| **Student Name:** Charles Wang |
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| **Motion:** THBT the state should not fund any works of art or performances that the average citizen would not recognise as having artistic merit. |
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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:**   * Very good hook. Good choice of example.   Rebuttals   * The interpretation about Gov funding elitist art is spot on!   + You will, however, need to directly engage with the overall interpretation of the opp, which was largely centered around the characterization of ‘average citizens’.   + Its very important to re-evaluate what average citizens mean under your side. This seems largely missing at the start. * The examples that you are picking are ones that everyone would agree has little value.   + However, its crucial to utilize examples that the opp came up with.   + Its important to address that examples include several famous art programs/projects/exhibitions etc are relevant to the debate and you have to engage with them.   + Can we argue that there are certain forms of art that are crucial and are in public demand - and they should be prioritized?   + Can we argue that the current priority includes a lot of art that reinforces historical, national-pride, or majority-oriented ideas, and under gov its different. * I think at this point, its extremely important to argue how your side helps artists.   + More specifically, are there specific artist groups that your side helps well that need support in the status quo?   Substantive   * When you say ‘more people’, once again, its important to address the opp’s idea of ‘average citizens. The lack of engagement here could be quite harmful to your side. * When it comes to art that the general public understands, is there an educational benefit that hasn’t been talked about throughout the debate?   + Example: a lot of countries still prioritize historical monarch-related art. A lot of money is spent there. What’s the utility of that while students already study that in their curriculum in school? Does the general public want more of it? * Sustainability: I think this point is quite good.   + However, this must link with utility that you bring under your side. The idea that ‘artists’ will benefit lacks a strong mechanism.   + The idea about hard work, economy associated with art - I'm not sure how well it connects with average general public.   Speech Time: 7:20 | | | | | | |