| **Student Name:** Charles Wang |
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| **Motion:** In Asian countries, This house regrets the dominant narrative that “family comes first” |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
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| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | 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 |
| Competition Score: | 71 | | | | | |
| 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 child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are 5 to 5.30 minutes’ long.]  Nice start characterising that this narrative is predominant in China, we can add even more details such as this stemming from Confucianism, and what it looks like.   * Signpost the rest of your speech a little more.   On the set-up:   * Good use of examples to illustrate what this looks like, such as living with your family, working for them and taking care of them in old age.   + We spent too long on this since today’s speech is a short speech!     - Instead, we would benefit from a burden push on what Opp has to defend in the debate. Focus on the worst case scenarios of this expectation.   On the first argument, excellent start pointing out that there is competing interest and opportunity costs.   * Make sure we add a strategic framing to explain that this debate is NOT about situations where their interests align, because then they would do it on both sides of the debate. So this debate is exclusively on scenarios where children suffer from harm.   + Otherwise, what’s missing is why exactly do families demand these sacrifices? Why can’t individual needs and family needs align in most cases?   + We need to expand on the PREVALENCE of these demands. The expectation needs to be described as a commonplace in society, rather than something that just could happen.   In response to the POI, we can point out that while SOME parents are bad and some are good, the fact that this is a NORM is what encourages parents to lean into these harmful behaviours because they believe this is what they are entitled to. So you still win on a scale.  Where is the impacting of the argument on what happens to the child? Expand on the lack of self-actualisation and self-discovery.   * After stating that they lose opportunities, what exactly is the human cost of this unhappiness? Why is this human experience of fulfilment something that everyone deserves?   + We can correlate this back to the quality of relationship within the family. Which is more related to the very purpose of the narrative of “family comes first.”   + On a practical basis, we can expand this cyclically and intergenerationally to people then passing that trauma to their own children.   Please offer more POIs in the debate!  5.27 - Good timing. | | | | | | |