| **Student Name:** Anders |
| --- |

| **Motion:** TH supports the Scandinavian prison model. |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 72 | | | | | |
| 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:   * Commanding start to the debate. Concise opening. Good job! * Nice hook! * Good job signposting the arguments at the end of opening context. * There could be more work done to explain Scandinavian prisons and why they work. * The opening context of 30 people cramped into one room may not be generalized to all or most prisons. The opposition could easily argue why that context limits the scope of the context. * I think that you won’t to make sure to start with an analysis of why people seem to be committing crime repeatedly and why the scandinavian model might be unique in fixing the problem; could it be the case that people are not gaining good skills, not gaining therapy and or people not feeling like there is hope to re-join society? * The example of psychopaths may be reasonable, however, it may not be generalized to all criminals inside prisons. Try using wide range of different examples so that the opinion can fit in to the larger scope of the argument/context. * The gang angle is interesting; you may want to make sure to tell me why people need to enter the gangs. Could it be because people need to get into a gang to protect themselves etc? Try to also tell me why and how gangs are a unique byproduct of harsh prison conditions. * Tell me more about the loss of humanity; you don’t want to say that they will become psychopaths etc, but genuinely, prison can make your mental health terrible. The decline in mental health is one of the worst aspects of jail as it hurts you irreparably!   Speaking time: 05:23.83, good work! | | | | | | |

| **Student Name:** Ari |
| --- |

| **Motion:** TH supports the Scandinavian prison model. |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:  Speaking time:   * Good hook! * Good hand gestures and eye contact! * The idea that there are many that have the ability to commit crimes can be linked with several ideas beyond just population. Examples: economic disparity, bad education system in different places, legalization of guns, political disputes, etc. * The point about government spending can utilize examples about Scandinavian prisons itself. They provide great facilities for each prisoner. You can mention examples of benefits provided to prisoners. Furthermore, you can mention that it is unsustainable to provide that to millions of prisoners. * Use technical terms. ‘Deterrence’ is a good one. Argue how strict prisons are a strong deterrence as compared to more comfortable prisons, especially in places like the US where certain people’s living conditions are worse than the Scandinavian prisoner’s room. * I like the idea that people may end up recommitting crime; try to make sure this is actually realistic first. Why might someone who has lost their freedom want to return to prison? * Good signposting! * Try to make sure that you are telling me about why the cost of humanising prisons is not worth it. At this point, I was still a bit unclear about the trade off here and why you are significantly more important! * Try to make sure that you are actively telling me about what the harm of angry victims of crime is likely to be; is it the case that people will end up voting for more extreme anti-crime measures, etc? * Try to be less vague on the outcomes and don’t rely on rhetorical devices solely to get the point across! | | | | | | |

| **Student Name:** Kyle |
| --- |

| **Motion:** TH supports the Scandinavian prison model. |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 69 | | | | | |
| 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:  Speaking time: 05:00.10, good work!   * Good hook! * I think that you really want to make sure that you are making eye contact and making hand gestures while you are speaking; I also think that you want to make it clear to the judge as to what your disagreement with the other side is! * Don’t leave your partner undefended; try to make sure that you are rebuffing the attacks and argumentation of the other side. Defend your partner! * Try to make it clear to the judge that you are actually making the world better; it is true that rehabilitative prisons etc might be expensive. But, it is worth the cost as it allows for people to truly rehabilitate and re-enter society! * Try to make sure that you are clearly telling us about the benefit of prisoners being rehabilitated too; this means that on net, our society becomes much much safer as less people are likely to recommit crime. * Mannerism: Maybe focus on improving your eye contact especially at the start of your speech. A good way to do this is through strong mental preparation during preparation time or note taking. * A much more effective response to the first POI could have been: ‘Rehabilitation in US prisons are not effective enough. An added focus on this, like Scandinavian prisons do, is a necessity. * Try to make sure that when you are rebutting, that you are targeting the core and key aspects of the other sides argumentation. * The idea that ‘a good environment breeds good behavior’ can be exemplified. Talk more about how american prisons lack community engagement, effective rehabilitation programs, overcrowded prisons, as well as practices such as putting people in solitary confinement which is largely retributive. | | | | | | |

| **Student Name:** Aria |
| --- |

| **Motion:** TH supports the Scandinavian prison model. |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:   * Interesting hook! * Good signposting. But I suggest you sound more confident during signposting. Think of it as an equally significant part of the speech as explaining an argument. * The point about victims is an interesting point. However, it wasn’t a good idea to drop it. It can be explained well to relate it to why retributive justice has its place, and the scandinavian model doesn’t take into account that the injustice inflicted upon the victims is not taken into consideration well by a prison environment that treats convicts with privileges. * Use certain technical terms while explaining ideas such as ‘prisoners can learn from their mistakes’. Examples include: retribution, deterrence, etc. * Try to highlight just how insulting it is for a member of society who has been victimised by crime to see prisoners being treated very well; can this cause people to want to see further criminalisation and harsher punishments of key communities? * Try to focus more on the premise (Meaning underlying assumption) of the other side’s argument when you are rebutting; beyond that, I think that you were slightly soft in the way that you approached and rebutted the other side. You suggested that you wanted harshness; but not too much harshness. So where do you draw the line here? * I like that you are signposting much more clearly today; I like that you were saying things like impact etc as you were moving through the argument! * Try to also make sure that you are examining what the victim's perspective is; is it the case that they will now feel like the government does not care about them and their suffering?   Speaking time: 05:17.14, good work! | | | | | | |

| **Student Name:** Catherine |
| --- |

| **Motion:** TH supports the Scandinavian prison model. |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 72 | | | | | |
| 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:   * Good signposting! Do try to make sure that you have a hook to start off your speech though. * Rebuttal; balance. I think you could actually say that their world and SQ is not actually very balanced right now. There is far too much punishment and harshness against people in prison and we are basically condemning people to terrible conditions. This helps the judge understand that the debate is not good treatment versus no harm at all! * I like the idea that there is a punishment itself to be separated from the rest of society; try to make sure to explain this further for me. There is also stigma attached to prisoners, etc. * You can actually go further and tell the judge that the opposition is wrong because the criminal justice system has already given the victims justice by sending a prisoner to prison. You need to make it seem that the opposition is unreasonable for trying to go further to protect victims when they are already protected! * Try to make eye contact well at the start of your speech. * Try to also highlight what exactly your world looks like; your world looks like a world where prisoners have access to education, etc. This is very different from a so-called utopia! * Try to introduce more emotional and or tonal contrasts in your speech; this helps to make sure that you are attractive to listen to! * Try focusing more on addressing basic technical points, such as - how rehabilitation works in prisons, why its important for people who will later spend their days back in the society, why keeping people who aren’t high profile prisoners in a harsh environment is antagonistic against the criminal and prevents proper rehabilitation. | | | | | | |

| **Student Name:** Sonja |
| --- |

| **Motion:** TH supports the scandinavian prison model. |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:  Speaking time: 05:38.84, good work!   * Very good use of hand gestures at the start of your speech. Excellent Clarity. * I like the idea that there are some people who are too far gone; try to tell me why this is possible though. Is it because some people are predisposed to violence due to the conditions they live in etc? * Try to make sure that you tell me about the impact of these people still having freedoms etc. Does this mean that victims do not feel safe and or respected in SQ? * Try to also explain the impacts of a victim not feeling heard or respected; does this mean that people are likely to not report crimes as they don’t think that the criminals will be punished enough? * Try to make sure that you talk about the principle of retribution; retribution means that you need to be punished for the crime you have committed. Why is this principle not as important to you? * The idea that ‘there will still be violence in Scandinavian prisons’ is an insufficient justification. You don’t need to defend the level of violence that happens in US prisons, you simply need to strongly critic the Scandinavian model. * The idea that many underprivileged people will try and go to prison is an interesting point, that with more illustration could turn into a good substantive material. * The response that ‘serial killers could go outside prisons in Scandinavian prison’ may not be a strong one, as the proposition could simply argue that complete freedom of movement is rare in Scandinavian prisons, and extremely unlikely for high-profile criminals. | | | | | | |

| **Student Name:** Katherine |
| --- |

| **Motion:** TH supports the Scandinavian prison model. |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:   * Nice hook! * The idea that we can adjust prisons based on income level is an interesting point, however, will require more explanation to make it effective. * Please try to make sure that your hook is matching the emotions and speaking style; I think a tone of outrage would have been a really good tone to use with the statistic you mentioned. * Try to also point out what the harm of them not really having a clear definition of a middle ground is; does this mean that they don’t actually have a comparative? * Try to make sure that your energy is a lot higher; I think that you would benefit greatly from a sharper tone! * The example about ‘risk evaluation’ was well done. Maybe use more examples than those who have committed extreme crimes. * The point about ‘happier families’ was a very useful addition. * Several new points were flowing at the near end of your speech. While the points were valid and reasonable, try keeping important points earlier. * Try to make sure that you are signposting; you gotta make sure that I know when and how you will be exploring certain issues! * Try to make sure that you are actively telling me about how and why you are winning the clash mentioned; is it because you are winning on being more truthful than your opponent? Or is it the case that you are being a lot more impactful towards your opponent? * Try to bring back the harms of people suffering within the prison; does it mean that people are not actually rehabilitating? Does it mean that people do not re-enter society as a new person, etc? Try to encapsulate this harm for me! * Try to make sure to go through your clashes like this:   + What did they say?   + What did you say?   + Why are you more truthful/important?   Speaking time: 05:30.17, good work! | | | | | | |

| **Student Name:** Maddie |
| --- |

| **Motion:** TH supports the Scandinavian prison model. |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 72 | | | | | |
| 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:  Speaking time: 04:51.47, good work!   * A better attempt on eye contact at the start of your speech would help make the start more influential. * Try to make sure that you still have a hook even though you are beating the other side of speakers; this is to make sure that you still get those high speaker points for being creative etc! * The idea that criminals will get a much better than other civilians was reasonable. Try adding more nuances to make it more convincing. * The idea that people are extremely positive towards a serial killer as well as waving at them may not be a practical response. The proposition can simply argue that its not likely to be the case and that very few get a good amount of freedom of movement. * The point about how it encourages crimes as living standards are better in prison can utilize technical terms like retribution, deterrence. Also try engaging directly with the proposition’s point about how prisons can be country specific in terms of living conditions. * Try to make sure that you are considering that prisons are still pretty bad in general as people are denied of their freedom and liberty, people are still stuck with individuals they may not be as comfortable with * Try to make sure that you are actively telling me about the harm of sending people off to comfortable prisons; what would the victim do? Would they tell other people that it is a waste of time and energy to report people to prisons, etc? * Try to make sure that you are telling me about why we need to care about victims more than the criminals; is it because victims are vulnerable and had no choice in the matter? * I am not too convinced about the argument of people committing crime for the sake of entering prison. There are still many harms to being in prison as you are stigmatised and you are also kept away from society. * I think a lot of the argument was based on caricature of the other side; try to make sure you engage with the realistic depictions of what their prisons look like! | | | | | | |