

HARANGUE



Round 2
Publication

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MAXIMISE YOUR MANNER

Everyone has their own way of speaking, but as long as you are being inviting and persuasive, instead of overly aggressive and abrasive, you should be rewarded for your own distinct style of speaking. Here are some things though that are a must to ensure you get rewarded in the manner column.

- **Eye contact** - make sure at *many* points during your speech to look not only at the adjudicator, but audience members too.
- **Speed** - even though public speaking can make you nervous, speak at a normal rate, such as if you were having a conversation with a teacher.
- **Pauses** - forgot what you were going to say? Don't "um, er or ahh" but pause. Your adjudicator then won't notice you forgot something, but instead will think you're adding in a pause for dramatic effect!
- **Hand gestures** - don't grip your cue cards with both hands like your life depends on it. Use one hand to naturally gesture (such as if you're numbering off things, your hand may naturally make the signs 1, 2, 3 etc).
- **Language** - keep it simple. If you have your adjudicator reaching for a dictionary, they will not be concentrating on your speech, but will just be trying to understand the words.
- **Variation** - mix it up. If there is a part in your speech when you could have a more aggressive or sympathetic manner, do so!

STATE TEAM SQUAD ANNOUNCED

Congratulations to all those students who trialled and were selected to be on the State team squad. From the squad the Victorian State Debating Team is selected at a later date. The squad is:

- Ambika Wahklu – Methodist Ladies College (12)
- Andrew Moore – Scotch College (9)
- Anne Williamson – Wesley College (11)
- Ben Ditchfield – Trinity Grammar School (12)
- Beth Jackson – Wesley College (11)
- Chris Skliros – St Kevin's College (10)
- Georgia Kay – Lauriston Girls, School (12)
- Joanna Lees – Bendigo South East College (10)
- John Hajek – St Kevin's College (10)
- Matthew Jarrett – St Kevin's College (11)
- Mian Wang – Camberwell Grammar School (12)
- Ronald Zhang – Scotch College (12)
- Sameer Sharma – Melbourne High School (11)
- Tyrone Connell – Scotch College (12)

MATTER MATTERS

In each edition of **HARANGUE**, we will have an adjudicator write in about a specific matter area to help you make new and interesting arguments within debates.

This week we have **Sam Scott**, writing in about *Economics: How to make an argument of it*.

Sam is a second year Science/Engineering student at Monash University who enjoys food, friends and playing *Drawsomething*.



HANDY HINT

When giving an economics argument, comparative or relative statistics are better than just numeric statistics.

A fact like: *“The Australian economy lost \$14 million”* may be correct, but your adjudicator may not know whether that’s a big amount or just loose change compared to the overall worth of the Australian economy.

Facts like *“8% of Australia’s GDP was lost, which has never occurred in such a short time before”* are much better.

ECONOMICS:

How to make an argument of it

Economics can be both a tricky and dry subject to argue about, but it is inevitable that during your time in the DAV, you will be required to make an economic argument in one way or another. Here, we will outline the best way to make an economic argument within a debate, so you can let your knowledge shine!

So, how do we do it?

Last round, we discussed the idea that “Role of Government” arguments can be transferred across many debates, and this still holds true for economic arguments but for one crucial difference: when discussing economics, specificity is paramount. This is for two main reasons.

Firstly, when trying to discuss the economy and the effect that a proposal might have on companies, individuals and Australia as a whole, there is a tendency to state facts without proper explanation. A primary example of this is the statement that *“introducing this legislation will hurt Australian jobs.”* While this may well be true, and is an unfortunate side effect of many pieces of legislation, it is important to explain exactly which sector will be affected, why they will be affected and why the people in these jobs would probably struggle to find work elsewhere.

Secondly, from the perspective of the average reasonable person, economics can be a bit confusing. It is therefore imperative to make sure that you explain your arguments to the extent that they are clear to whoever is listening, whether they be a PhD economics student, or a humble Science/Engineering student.

Example time:

Let’s consider the debate: *“That Australia should not introduce a price on carbon pollution”*. From the perspective of the affirmative team, there should be a clear contention that by implementing a price on

carbon it could hurt our economy. However, as we have just discussed, it is very important to be specific. So, in the aforementioned case, a far more effective argument would be to look at the tangible effects on say, small business. The argument can now read:

“One reason why we are opposed to the carbon tax is because of the way it disproportionately effects small businesses. This is because large companies are able to absorb the additional cost of a carbon tax, whereas small businesses have smaller profit margins and thus an increase in tax would be more damaging to their industry. To compensate, they would have to lay off what valuable staff they do have.....”

In this example, we followed a very clear pattern:

1. We stated our contention in relation to the particular issue (economic effects of a carbon tax).
2. We presented a particular sector to which this argument applied (small business).
3. We argued the cause for this harm (profit margins).
4. And finally, we discussed the effect this harm would have (job loss).

By following this simple model, you can take your economics argumentation to a new level which will benefit both your team’s success and your enjoyment of debating.

Any other advice?

Yes, avoid the abuse of statistics at all costs in economics arguments (no pun intended). There is a temptation to find as many statistics as possible and just say them. This tends to be unhelpful as they take time and emphasis away from real argumentation which will win the debate. If you think a statistic is particularly necessary, then use it, but say exactly why it helps your case and don’t combine it with a glut of others.

A final note

Most economics arguments are practical arguments, not principled arguments, and thus should come out late during the first speaker’s speech, or at second speaker. See **Harangue Edition 1** for more information on the difference between practical and principled arguments. Happy debating!

Sam Scott

TIPS AND TRICKS FOR THEMATIC REBUTTAL

While thematic rebuttal may have the whiz bang fancy name of 'thematic' placed in front of it, the essential purpose of rebuttal stays the same: identify one of your oppositions arguments and destroy it, or prove why one of your arguments is more important.

Surprisingly, there are many ways of structuring rebuttal in the DAV competition. The two most basic methods are:

- The "shopping list" method - where you just list points the opposition made and why they are wrong.
- The "speaker by speaker" method - where you rebut the arguments made by each speaker.

These may be good, but there is a better way of structuring your rebuttal so your killer points come out clearer, and you can be rewarded with better method scores.

So how do I do it?

To do thematic rebuttal, what you need to do is find the main "themes" (areas) of the debate (eg, what the role of the government is, the environment and the economy). Then what you do is rebut the points that your opposition made underneath those themes. People often think that thematic rebuttal is really scary and difficult, but in fact it is really easy. Here are a few quick tips that can help you do it easily.

1. **Write down what your opposition says.** You don't need to write down every single thing they say, but if you get down the gist of it (or even the titles or catchphrases they used within the argument) then when you are going to figure out what you're going to say for your rebuttal, you don't have to worry about remembering what your opposition said in the first place. From there, you can group the arguments made under headings easily, as you have them in front of you.
2. **To figure out the themes, listen to the first speaker of your opposition.** If they do what they're meant to, and provide a team split, they will generally

say something like "I will be talking about the economic impact of this debate, my second speaker will be dealing with the environmental issues that arise as a result of this debate". This is your big hint that two broad themes will be the environment, and the economy. This then makes it easy to pick out which arguments fit under which theme.

3. Spread out your cue cards on



your table. If you are wanting to find the 3 main themes of the debate, layout in front of you 3 piles of cue cards (or sheets of paper), and then just add your rebuttal underneath (it's just like the "shopping list" method, but you are categorising your shopping list into 3 piles).

4. **General rebuttal hint: Don't rebut statistics.** If you are debating the topic "That we should become vegetarians", and the affirmative argues that cow farts make up 64% of all greenhouse gases, therefore we shouldn't eat beef. Don't simply respond by saying "the real amount is actually 60%", attack the **idea** that cow farts are a good reason on their own to stop the farming of cows, given that meat is important for various nutrients in the diet.

Most importantly, don't stress. Thematic rebuttal is easy once you get the hang of it. Good luck smashing your opponent's arguments to little pieces!

Alice Boer

ROUND 2 QUIZ

Want to win a \$20 JB-Hi-Fi voucher?

For rounds 2, 3 and 4, **Harangue** will be running a general knowledge quiz to help improve your knowledge and test your research skills for debates. Hopefully the knowledge you learn here will help you with debates in the future. Submit your answers to publications@dav.com.au by 1st May 2012.

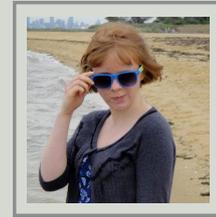
1. In the latest Queensland election, which party has come into power?
2. How many women are in the Gillard government's cabinet, and what are their names and portfolios?
3. Which states/territories in Australia allow general duty police officers to use tasers?
4. What is the current salary cap for players within the NRL and AFL?
5. The 2010 National Drug Strategy Household Survey found how many (percentage) of Australians know what are safe (alcohol) drinking levels?
6. Which company has just opened up a new offshore oil rig in the infamous Gulf of Mexico, and why did this gulf become famous?
7. Bonus Question: Why can cats survive a fall from tall buildings?

Rules of competition.

1. *Submissions must be made to publications@dav.com.au by 15th May 2012, [23:59 AEST]. Please include your answers in the body of the email and put as the subject line [YOUR NAME: Harangue Quiz]. Ensure in your email that you include your full name, school name, and grade level.*
2. *Winners will be announced in the Round 3 publication of **Harangue**, and the winner be notified by email in advance.*
3. *Entrants must be a current D to A grade debater within the DAV schools competition.*
4. *The winner will be selected at random from the pool of entrants with the most correct answers.*

ROUND 1 WRAP UP

A brief wrap up of the Round 1 debates from the esteemed adjudicator, Rebecca Irvine



A GRADE

That political party leaders should be directly elected by the Australian public

This debate essentially came down to: *whether we should prioritise free and direct democracy v government efficiency and trusting power within an already elected body.*

In most debates, there was a significant clash between which model would be most representative of citizens' views and best engage voters.

Principled analysis of why people should have a vote within a democracy (and to what extent) was excellent. However, some teams struggled to present a well-explained model/ position within the debate, with relevant examples to prove their case. This led to confusing, abstract discussions about democracy and politics.

B GRADE

That Australia is a poor international citizen

As an empirical debate ⁽¹⁾, this was quite difficult to set up. If the affirmative team was able to successfully set up a "set of criteria" (a standard that a country either meets or fails) for what constitutes a "poor international citizen", the debate could move onto whether Australia fulfils that criteria.

Many teams provided great principled analysis about Australia's humanitarian responsibility, using examples about international and regional actions in East Timor and the Solomon Islands. Debates that descended into just listing Australia's achievements/failures and not comparing Australia to other countries did not perform as well.

(1) a debate that has to be proved as either true or false, rather than questioning whether something should be introduced or proposed (like a government policy).

C GRADE

That we should abolish all domestic content quotas on TV and radio

This debate essentially came down to: *whether we should have personal/economic freedoms of business v government intervention and promotion of culture.*

In most debates, there was a strong clash between the principles of the free market and protectionist policies which the government implement to protect/ shelter a particular industry.

Some teams struggled to fully analyse the effect this would have on the Australian film industry, especially how TV/radio educates people about Australian culture. While this debate lent itself to using interesting examples, teams which listed too many examples suffered, as there was often not enough explanation behind them.

D GRADE

That we should not celebrate Australia Day

This debate largely was a clash between: *whether the history of Australia day is offensive and wasteful v Australia day is now celebrated as a multicultural, inclusive and reflective day in modern society.*

Most affirmative sides championed the benefits of improving relations with the indigenous population, whilst most negative teams argued that Australia Day was a representation of multiculturalism and unity.

Most debates suffered from a lack of engagement (rebuttal) between the two sides. Teams which attempted rebuttal were rewarded, as when no rebuttal is given, adjudicators can conclude that teams implicitly accept the opposition's points (which you do not want to do!)

Rebecca Irvine

IN THE NEXT EDITION OF HARANGUE

- More MATTER MATTERS
- Round 3 Quiz
- Inner thoughts of an adjudicator
- How to expand your logic
- And more!!!

MANY THANKS TO THE CONTRIBUTORS

- Sam Scott
- Alice Boer
- Rebecca Irvine
- And all the DAV office staff

Want to submit something?

All submissions can be sent to the DAV publications officer at publications@dav.com.au

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