| **Student Name:** Nathalie Ng |
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| **Motion:** This house will enforce filial responsibility laws |
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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: | 70 | | | | | |
| 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 4 minutes’ long.]  I appreciate the rhetoric in the hook but it needs to have a stronger relation to the motion, describe specifically the moral repugnance of children abandoning their parents.  On the set-up:   * Good clarity on what precisely is a filial responsibility law. * We shouldn’t have strategically taken on the burden of social interactions, since coercion will lead to counterproductive forms of interactions between parent and child. * Excellent caveat on children who suffer from abuse are exempted. Propose a mechanism to determine if and when this has happened.   + Good caveat on exempting those without financial ability as well, good job!   You want to avoid the use of filler words such as ‘right’, especially when at the end of your opening line - this is because it reduces the impact of your opening line as a whole.  Great signposting when moving into your argumentation and for having leading questions to make things clear for the judges!  We dived right into broad descriptions of how the elderly are struggling, skip that floating characterisation and attach it to a premise in your argument.   * We need to describe the contextual problem of an ageing society and a failing pension system to explain precisely why the elderly are forced into these circumstances of manual labour!   + I also need to hear specifically why your policy is the only way to address this. Why can’t the state offer a better welfare system for the elderly?   Strong argument on the moral obligation of children.   * But what is even the moral premise?   + Explain the principle of reciprocity proper and why it ought to be respected, why parents have sacrificed their own lives to protect children, and how vulnerable these parents are now without the care of the child.     - Good descriptions of how much parents have sacrificed in order for children to have a good life.   + What is the moral impact of violating this principle?   In response to the POI, the hardest aspect that you must deal with in this argument is that children do not have a say in being given birth to nor do they have a choice in their parents. How do you argue against this?  We shouldn’t have taken the 2nd POI, in favour of a summary instead.  Nice job offering POIs today! / Please offer more POIs today!  4.44 - Watch for time | | | | | | |