| **Student Name:** Stephanie Kwok |
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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:**  Opening   * The example of banana being taped by tape may not be the best example that describes your overall model. I think there are local hypothetical examples that you can use to provide a more general model. * You did a very good job mentioning about art that the government should support. Great work! * There’s a significant lack of example of the kind of art that the gov shouldn’t support.   Arguments   * Dostoevsky: Good example. Good interpretation of how the public may not understand it. Can you think about some direct impacts of this?   + Alternatively, how does your side help certain groups?   + What actually happens when you defund art that isn’t generally understood? * Utilitarianism   + Till this point, it is hard to evaluate what are the major harms of funding art that doesn’t have appeal from average people.   + What are the impacts?     - Can we link it with how alternative arts haven’t been funded because of obsession with specific forms of art?     - Can we talk about museums, exhibitions, programs that showcase historical art that a lot of people aren’t interested in?     - Is there a link between ‘missed opportunity’ and how a lot of communities that need empowerment are being compromised? * Great vocal clarity. Good sense of structure and argument formation.   + However, consequences/outcomes/impacts are largely missing. * Elitism   + It isn’t very clear how gov funding is further pushing the cycle of elite arts being prioritized over others.   + Can we provide wide range of examples to illustrate this?     - You can argue how majoritarian art is largely funded for political validation - and that further pushes the cycle of elite arts being prioritized more than local arts and artists. * Good conclusion!   Speaking Time: 07:00 | | | | | | |