “tie”, but should consider even small differences to separate the teams. In very exceptional cases, when judges consider the advantages and disadvantages to be perfectly equal, they should vote for the Negative team.

The judges must take notes by using the ‘Flow Sheet’ given. This sheet is needed to review the procedure of each debate match. Some elements that must be reviewed and carefully understood by the judges are: how each team’s advantages and disadvantages were shown, how these advantages and disadvantages were supported, and how each team refuted the opponent team’s arguments. In conclusion, these notes should be effectively used in filling out the ‘Official Judging Form’.

【Treating “New Arguments” that appear late in the game】 新しい議論の扱いについて

Essentially judges should ignore “New Arguments” that appear for the first time in the rebuttal and summary speeches. They should not include such arguments in the reasons for their decision. This should be done regardless of whether the opponent has refuted the argument or not.

“New Arguments” are any new plans, new advantages, new disadvantages or their equivalents, that appear in the summary speeches. New attacks in the summary speeches, and using evidence against the opponent’s advantages or disadvantages, are also treated as “New Arguments”. In particular, the judges should absolutely ignore “New Arguments” in the summary speeches, to which the opponents have an unfairly limited opportunity to respond.

However, if for instance a new piece of evidence is presented to make deeper comparison and to resolve the previous arguments of both teams, such new evidence should not be ignored as a “New Argument”.

【Other Remarks】

聞き取れない議論は採点されません

Speaking too rapidly is discouraged and may count against the speaker’s team no matter how well their English may be pronounced. This is because the judges may not be able to understand everything, or may fail to catch important arguments in speeches. Thus, it is recommended that each debater pay careful attention to speed and pronunciation when speaking.

採点結果のコピーは出場チームすべてに手渡されます

At the end of each match, the judges' 'Official Judging Form' must be handed in to the debate headquarters. After recording the results, the organizers will photocopy the forms (or make PDF files of the forms) and give them to each team's leader or accompanying teacher.

(3) スピーチについて

Affirmative Constructive Speech (1)

【Structure】 The affirmative constructive speech should explain the current problems, propose a plan, and present the advantages of their proposition.

【Plan】 "Plan" is what the Affirmative side proposes as their definition of the topic and their concrete policy. The affirmative team must propose a "Plan" in the Affirmative Constructive Speech. After the constructive speech, adding to or changing the plan is forbidden. In the case that the affirmative team does not propose any plans in the affirmative constructive speech, the judges will consider that the Affirmative side is supporting a vague standpoint with a minimum plan of action. The affirmative side is not allowed to propose plans that are irrelevant to the topic. Irrelevant affirmative plans will be ignored by the judges.

【Advantage: Limits on the number of Advantages. Proving an Advantage】 An advantage is defined as a solution presented. Debaters should present no more than two advantages of their proposition. Each advantage should contain the following information:

(A) Present situation: why the present situation, without the plan, is inadequate.

(B) Effect: how the advantage is possible under the proposed plan.

(C) Importance: how important or valuable the advantage is.

If two independent issues are within seemingly one advantage, the issues should be divided and treated individually as separate advantages. Even if a team present seemingly only two advantages in their constructive speech, but actually there are more than two implicit advantages, the judges will ignore all except the two advantages mentioned in the constructive speech. Alternative English expressions for the analysis of the (A) Present situation are "inherency" or "(analysis of)the present situation." For (B) Effect, expressions such as "solvency" or "effect" are also used. For (C) Importance, expressions such as "significance" or "importance" are also used. In any case, to prove all three sub points is strongly recommended.

Negative Constructive Speech (3)

【Structure】 The negative constructive speech must explain the topic clearly and argue against the chosen topic. The speech must prove why the topic or measure being debated should not be approved. The most important purpose of the negative constructive speech is to present disadvantages caused by the topic or plan.

【Disadvantage: Limits on the number of Disadvantages. Proving a Disadvantage】 A disadvantage is defined as a problem caused by the topic or plan. The Negative team may present no more than two disadvantages. Each disadvantage should contain the following information:

(A) Present situation: why the present situation, without the plan, is adequate.

(B) Effect: why the disadvantage exists under the plan proposed by the opposing team.

(C) Importance: how important or valuable the disadvantage is.

If two independent issues are within seemingly one disadvantage, the issues should be divided and treated individually as separate disadvantages. Even if a team present seemingly only two disadvantages in their constructive speech, but actually there are more than two implicit disadvantages, the judges will ignore all except the two disadvantages mentioned in the constructive speech. The negative constructive speech is not required to attack the proposed plan. That task should be taken care of during cross-examination. However, if the debater has time left, and has fulfilled the requirements outlined here, he or she may attack the opposing team's plan. Alternative English expression for the analysis of the (A) "Present situation" is "uniqueness", (B) "effect" expressions such as "link" or "effect" are also used. For (C) "importance", expressions such as "significance" or "importance" are also used. In any case, to prove all three sub points is strongly recommended.

Questions and Answers against Constructive Speech (2), (4)

【Verification of Confirmation or Proof】 In the Questions and Answers sections, the questioner can ask questions on the opponent’s ambiguous constructive speech, confirmation on evidence reliability, meaning of ambiguous words and terms.

【Progression】 In the Question and Answer sections, the questioning team has the right to proceed. That means that the questioners have the right to interrupt the opponent’s answer and move on to the next question if the answer is taking too much time, or the answer does not correspond to the question. It is expected that the questioner be polite when prompting the opponent to move on.

【Attitude】 In the Question and Answer sections, the debaters are expected to give speedy and precise answers in order to allow as many questions as possible to be asked.

Negative Attack (5)

【Role】 The role of the Negative Attack speech is to attack the fallacies in the affirmative team’s proofs of the advantages. Examples are as followed:

- (A) Even without the plan, the claimed advantage can be gained, so the plan is not necessary. (attacking the analysis of the present situation)
- (B) The advantage cannot be expected to be caused by the plan. The plan will not solve the present problem. (No effect: attacking the effect of the plan)
- (C) The advantage does not have any objective value. (Not important: attacking the importance of the advantage)

【Prohibition】 The negative side is not allowed to introduce new disadvantages in this speech. If a new disadvantage was introduced in the attack speech, judges should ignore the newly-added disadvantage. For example, an argument such as “it costs a lot” is in fact an added disadvantage, so it should not be mentioned in the Attack speech. However, the Attack speech should be related properly to the opponent’s Advantages. For instance, an argument like “The plan cannot solve the problem effectively because it costs too much” is a valid attack.

Affirmative Attack (7)

【Role】 The role of the affirmative attack speech is to attack the fallacies in the Negative team’s proofs. Examples are as followed:

- (A) Even without the plan, the situation similar to the disadvantage will happen, so the disadvantage is not unique to the plan. (attacking the analysis of the present situation)
- (B) The disadvantage cannot be expected to be caused by the Plan’s effect. (“No effect”. Attacking the effect of the plan.)
- (C) The disadvantage does not have any objective negative value. (“No importance”. Attacking the importance.)

【Prohibition】 The affirmative attack speaker is not allowed to refute the attack of the negative attack speech. Such rebuttal should be done in the defense speech. If such rebuttals are apparently seen, judges should ignore them. Only when the negative constructive speech contains attacks to the affirmative advantages (such as may happen when the negative constructive speaker has extra time), is the affirmative attack speaker allowed to attack the constructive speech.

【Prohibition ②】 The affirmative side is not allowed to introduce new advantages in this speech. If a new advantage was introduced in the attack speech, judges should ignore the newly added advantage.

Questions and Answers against Attack speech (6), (8)

【Verification of Confirmation or Proof】 The **【progression】** and **【attitude】** of questions to the Attack is essentially the same as the questions and answers against the opponent’s constructive speech.

Specifically, the questions can either be examinations on arguments or evidence, or confirmations on ambiguous words and terms. In principle, the questioner must ask questions on the opponent’s Attack.

Affirmative Defense(9)

【Role】 The role of the affirmative defense is to defend against the negative attack’s refutations and reconstruct (reprove) the affirmative advantages that they think will be gained from the plan proposed in the constructive speech.

【Complement】 The defense speech should concentrate on being defensive. Basically, the defense should only invalidate the negative attacks provided against the advantages in the affirmative constructive speech. In addition,

if the opponent did not attack the advantages, the affirmative side may explain and emphasize their issues again.

【Prohibition】 It is not allowed to add new plans or arguments equivalent to new advantages. Also, it is not allowed to add new attacks against the negative constructive speech. Such new plans, advantages, or attacks should be ignored by the judges as “New Arguments”.

【Recommended Comparison】 Unless it is a new direct attack, the defense speech can add some points concerning the comparison of the presented arguments from each side.

Negative Defense (10)

【Role】 The role of the negative defense is to defend against the affirmative attack’s refutations, and at the same time, reconstruct (reprove) the negative disadvantages that were presented in the constructive speech, that they think will be caused by the affirmative plan.

【Complement】 The defense speech should concentrate on being defensive. Basically the defense should only invalidate the affirmative attacks provided against the disadvantages in the negative constructive speech. However, if the opponent did not attack the disadvantages, the negative side may explain and emphasize their issues again.

【Prohibition】 It is not allowed to add arguments equivalent to new disadvantages. Also, it is not allowed to add new attacks against the affirmative constructive speech. Moreover, it is not allowed to attack the affirmative defense speech which comes directly before this speech. Such new disadvantages or attacks should be ignored by the judges as “New Arguments.”

【Recommended Comparison】 Unless it is a new direct attack, the defense speech can add some points concerning the comparison of the presented arguments from each side.

Affirmative Summary (11)

【Role】 The role of the affirmative summary is to show that the affirmative issues outweigh those of the negative by summarizing the issues. Speakers should summarize the previous arguments, considering both 1) negative disadvantages (including refutations) and 2) affirmative advantages (including refutations), and then 3) finally compare both arguments in sum.

【Prohibition】 It is not allowed to add new plans or advantages. Also it is not allowed to add new attacks against the negative constructive speech. Such new plans, advantages, or attacks should be ignored by the judges as “New Arguments.”

【Recommended Comparison】 It is permitted to show microscopic comparison of conflicting evidence (for example, re-refutations against the negative defense), or macroscopic comparison concerning the whole debate. For example, it is crucial and strongly recommended to show some value criteria to resolve that the Advantages outweigh the Disadvantages. It is not permitted to attack the Disadvantages that were not attacked in the Affirmative Attack. But macroscopic comparison is still allowed, such as “Even if we grant on their Disadvantage argument, it still would never outweigh our Advantages.”

Negative Summary (12)

【Role】 The role of the negative summary is to show that the negative issues outweigh those of the affirmative by summarizing the issues. Speakers should summarize the previous arguments, considering both 1) affirmative advantages (including refutations) and 2) negative disadvantages (including refutations), and then 3) finally compare both arguments in sum.

【Prohibition】 It is not allowed to add new disadvantages. Also, it is not allowed to add new attacks against the affirmative constructive speech. Such new disadvantages or attacks should be ignored by the judges as “New Arguments.”

【Recommended Comparison】 As with the Affirmative Summary, it is permitted to show microscopic comparison of conflicting evidence (for example, re-refutations against the Negative Defense), or macroscopic comparison concerning the whole debate. For example, it is crucial and strongly recommended to show some value criteria to resolve that the disadvantages outweigh the advantages. Also, it is not permitted to attack the advantages that were not attacked in the negative attack, but macroscopic comparison is still allowed, such as “Even if we grant on their advantage argument, it still would never outweigh our disadvantages.”

【2022年 高校生英語ディベート 論題 proposition】

The topic for the 17th All Japan National Debate Tournament

Resolved: That the Japanese Government should abolish the mandatory retirement age systems.

日本政府は、定年制を廃止すべきである。是か非か。

BACKGROUND OF THIS TOPIC

Ahead of any nations in the world, Japan is becoming a Super-aging society. Serious labor shortage is expected in the near future, and as a result, several welfare systems (especially, pension and health insurance) are at risk.

To cope with this unprecedented trend, the government has tried to legally alter the mandatory retirement age systems, both private and public, so that the workers can work until (at least) 65 years of age.

In 2021, the revised Elderly Persons Employment Stabilization Law 高齢者雇用安定法 was enacted, so that all employers of private enterprises and organizations must not set the mandatory retirement age below 65, and should try to amend (or abolish) the retirement age system so that their workers can work until 70 years of age (or beyond).

The same year, amendments for both the National Civil Service Law 国家公務員法, the Local Public Service Act 地方公務員法 passed the Diet, so that the mandatory retirement age of public servants should be gradually raised to 65 years of age.

The HEnDA topic this year will debate whether the Japanese society should go furthermore: Whether it should abolish the mandatory retirement age systems altogether.

The debate will not be limited to the problems of labor shortage or welfare systems, but also will include important questions such as the right to work, meaning of work, age discriminations, generational divides, employers' freedom of business, human resource management, safety and health issues concerning the elderly, and more.

(定義について問題となりうる争点) --Tentative Definitions (HE n DA による論題の暫定的定義):

1. "The mandatory retirement age systems":

Affirmative side (AFF) should support a position that abolishes the mandatory retirement age systems of both private (enterprises, organizations) and public (National and Local governments): Effectively allowing the workers to work beyond 65 years of age and more.

2. "Abolish":

The debates should assume that the necessary law amendments will take place for this abolishment: Especially, the National Civil Service Law, Local Public Service Act, the Elderly Persons Employment Stabilization Law, and others if necessary. The sanctions against the violations will be kept as it is now (cf. especially, the Elderly Persons Employment Stabilization Law).

3. Exceptions:

The AFF may not propose to limit or make exceptions to the above abolishment of the mandatory retirement age systems. The AFF must not propose other reformations on the welfare systems (such as public pension or health insurance systems, etc.), as "plans". However, both teams can argue (preferably with evidence) the future effects of the abolishment of the retirement age on these welfare systems, as Advantages or Disadvantages.

4. Negative side (NEG) position:

The NEG should support a policy that keeps the mandatory retirements systems as the current laws state (as of March 2022, including the laws that has passed the Diet already, and are waiting to be enacted). The above AFF and NEG positions will not change even if the actual Japanese Government should announce to amend the laws concerning the retirement age (before the National tournament).

Vocabulary List (2022)					
	English	日本語		English	日本語
1	a regular employee	正社員	51	employer	雇用主
2	a seniority system	年功序列	52	employment	雇用
3	ability	能力	53	employment expansion	雇用拡大
4	abolition	廃止	54	employment opportunities	雇用機会
5	Act on Stabilization of Employment of Elderly Persons	高齢者等の雇用の安定等に関する法律	55	enable A to B	AにBを可能にする
6	adult	成人	56	encourage A to B	AにBを推奨する
7	adversely	逆に、不都合に	57	enforce	施行する、押しつける
8	after retiring	退職後	58	ensure	保証する、確保する
9	Age Regulation	年齢規制	59	establish	設立する
10	aging population	高齢化する人口	60	evidence	証拠
11	alternation of generations	世代交代	61	existing	現存の
12	alternative	代替的	62	expertise	ノウハウ
13	an age-limit system	定年制	63	factor	要因
14	an annual contract	年間契約	64	financial security	財政の安定
15	an employment system	雇用制度	65	firm size	企業規模
16	annual recruitment	毎年の新人補充	66	flexible	柔軟な
17	be eager to	～を熱望する	67	freedom	自由
18	be engaged in	～に従事する	68	full-time employees	正規従業者
19	benefit of lifetime employment	終身雇用の利益	69	gap	溝、ギャップ、隔たり
20	blue-color worlkers	肉体労働者	70	get a pay raise	昇給する
21	choose	～を選択する	71	globalization	グローバル化
22	commission	委任、任務	72	government	政府
23	compensation	補償	73	growing economic disparity	増大する経済格差
24	complementary	補完的	74	guarantee	～を保証する
25	conflicts of interests	利害の衝突	75	healthy	健康的な
26	connect with the social world	社会とつながる	76	hierarchical	ヒエラルキーの、階層制の
27	consist of	～から構成される	77	hire	雇う
28	continue to	～を継続する	78	human resources	人的資源
29	continuous employment	継続雇用	79	improve one's quality of life	～の生活の質を向上させる
30	contract	契約	80	incentive	刺激
31	copmmission	囑託	81	incerase	増加する
32	corporate wage system	企業の賃金体系	82	include	～を含む
33	corpoptate performance	企業業績	83	income	所得
34	curbing long working hours	長時間労働の抑制	84	individual talents	個人の能力
35	declining birth rate	低下する出生率	85	intake of foreign workers	外国人労働者の受け入れ
36	decrease	減少する	86	introduce	～を導入する
37	demographic	人口統計	87	irregular employment	非正規雇用
38	developed/ developing (countries)	先進/ 発展途上 国	88	job	具体的な仕事
39	discrimination	差別	89	job leave	休職
40	disparity	不等	90	job security	職の安定
41	drop	落ちる	91	keep working	働き続ける
42	earn	お金を稼ぐ	92	labor	労働
43	economic	経済的な	93	labor costs	人権費
44	economic reasons	経済的な理由	94	labor law	労働法
45	economic recession	経済の沈滞	95	labor shortages	労働力不足
46	efficiency	効率の良さ	96	law	法律
47	elderly people	高齢者	97	lay-offs	一時的解雇
48	employ	雇う	98	lead to	～につながる、～をもたらす
49	employee	従業員	99	lifelong learning	生涯学習
50	employee development	人材育成	100	long-term employment	長期雇用

Vocabulary List (2022)					
	English	日本語		English	日本語
101	maintain	～を維持する	151	the reason why they want to work	彼らが働きたい理由
102	maintain one's livelihood	～が生計を維持する	152	time constraint	時間的制約
103	make a living	生計をたてる	153	unsustainable	持続できない
104	mandatory retirement	強制退職	154	wages	賃金
105	Ministry of Health, Labour and Welfare	厚生労働省	155	well-being	幸福
106	multinational organization	多国籍企業	156	white-color workers	サラリーマン
107	National Tax Agency	国税庁	157	work conditions	労働状況
108	new recruits	新規採用	158	workforce	労働力
109	obligation	義務	159	young people	若年者
110	oblige	義務づける	160	youth unemployment	青年失業率
111	old people	高齢者			
112	opportunity	機会			
113	pay system	給与体系			
114	pension	年金			
115	pension problems	年金問題			
116	performance-based salary	職能給			
117	personnel costs	人件費			
118	play an active role	活躍する			
119	policy	政策			
120	population	人口			
121	population structure	人口構成			
122	private sector	民間部門			
123	profit maximization	利潤最大化			
124	prove	～を証明する			
125	public sector	公共部門			
126	public services	公共サービス			
127	quit	～をやめる			
128	raise	～をあげる			
129	rational	合理的な			
130	rectify	～を改正する			
131	relevance	関連性			
132	resources	資源			
133	retirement	退職			
134	right	権利			
135	salary	給与			
136	standard of living	生活基準			
137	scramble	奪い合い			
138	secure	～を保障する			
139	seniority system	年功序列制度			
140	seniority wage system	年功序列による賃金体系			
141	seniority-based pay	年功序列に基づいた給料			
142	shortage	不足			
143	social norms	社会規範			
144	sustainability	持続可能性			
145	sustainable	持続可能な			
146	system	仕組み			
147	the bubble economy	バブル経済			
148	the elderly	高齢者			
149	the merit system	実力主義			
150	the order of priority	優先順位			

第18回（2022年度）熊本県高等学校英語ディベート大会規則

1. 大会全般

- 1 本大会には熊本県内すべての高等学校、中等教育学校および高等専門学校（高校1年～3年に該当する生徒）が参加することができます。スピーチ役割分担は4人制とし、参加登録人数は5名もしくは6名とします。試合ごとにメンバーを入れ替えることができますが、試合開始後にメンバーが途中で入れ替わることはできません。
- 2 論題や各ディベーターの役割、審査の判断基準等についてのルールは原則として、全国高校英語ディベート連盟(HEnDA)の全国高校英語ディベート大会と同じとします。ただし、本ルールと全国大会のルールが異なっている場合には、本ルールを優先します。

2. 試合と表彰

- 3 大会は上位4校を決める予選を行い、準決勝、決勝を行います。
- 4 予選はすべてのチームが肯定側と否定側の両方に割り当てられ、合計4試合行います。原則として予選では、予選第2試合までは対戦済みのチームや同じ学校のチームが対戦しないように配慮します。
- 5 予選での組み合わせは、第1試合、第2試合は、事務局が無作為に決定します。第3、第4試合目は、その前の試合までの順位を元に、なるべく獲得票数が同じチーム同士が対戦する方式であるパワー・ペアリングで対戦相手を決定します。パワー・ペアリングにあたっては、いわゆる「ハイ・ロー原則」を採用します（同じ票数をあげているチーム集合の中では、順位の上位のチームが、できるだけ下位のチームと対戦する原則）。また各予選試合は、2人のジャッジにより審査されます。2人のジャッジは独立して審査し、それぞれが勝ちと判断したチームに一票ずつ投じることになります。どのジャッジの票も全て等しい価値を持ちます。（仮に、二人の票が割れた場合は、その試合は事実上「引き分け」と見なします。）
- 6 予選通過チームは、以下の基準にしたがって全体の順位を決め、上位4チームとします。ただし不戦勝があった場合は、大会事務局で票数を決定します（補足事項1）。
 - 第1基準 票数の多いチームは、順位が上となります。
 - 第2基準 同じ票数の場合、予選で対戦した相手チームの獲得票を合計した数が多いチームの順位が上となります。
 - 第3基準 票数・相手チーム勝数が同じ場合、コミュニケーション点の合計が高いチームの順位が上となります。
 - 第4基準 以上の三基準全てが同じ場合、そのチームに所属するディベーターをベスト・ディベーター候補とした票の数が多いチームの順位が上となります。
 - 第5基準 以上の条件の全てが同じ場合、もし同点のチーム同士が予選内で対戦していた場合に限り、その両チームの予選対戦での勝者となったチームを上位とします。
 - 第6基準 以上の条件の全てで同順位となる場合、審査員の立ち会いの下、該当するチームの代表同士のじゃんけんを行い、勝者がより高い順位とします。
- 7 本選では、準決勝で勝ったチーム同士で決勝を行います。決勝で勝ったチームが優勝、負けたチームが準優勝となり、準決勝で負けた2チームが3位となります。本選各試合における勝敗は、3人以上で構成された奇数の審査員の投票により決定し、投票数の多いチームを勝ちとします。
- 8 1位～3位チームに賞状及び盾を授与します。また、個人賞としてベストディベーター賞を数名に授与します。決勝戦における審査員の投票を参考に、決勝戦後の審査員の協議により選出することとします。

- 9 上位2チームは九英連主催の九州高校生英語ディベート大会の出場権を得ます。また、上位チームから順に HEnDA 主催の全国高校生英語ディベート大会出場の優先権を得ます。

3. チームと参加制限

- 10 同一高校に在籍する生徒4名もしくは6名により構成され、3-4名以下でのチーム登録は原則認められません（メンバーの当日病欠など、不可避の事故的理由がある場合に限り、大会事務局の判断で3名でのチーム登録を許可することもあります）。各チームに登録できるメンバーには以下の制限があります。
- ①英語のネイティブ・スピーカーである生徒の参加は禁止します。
 - ②以下の条件に該当する生徒は、チームに2名まで登録ができます
 - (1)英語を第1言語とする国で12ヶ月以上滞在経験のある生徒（就学前の滞在は不問）
 - (2)英語を第2言語とする国の出身である生徒（就学前の滞在は不問）
 - (3)家庭で常用的に英語を使っている生徒
- *留学生であっても、英語圏からの留学生でないならネイティブ・スピーカー扱いとする必要はありません。原則としては自己申告ですが、明らかに英語がネイティブに近い人間が複数いる場合、クレームが他校や審査委員から出てくる可能性があります。そうしたチームが勝った場合は、大会の公平性を鑑み、やむをえず大会中に精査することもあります。
- 11 原則として、大会参加チームが確定した後の登録メンバー変更は一切禁止です。複数チームが出場している学校も、チーム間のメンバーの移動を禁止します。登録時点でのメンバーの当日病欠など、不可避の事故的理由がある場合のみ、大会事務局で協議します。
- 12 各対戦において、チームのディベーター以外の生徒は大会運営補助員となります。補助員については、自分のチームが肯定側の場合は進行の役割を、否定側の場合はタイムキーパーの役割を担います（病欠等で当日4名しかいないチームの補助員は大会事務局が確保します）。
- 13 申し込みの際には、1チームにつき1名の帯同ジャッジを書いて申し込むことを原則とします。帯同ジャッジは、県大会で2回以上のジャッジ経験者、もしくは、高英研が開催する審査員研修会に出席しジャッジの研修を受けた者とします（ALT含む）。顧問教師（引率教師）が帯同ジャッジを兼ねてもかまいません。
- 14 上記の10、11の規定に違反することが大会中に判明し、故意であり悪質であると判断された場合、そのチームの行った試合はすべて相手チームの勝ちとし、以降の試合をすべて放棄させるとともに、予選通過資格も剥奪します。また大会後に判明した場合も、賞の返還等を求めます。

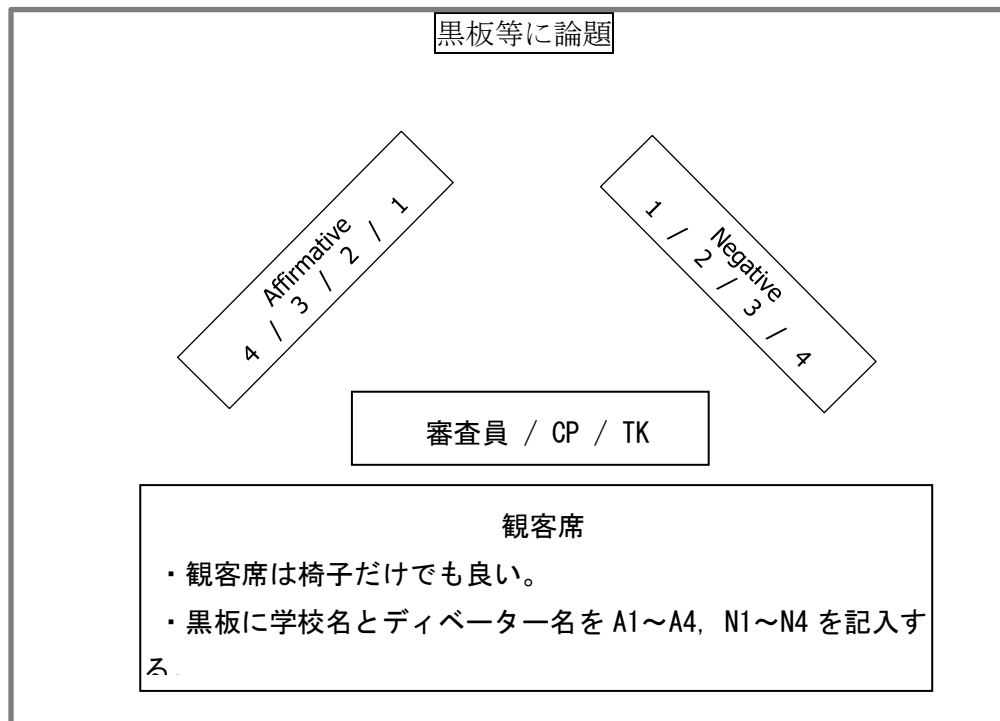
4. 試合進行

- 15 各試合は以下のようにして行います。予め添付資料1を練習してきてください。
- (1) [準備（5分前）] 進行およびタイムキーパーの係は5分前に着席。試合に出る生徒（以下、出場者）は、5分前には試合会場にはいり、試合準備を始めます。出場者は、校名カードを黒板に貼ってください。また、審査員に見えるように自分の名前を黒板に書きます。
 - (2) [試合の開始準備（2分前）] 試合開始2分前に進行役の生徒は、出場者に席に着くように促します。なお、座席は審査員から向かって肯定側は左、否定側は右とします。
 - (3) [アナウンス（60秒前）] 試合の60秒前にタイムキーパーはアナウンスを始めます。
 - (4) [試合の開始] 時間になったら、進行役は試合を開始します。試合中は、チーム内の役割を交代してはいけません。
 - (5) [各スピーチについて] 各スピーチはその場に立って行います。また、各スピーチの役割については、全国大会のルールを参照します。なお、審査への影響とマナーを考慮し、スピーチ中にスピーカー以外の人と話したり、席を立ったりすること控えてください。あまりにひ

どい場合は審査員が注意します。

- (6) [証拠資料] 証拠資料の定義や相手チームによる閲覧などについては、HEnDAの大会ルールと同じとします。
- (7) [進行・タイムキーパー] 進行は各スピーチの始まりを宣言し、各スピーカーの自己紹介の後からタイムキーパーは時間を計り始めます。タイムキーパーは時間を掲示で伝えてください。
- (8) [録音・録画等] 原則として、予選は、肖像権やフェアな対戦の実施を考慮し、原則として録音・録画をすることはできません。このことは試合前に必ずアナウンスします。ただし、互いのチームが認めた場合と大会役員の記録目的の場合はその限りではありません。許可を受けずに録音・録画をしていることが分かった場合は、関係するチームの決勝トーナメントへの出場を認めないこともあります。各学校の指導者は大会をフェアに実施することを念頭に、生徒への指導をお願いします。
- (9) [試合終了後] 試合が終わったら、出場者は互いに対戦相手全員と握手します。
- (10) [審査結果発表] 各審査員は自己の審査結果を大会本部へ報告します。その後、①試合の勝敗と②その理由(簡潔に)を述べます。この①②については、審査員は独立して考え、個別に発表します(審査員の数が偶数で肯定側と否定側で票が割れた場合は、事実上、その対戦は引き分けとなります)。

- 16 対戦会場は下の図のようにします。ただし、教室などによって机が動かせない等の制約がある場合は、大会事務局の指示に従ってください。審査員から遠い方から、コンストラクティブスピーカー(1)、アタックスピーカー(2)、ディフェンススピーカー(3)、サマリースピーカー(4)の順に座ります。進行(CP)、タイムキーパー(TK)は審査員と同じところに座ります。



5. 審査

- 17 審査は各審査員が独立して行います。内容を重視し、説得力がある方を勝ちとします。また、試合終了後に勝敗を決めた理由をわかりやすく簡潔に出場者に示すことができるようにしておいてください。基本的には、最も説得的だった主張を、その理由とともに簡潔に述べます。また、以下の点を確認してください。
- (1) 審査の際には、自分の信念や専門知識等で勝敗を決めるのではなく、あくまでも出場者の発言をもとにして審査を行います。特に英語面（発音等）だけを重視して決めないように注意してください。
 - (2) 審査では、勝ちと思われるチームへの投票、およびもっとも説得的であった主張の選択を行います。また各対戦でのベスト・ディベーターを一人選びます。ベスト・ディベーターはチームの勝敗を考慮して選ぶ必要はありません。
 - (3) 審査員は審査以外に、例えばスピーチの声が小さ過ぎる時やスピーチが速過ぎる時、スピーカー以外が話している場合などは、ジェスチャーや短い発言で改善するように求めることができます。その上で、発言の理解が難しい状況が続く場合は、対戦後に教育的に示すと同時に、審査に影響が出た場合はそのことも告げることができます。
 - (4) 審査員は原則として、大会事務局が依頼する本部ジャッジと各チームの帯同ジャッジとします。本部ジャッジは、原則として3回以上県大会等の審査員を務めたことのある経験者とします。帯同ジャッジは、高英研が認めた者（ルール13を参照）とします。帯同ジャッジは、自分の学校の審査はできません。もしそのような対戦の審査員に割り振られた場合は速やかに大会事務局に伝えてください。
 - (5) 予選の審査員は2名とします。決勝トーナメントの審査員の人数については3名以上の奇数とし、大会事務局が別途示します。
 - (6) 本大会の審査員によって決定された結果について、異議の申し立てはできません。

補足

1 不戦勝、不戦敗があった場合

やむを得ない事情により当日棄権等があった場合は、以下のようにします。

- (1) 第1基準の不戦勝のチームの得票数は、そのチームの他の試合の平均得票を四捨五入した数字をそのチームの不戦勝の試合の得票数として計算します（例：不戦勝が1回あった場合、該当チームの他の予選の対戦の得票数が「2, 1, 2」であれば平均が1.66になります。他の試合の得票数 $2 + 1 + 2 = 5$ に1.66を四捨五入した2を加えて、そのチームの予選での全得票数は「7」となります）。
- (2) 第2基準にある対戦相手チームの得票数については、不戦敗のチームの出なかった試合数を考慮して、不戦勝のチームが不利にならないように大会事務局は計算します（原則としては、出なかったチームがその試合で1票獲得していたものとして計算します）。

試合時間

肯定 4 人 チーム		スピーチ	時間	肯定 4 人 チーム
A 1	① 肯定	立論(Affirmative Constructive Speech)	4分	
		準備時間(Preparation Time)	1分	
A 1	② 否定	質疑(Questions from the Negative)	2分	N 4
	③ 否定	立論(Negative Constructive Speech)	4分	N 1
		準備時間(Preparation Time)	1分	
A 4	④ 肯定	質疑(Questions from the Affirmative)	2分	N 1
		準備時間(Preparation Time)	2分	
	⑤ 否定	アタック(Negative Attack)	3分	N 2
A 3	⑥ 肯定	質疑(Questions from the Affirmative)	2分	N 2
A 2	⑦ 肯定	アタック(Affirmative Attack)	3分	
A 2	⑧ 否定	質疑(Questions from the Negative)	2分	N 3
		準備時間(Preparation Time)	2分	
A 3	⑨ 肯定	ディフェンス(Affirmative Defense)	3分	
	⑩ 否定	ディフェンス(Negative Defense)	3分	N 3
		準備時間(Preparation Time)	2分	
A 4	⑪ 肯定	総括(Affirmative Summary)	3分	
	⑫ 否定	総括(Negative Summary)	3分	N 4

計 4 2 分

The 18th Kumamoto High School English Debate Contest Rules

1. General rules

- 1 This contest is open to all the students who belong to public and private high schools, middle schools, or high technical colleges (ranging from 10th to 12th graders) in Kumamoto Prefecture. A team should consist of 4 to 6 members. 4 members from among the enrolled members are allowed to take part in each round. A team is allowed to change its members in each round, but members cannot switch to a substitute member after the round has started.
- 2 Basically, the debate topic, the role of each speaker, and the judging criteria will be the same as for this year's HEnDA national tournament. If there are any discrepancies between this Rulebook and the HEnDA Rulebook, then this Rulebook will be used to organize the contest.
- 3 We will have four preliminary rounds, and the semifinal and final round.

2. Rounds and Awards

- 4 Each team will compete in four rounds: two rounds as an affirmative side, two as a negative side. During the 1st and 2nd round, the teams that have already debated against each other, and teams from the same school, will not debate against each other.
- 5 The Contest Organizer will decide the 1st and 2nd round matches at random. The 3rd and the 4th round, matches will be allotted according to the results of the previous rounds, using the "Power-pairing system". This Power-pairing system basically matches teams that have won the same number of votes. Under this system, we will adopt the so-called "high-low" rule, in which if several teams have the same number of votes, the team that is higher in rank among the group with the same votes, will be matched against the lower team in the same group. Each round will have two judges. The two judges will decide the winner independently and will vote separately. Each judge's vote has equal value. (If the judges' votes are split, the round will be a "tie")
- 6 The top four teams will be decided by the following criteria: (In case of "bye round" the Organizer will calculate the vote. For further information, please refer to Supplementary 1)
 - ① The 1st criterion: Teams who won the most votes will be in the upper ranking.
 - ② The 2nd criterion: For each team, the total number of votes of the opponent teams will be totaled. Among the teams with the same number of votes, the team with the higher total opponent votes will be in the upper ranking.
 - ③ The 3rd criterion: If both the number of votes and the total opponent votes are the same, the team getting the higher communication points will go to the upper rankings.
 - ④ The 4th criterion: If the above three criteria are all the same, the teams which get the more 'best debater awards' will go to the upper ranking.
 - ⑤ The 6th criterion: If all of the above criteria are the same, only if the teams with the same score played each other in the preliminary round, the team that won the preliminary match between the two teams will be ranked higher.
 - ⑥ The 6th criterion: If all of the above criteria result in a tie, the student leaders of the tied teams will be required to do a "Janken" (Rock, Scissors, Paper) in front of the judges. The winner of the "Janken" will be ranked higher among the tied teams.
- 7 The top four teams will play in the semi-finals, and the teams that won the semi-finals will play in the final. The team that wins the final is the champion, the team that loses take the second place, and the two teams that lose the semi-final are third. The winner of each final match will be

determined by the votes of an odd number of judges consisting of 3 or more people, and the team with the most votes will be the winner.

- 8 The first to third prizes are awarded to the top four teams. A plaque and certificate will be given to each team. Also, the best debater award will be given to excellent individuals. This will be decided by consultation among the votes from all rounds.
- 9 The top two teams will qualify for the Kyushu High School English Debate Competition sponsored by Kyueiren. Also, higher teams will have priority to participate in the HEnDA national tournament. The number of the teams are not decided yet.

3. Teams and its Members

- 1 0 Each member on a participating team in this contest should belong to the same high school, middle school or high technical college in Kumamoto Prefecture. Each team should consist of 4 to 6 students. A team with only 3 students or less is not allowed to register. (In exceptional circumstances, such as an enrolled member's sickness, the Organizer may allow a 3-member team.) Also, each team member must meet the conditions below.
 - ① English native speakers are not allowed to participate in this tournament.
 - ② Where one or more of the following conditions apply, up to 2 members are allowed to register in each team.
 - (1) A student with more than 12 months' experience staying in a country where the first language is English. (If the stay was before entering primary school, the stay need not be counted)
 - (2) A student from countries where English is not the mother language, but is one of the official languages. (If the student left the country before entering primary school, the stay need not be counted)
 - (3) A student who mainly uses English at home.

*Exchange students are allowed to participate in the debate if he/she doesn't come from an English speaking country.

*If any team is suspected of having breached the above conditions, then the tournament organizer will conduct an investigation.

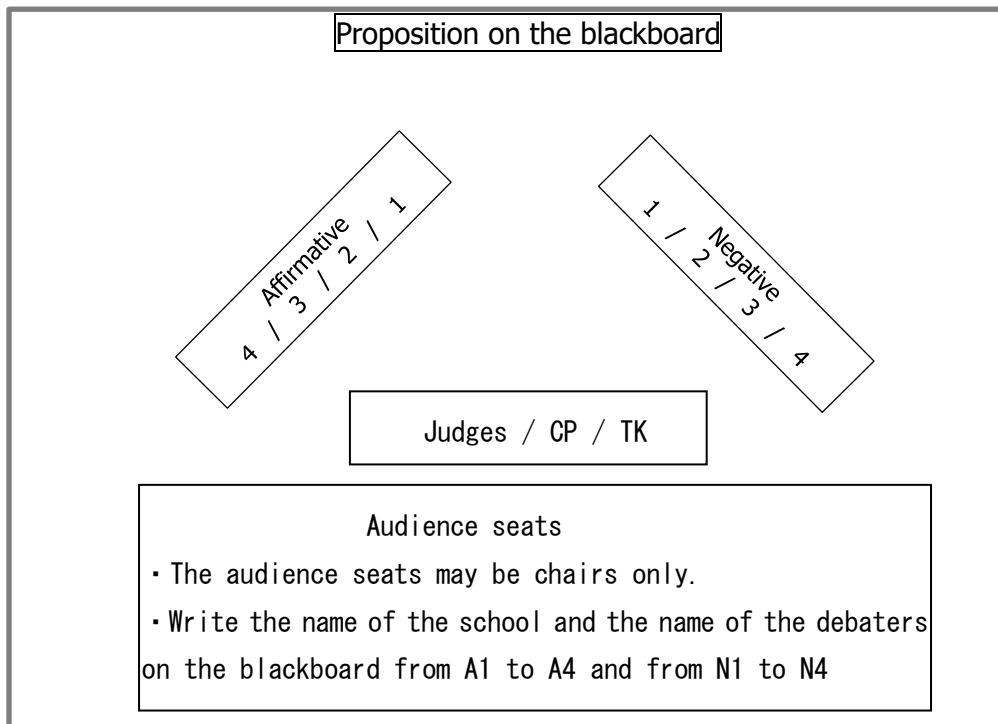
- 1 1 Basically, teams are not allowed to change their members after the enrollment. In case a team lacks a member because of an unavoidable accident, for example sickness or a traffic accident, the Organizer will decide whether it would be appropriate for them to substitute the member.原則とし
- 1 2 In each match, the non-debater students of the team will act as assistants of the Organizer. As for assistants, if your team is on the affirmative side, they play the role of chairperson, and if they are on the negative side, they play the role of timekeeper. (The Organizer will secure assistants for teams with only 4 members on the day due to illness or other reasons.)
- 1 3 Basically, all participating teams should have a School Judge. A School Judge should be a person who has experience coaching debate teams at his/her school with the same proposition as this contest, and has attended the judge training seminar held by the Kumamoto prefecture English teachers' association. A teacher in charge of his/her school teams can be a School Judge.
- 1 4 Teams, their teachers, and school judges are required to cooperate with the instructions given by the Organizer. If the students, coaches, or judges violate the instructions, or violate rules 10 and 11 during the contest, the team will be penalized. If the violation was judged as malicious, all matches that the team partook will be considered as being lost, and further participation will not be permitted and they will lose the chance to qualify for the finals. If violations are discovered after the tournament, any awards given will be cancelled and prizes must be returned.

4. Procedure of the Rounds

1 5 Each round proceeds as follows;

- (1) [Preparation (5 minutes before)] a Chairperson (CP, hereafter) and timekeeper (TK, hereafter) will be seated 5 minutes before. Students who will be participating in the game (debaters, hereafter) enter the game venue 5 minutes before the game and start preparing for the game. Debaters should put their school name cards on the blackboard. Also, write your name on the chalkboard so that the judges can see it.
- (2) [Preparation of the round (2 minutes before)] Two minutes before the start of the game, CP asks the debaters to take their seats. When facing the judges, the affirmative side will be seated on the left, and the negative side will be seated on the right.
- (3) [Announcement (60 seconds before)] TK starts announcement.
- (4) [Start of the round] When the time comes, CP starts the game. During the game, debaters cannot change their roles.
- (5) [For each speech] Each speech will be given on the spot. Also Please follow the HEnDA Rules for the role of each debater. In addition, considering the impact on the examination and manners, please refrain from speaking or leaving your seat during the speech. If it's too bad, the judges will warn you
- (6) [Evidence] The definition of evidence and viewing by the opposing team will be the same as the HEnDA Rules.
- (7) [Chairperson/Timekeeper] CP announces the start of each speech, and TK starts counting the time after each speaker's self-introduction. TK also shows time to the debaters.
- (8) [Recording] Basically, the preliminary rounds cannot be recorded or videotaped in consideration of portrait rights and the implementation of fair matches. This must be announced before each match and also in the opening ceremony. However, if both teams in a round agree to being recorded or the Organizer records for management purposes, it may be permitted. If recording takes place without the permission of both teams, the team concerned may not be allowed to participate in the final tournament. Teachers of the participant teams should inform students of this rule to make sure that the tournament is managed fairly.
- (9) [After the round] After the round, all the debaters shake hands with all of their opponents.
- (10) [Result announcement] Each judge individually decides which side wins, and fills in and submit a judge sheet by FORMS. Then, Judges individually tell debaters the following statements; ① The result of the game, i.e. the winner, ② a brief statement to explain the reason for the decision. The judges will think independently and announce them individually. (When the number of the judges are even, and if the votes are split, the game is even.)

1 6 The competition venue will be as shown in the diagram below. However, if there are restrictions such as being unable to move the desk in the classroom, please follow the instructions of the Organizer. From the farthest from the judges, sit in order of constructive speaker (1), attack speaker (2), defense speaker (3), and summary speaker (4). CP and TK sit at the same place as the judges.



5. Judges and Judging

- 1 6 Judges make decisions by themselves, independently. They decide the winner by focusing on the content and persuasiveness of the speeches. While they are judging, they should prepare for the brief comments at the announcement time. In the comments, judges will briefly tell the debaters which was the most persuasive argument (AD1, AD2, DA1, or DA2) with reason(s). Also, the following should be noted:
- (1) Judgement must not be made based on a judge's own belief or expertise knowledge; rather, they must make the judgement based on the speeches. It must also be noted that the decision should not be based only on the debaters' English skills, such as pronunciation.
 - (2) After all the speeches, judges will vote for the winner, choosing the most persuasive argument from AD1, AD2, DA1, and DA2. They must also choose the best debater in the round. The best debater is not necessarily chosen from the team that the judge voted for.
 - (3) Judges can kindly ask or gesticulate for speakers to speak louder or more slowly when it is too difficult to understand the speech. If the situation continues despite such attempts, judges should advise students about proper speech during the comment time at the end of the debate, and tell the debaters if it has influenced their decision making.
 - (4) Basically, the judges will be the head office judges requested by the Organizer and the School judges of each team. Basically, the head office judges should have experience as judges at prefectural competitions, etc., three times or more. The School judges must be approved by Koeiken (see Rule 13). School judges cannot judge their own school. If you are assigned to a judge for such a match, please notify the Organizer as soon as possible.
 - (5) There will be two judges for the preliminaries. The number of judges for the final tournament shall be an odd number of 3 or more, and will be announced separately by the Organizer.
 - (6) No objections can be raised regarding the results determined by the judges of this tournament.

Supplementary

1 Supplement 1: vote number by default

If a team cancels or drops out in the preliminary rounds, the vote will be calculated using the formula below.

(1) The vote of the team (the win by default):

There are four rounds, so the average vote will be used as the vote of the win by default. If the votes of other rounds are 2,1,2, the average will be 1.66. This number is rounded up and 2 votes go to the team (To sum up, the number of votes awarded to the team in the four rounds is $2+1+2+2=7$.)

(2) The vote of the opponent team

As for the opponent team's vote, basically one vote will be given as the vote number of the team that canceled. So if Team X canceled and Team Y had the default game, the opponent votes that Team Y will be added 1 vote. However, if the situation is too critical, at that time, the Organizer will adjust the vote number taking into considering fair management of the game.

Time allocation

affirmative 4 members	Speech	minutes	negative 4 members
A 1	①Affirmative Constructive Speech	4	
	Preparation Time	1	
A 1	②Questions from the Negative	2	N 4
	③Negative Constructive Speech	4	N 1
	Preparation Time	1	
A 4	④Questions from the Affirmative	2	N 1
	Preparation Time	2	
	⑤Negative Attack	3	N 2
A 3	⑥Questions from the Affirmative	2	N 2
A 2	⑦Affirmative Attack	3	
A 2	⑧Questions from the Negative	2	N 3
	Preparation Time	2	
A 3	⑨Affirmative Defense	3	
	⑩Negative Defense	3	N 3
	Preparation Time	2	
A 4	⑪Affirmative Summary	3	
	⑫Negative Summary	3	N 4

Total 4 2 min.