| **Student Name:** Bea |
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| **Motion**: THBT military conscription is illegitimate |
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| 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:  Speeches today are five minutes long!  Speaking time: 05:15.32, good work!   * I appreciate what you were trying to say with the hook; but eighteen year olds aren’t children anymore! * Good definition on what conscription is; try to show me what the specific nature of the draft is like. (E.g., how many years do we sacrifice, etc?) * Volunteer forces - Good alternative, but make sure that you are dealing with the comparative. You will on net, have less soldiers who can fight for you - how might you deal with this? * Remember that some countries may not have the ability to maintain an armed force with no conscription - how might you deal with this?   1st: Unfairness   * Try to make sure that you’re giving me a bit more background here first; it appears to me that all people will serve in the military regardless of wealth or creed. Why then is this still unfair? * I think the best way to explain the unfairness is perhaps the impact that this may have on their futures; taking two years off from school or work is very different if you are from a rich family vs. if you are from a family that does not have very much. * I think you want to start with the base question of what a government is allowed to do; why do you think that the government does not have a right to do this? Even if it means that we are possibly risking a conflict where we can’t win? * I love the historical examples! But I think you should add the historical examples at the end of your argumentation as compared to starting with the example and working your way down; | | | | | | |

| **Student Name:** Louca |
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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:   * Nice hook! I think you could have made the hook a lot more impactful by really telling me what the situation in this scenario is like; these are countries that are surrounded by hostile forces and or have a history of being invaded. This makes the military conscription make a lot more sense from the beginning! * You gotta start at the base of the case; this means, answering your way up from the most basic question. The first question that should have been answered is the boundaries of what exactly a citizen is allowed to do and not do; Why is it fair for the state to conscript you? * I think you need a bit more structuring; at times I wasn’t too sure about what the direction of the speech was. It’s best if you start by telling me about what you would like to prove in this speech first; just so that I can piece the case and analysis given to me a little bit better! * There are a lot of benefits to being in the military as you said; but are these benefits worth it for a violation of your rights? Try to answer these questions! * I do think the proposition had a fair point about a volunteer army; try to tell me why this is not an option!   Rebuttals   1. I think you could have pointed out that conscription is actually a great equaliser; you are conscripted regardless of your abilities and or wealth. 2. I think you also let the speaker before you get away with some things that were a bit convenient, such as that these people will indeed be suffering and not taken care of. Isn’t it in the interest of the military to treat their people right, so that we retain them for longer?   Speaking time: 05:33.99, good work! | | | | | | |

| **Student Name:** Giselle |
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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: | 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:   * I think I understand what you meant by the hook; but I think you gotta make sure that you are clear! I wasn’t too sure about Gen Z soldiers doomscrolling as you said.   Rebuttal   * Good response on more =/= better. Why is that the case though? At the same time, you need to make sure that you are actively proving that the other side does not have a benefit. Even if it is true that the conscripts aren’t good, they still have more people compared to you. * I get that AI is an alternative; but can most countries really afford this type of combat technology to begin with? * I understand that volunteer soldiers are likely to be more passionate; but is this the most important thing to consider in a conflict?   Argument: Inefficiency   * I like the argument that this is going to be a bad idea because of the reluctance of the soldiers; I think there is more to be said here beyond people running off from the army. To be fair, I don’t think this is as impactful; you face a lot of punishment and jail time if you don’t serve! Perhaps you could talk about how this actually results in more casualties, etc. * The brainrot argument wasn’t the best; perhaps you could have used this to highlight how unready a country is with this type of force?   Speaking time: 04:58.48, good work! | | | | | | |

| **Student Name:** Kayley |
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| 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: | 68 | | | | | |
| 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:  Speeches today are five minutes long!   * I like the hook; it really helped me understand the context of the debate. Try to not move on too quickly though; I felt that a dramatic pause would have helped the speech have a much higher impact! * Rebuttals   + Doomscrolling     - Don’t forget to respond to this! It was a good opportunity for you to make fun of the other side.   + Inefficiency     - I understand that there is training first; but the point given by the speaker before you still stands, as in the worst case scenario, you will be sending out these kids to war. Perhaps the better response here is to prove that the training is going to be effective and impactful!   1st: Increase national security   * I understand the argument you’re making here; but you need to make sure that you’re asking the base questions first; the base question here is why is national security the biggest consideration in this debate? It is the biggest one because it impacts the most people; without national security, you cannot protect or have any of your other rights. Make sure to frame it this way!   03:26.74, good work! Lets aim for 4. | | | | | | |

| **Student Name:** Amanda |
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| **Motion**: THBT military conscription is illegitimate |
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| 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:   * Nice hook; but at some point I think you gotta move on, it did become obvious that you were dragging it out!   Rebuttal   * Manpower; you need to go further on telling me about the impact of an unmotivated armed service; this could result in resentment towards the state, and inability to complete missions, etc. Try to also make sure that you characterise how these people will feel as well; this helps to really prove the idea you have here. * I think when rebutting, you want to start by asking the base question; does a government really have a right to do this? If not, why? If you can answer this question, it helps to prove that you are morally superior. The angle about the government treating others like a tool was perfect rhetoric; but you need to make sure that you are following this up with logic too! * Why does the personal lives and ambition of one person outweigh the survival of the whole nation? Plus, does the military not provide you with good skills that helps you in this situation?   Clash:   * Inefficiency; try to first make sure that you’re telling me what this means - because inefficiency just means something isn’t that fast. That seems preferable to not having enough soldiers! * Time management was an issue! | | | | | | |

| **Student Name:** Davian |
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| **Motion**: THBT military conscription is illegitimate |
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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 |
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| 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:  Speeches today are five minutes long!   * Excellent start to the speech Davian! I appreciate that you actually took the trade off by telling me about the sacrifice that was needed.   Clash 1: Quality vs National Security   * Brainrot; I think you dealt with this well! You can actually hit them harder for saying that they are pretty much relying on a stereotype for their argumentation to work * The second reason was solid; but I think you need a lot more legwork here to tell me just how big the threat is to the average person. These are countries that are consistently at risk of conflict and annihilation. * I appreciate how meticulous you are with the approach you have with each argument; make sure you tell me the impact! The recruitment angle basically proves that their argument does not make sense since it won’t happen.   Clash 2: Morality   * Excellent defense; remember to tell me why this is the best thing to do - and why we need to consider the collective over the person!   Speaking time: 06:20.13, good work! | | | | | | |