| **Student Name:** Michael |
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| **Motion**: This House would use community service instead of fines as a punishment for minor crimes. (e.g. traffic offenses, shoplifting, jaywalking) |
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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** |
| 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 focus on the hook on the low income group; this shows some strategic thought on your part! The angle of debt is smart. Don’t repeat the motion! Just get straight into your argument from the hook. * Try to make sure that you are proposing the policy; the policy means that you are telling me the steps to which you will introduce community service. * Good stakeholder analysis; I like the way you were explaining the distinction between the poor and higher income groups. * Try to make sure that you put the opposition in a tough spot; you can say that in order for their arguments to work, the fine has to be significant. If the fine is quite low (And therefore, easier for the poor to pay off.) that means that nobody will take it seriously. So, the opposition has to defend high fines in order for their argument to have a good impact! * I really really like the way you were explaining each step of the structure! Excellent work Michael! * I like the argument about crime; you could actually say that with fines, you force people to become even more desperate to pay off their debts and live. * You could actually go further for the rich; the rich hate community service because it is seen as quite embarrassing to be doing it without volunteering. Thus, it’s quite likely to make it so that the rich behave well and not just pay the fines off! * Try to also predict what problems the other side is going to have with you; one of the biggest problems with community service is that it takes up a lot of time. Time that could be used to work, spend time with family, etc. How do you respond to this? * Excellent work on the impacting; but I think them leaving the lower income group isn’t quite realistic. Perhaps it makes their life a bit easier? * Try to make sure you’re adding a high impact tone and volume; that would have made this speech perfect!   **Excellent work in applying the impact theory taught to you today; I can really see your efforts! Good work and keep it up! - Coach Naveen** | | | | | | |

| **Student Name:** Candice |
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| Teacher comments:   * I like the way you started this speech; I think the approach was pretty significant. Good work! * I think you can go into quite a bit more detail to the fine aspect of things; it inconveniences you as you suddenly lose money without anticipating it, meaning that you have now gotten inconvenienced. * I like that you were thinking about what the other side would say re: people not wanting to be humiliated thus they do not go ahead and commit crimes. But, you must tell me why the process is likely to be humiliating to begin with. Is it because the people who are conducting the community service are people who are power hungry and or take pleasure in seeing others do this type of service? Is it because they may not be too professional? * You want to expand who your impacts are focusing on; the debate could be about the wealthier people, but I don’t think they are as important relative to the poor income group. You can first start by explaining how and why this form of punishment is unjust; public humiliation should not be tolerated by any other. How does this amount to that? * Try to make sure that you are actively rebutting the other side; you did have a rebuttal here in this speech but you also did really disprove the main assumption of the other side, which is that people desperately need help in terms of cash. How do you prevent the harm of poor people without making the fine so low that it makes the fine meaningless?   Speaking time: 03:18.65, good work! | | | | | | |

| **Student Name:** Jaylan |
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| Teacher comments:  Speaking time: 02:06.60, good work! Let’s aim for 2:30 next time.   * Good start and hook! I think you were very eloquent in the way that you are describing and writing up what the opposition was all about. Nice work! * Try to make sure that the way you write your speech is conducive to you writing a speech; at times I noticed that you struggled to tell me what you wanted to tell me. Keep it clean and neat! * Try to also make sure that you’re taking a tone of assertiveness and confidence; I felt that you could have gone a lot harder in this speech! * Impacting; good work in terms of impacting the argument to a specific stakeholder - try to make sure that you think of more than one impact though! Don’t forget that people can be impacted in numerous direct and indirect ways; you wanna make sure that you’re actively thinking about all the possible outcomes that are available! * Try to make sure that you engage with your opponent's best angle; the best angle from the Opposition is that this is going to be humiliating for the person who does it. How might you deal with this angle? | | | | | | |

| **Student Name:** Michael |
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| **Motion**: THW replace standardised testing with holistic learning |
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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** |
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| Teacher comments:  Speaking time: 04:48.42, good work!   * I think the content of your hook was pretty good; but the delivery really needs some work! You gotta pick a tone and vibe and run with it. You need to make sure that you do this in order to catch my attention! * I think you have a good point about AI and free-riding; I think this feels like an argument! It might have been a good full blown argument actually. You could integrate this rebuttal into a full argument for next time. * I like the angle of college admissions; first, you should tell me why it is the case that colleges are going to be exam based - it is because college is there to teach you academic skills. These are skills such as critical thinking, etc. * You could also go further to tell me why this system could end up perpetuating inequality; in this world, you will need to have a lot of ECA’s and outside of classroom achievements to get into a good college - which isn’t really possible if you’re from a lower income family! * Try to make sure that you are labelling each part of your argument more clearly; meaning, that if you’re going into a reason for why your argument is true, number them and proceed. (E.g., my first reason is…) * Good point on cheating; remember to do the comparison though! Also, tell me why students are likely to cheat and for example want to free-ride. Wouldn’t there be punishments here to prevent this? * Rebuttals   + I understand the AI point; let’s make it a bit more clear! You can do this by talking about how easy it is to get the answers, how difficult it is to track the cheating, etc. | | | | | | |

| **Student Name:** Giselle |
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| **Motion**: THW replace standardised testing with holistic learning |
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| Teacher comments:   * Nice start to the speech! Good energy. I appreciate the illustration of the fish trying to swim. * I like the rebuttal about appreciating different academic talents; tell me what the value of this is! For example, is the value of this that we retain children in schools? Remember that the world is bigger than just HK; we’re also talking about developing countries where children drop out of school all the time because they feel as though they can’t make money or succeed through school! * Rebuttal to AI; try not to go to the even if first. You can rebut by telling me that people can be caught for cheating, etc. But, I like the even-if. You could go further, which is that you need to learn how to use AI effectively in the future; thus this is a good starting point! (Using Ai, that is, not cheating.) * Try to not be vague; what do you mean by problem solving etc? You gotta make sure to explain this for me so that I understand what you’re talking about! * I think you want to make sure that you are attaching each clash to a particular issue and explain what the issue is important. For example, you talked about learning more skills and being more hands on; why is that super important and crucial? * Try to keep things structured and clear; I felt that you didn’t have as much control over your speech today. Make sure that you’re actively taking me through each step of the speech and your outcomes! * Good outcomes and impacts! You just need to make sure that you are taking your time to make these arguments less vague and more applicable to the real world.   Speaking time: 07:42.23, good work! | | | | | | |

| **Student Name:** Candice |
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| Teacher comments:   * You strike me as a pretty artistic person; try to implement that into your hook! Give me something funny and or illustrating. * Try to make sure that you are framing what you’re about to say; the stuff you started with on how teachers are going to have to deal with so much more work now because of the differing types of projects was great! But you gotta tell me why that is a crucial consideration in today’s debate. * I think the argument about diversity was not so much about people; more so for skills. You should respond to this by saying that we can teach skills too, through ECA’s and etc! Academics is academics. * Try to not just repeat what your partners said; tell me what the value of it all is. This really helps in making sure that I understand what you are winning on and why you are winning!   Speaking time: 02:36.36, good work! | | | | | | |

| **Student Name: Candice** |
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| **Motion**:  **THBT professional sports clubs should not be allowed to contract minors (under 18s) to their teams.** |
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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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| Teacher comments:   * Try to give me a hook next time around. This could include something emotive or directly responding! * Give me signposting!! You must tell me what the flow of your speech is. * You gotta put the book down! I need some eye contact and hand gestures. * Try to make sure that your rebuttals are more than just a single line - You gotta make sure that you are explaining why the argument isn't true! * You **must** structure your speech better. You gotta go;   + Claim   + True x3?   + Impacts?   + Conclusion.   + Please follow this flow. You are smart and capable! I believe you can do much better following this. * Try to make sure you are giving me multiple reasons for why the arguments you’re making is true.   Speaking time: 2:00.10, let’s aim for 3 next week! | | | | | | |

| **Student Name: Giselle** |
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| **Motion**:  **THW allow for the use of performance enhancing drugs in sports. .** |
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| Teacher comments:   * Nice hook at the beginning! * Beyond just dealing with the education aspect of things, you can also point out that underprivileged people will even access these drugs anyway? * Also, you must take into the account the details provided by the other side. You can say that they may know the harms, but whether they truly understand them is a different question. * Why would people take drugs anyway just because they see others do so? You must break this down and explain it for me. * Try to explain how your side retains fairness. You can also explain that it isn’t worth it to do drugs anyway - because of the effects it has on the body. Why do you think the average person can’t consent to this? * Try to follow the flow - Clarify, rebut, weigh. Why was your side much more important?   Speaking time of 4:20! Good work! | | | | | | |