| **Student Name:** Hanna Zhang |
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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: | 71.5 | | | | | |
| 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 child of that level. | | | | | | |
| **Teacher comments:**  Opening   * Interesting context. Can be tied very well throughout the rebuttals. * Good vocal clarity, good hook.   Rebuttals   * Accessibility: The point that art is subjective is a good one. Can you tie it with how specific form of art can be useful? Basic examples about importance of history, or even funding to promote food/culture/festivals can be relevant. * Good structure. Reasonable responses, especially about the utility that the prop derives from their case.   Substantive   * Excellent point about how average citizen constitutes of large number of people in the majority. Can you tie this with examples?   + How in developing/under-developing countries where there’s little to no funding for local art, going with the say of the majority is largely harmful? * Representation: Good interpretation. Can we bring example that talks about how state does directly prioritize minority groups and the proposition side can take it away?   + Example: how democratic governments does have an incentive on raising voices for minority groups and therefore there’s a lot of funding. However, under gov, that goes away!   + Can we argue that it is through art that a lot of people in corners of many places get a voice. The inability of the ‘average citizen’ to understand hidden history or cultures largely effects the minority groups in this regard. * Excellent vocal clarity throughout the speech. * I think you can go broader than majority-minority arguments.   + There are several areas that gov funds that are quite tangible, though it does not have public relevance.     - Food culture, theater, etc are good examples to bring here.   Speech Time: 7:15 | | | | | | |