| **Student Name:** Chanel Lee |
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| **Motion:** This house believes that the prevalence of ‘redemption arcs’ in popular culture has done more harm than good |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student offered a point of information. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student ably supported teammate’s case and arguments. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for a child of that level. | | | | | | |

| **Teacher comments:**  [Speech today is aimed at 4 to 5 minutes!]  Well done with the hook and defining what the motion means!   * We can insert some examples or illustrations to add more clarity.   In terms of structure, the definition will come after the signposting. So, hook, signposting, definition, and then your arguments.  Good job with the first claim on clearer stories teaching children good values.   * We need to explain the power of stories, why is it difficult for children to comprehend the message these stories are teaching when the characters are complex?   + Insert an example of children idolising bad, morally grey characters due to the redemption arc story line! * We are lacking an impact statement on why this is so harmful. What actions will children take when they are not behaving morally? Will they steal? Lie? Bully?   Where is the second argument we prepped together? We also signposted two arguments, so we should aim to deliver two.  Good job putting in effort at improving eye contact! There’s some ways to go, but I appreciate the effort!  We take a very long time reading out our speech, we can speak a little bit faster to improve speech flow. Otherwise, we may come across as sounding hesitant.  **Speaking time:** 2:18 – Let’s try to reach 3 minutes, I know you can do it! |
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| **Student Name:** Marcel Tsim |
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| **Motion:** This house believes that the prevalence of ‘redemption arcs’ in popular culture has done more harm than good |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student offered a point of information. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | 3 | **4** | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | 3 | **4** | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student ably supported teammate’s case and arguments. | **N/A** | 1 | 2 | 3 | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | 3 | **4** | 5 |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for a child of that level. | | | | | | |

| **Teacher comments:**  [Speech today is aimed at 4 to 5 minutes!]  I like the hook and you have a good segue into your signposting, well done!  As the 1st Opposition speaker, we don’t have to repeat the same definition that Proposition has provided, since you broadly agree with Proposition's definition of redemption arcs.   * Good job inserting examples, we can explain the examples a little bit more to explain how it showcases the redemption arc.   In terms of structure, complete the preview of your arguments along with your signposting at the top of your speech.  In your first rebuttal, we can shorten the summary of 1st Proposition’s argument.   * Well done responding that stories can be communicated simply even with redemption arcs. Can we then demonstrate how this is true, rather than asserting that it is?   Good job with the argument on increasing entertainment!   * I appreciate the analysis on why these characters are so much more compelling, explain that some of the best entertainment today includes complex characters. Simple, easy characters are only suited for very young audiences. * We are missing an impact statement for this! What happens when the media becomes unentertaining?   + Point out that all of Proposition's benefits of learning from the media will not materialise when no one is watching media to begin with.   Excellent second argument about people learning that they can grow from their mistakes!   * Good job analysing how this happens.   + If we have an illustration of how this happens, that would elevate the argument. * Can we explain how easy it is for people to make mistakes in life? * Solid starting point for impacting people's improvement in behaviour, if we insert some grounding, then the judge can feel the severity of the impact!   Very good eye contact, keep it up!  **Speaking time:** 5:30 – Well done! |
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