| **Student Name:** Ethan |
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| **Motion:** TH supports the use of fear to instill values in children. |
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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’s choice of words was persuasive and strategic. | 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:**   * The term ‘brainwashing’ has a negative connotation. Not the right terminology for your side. * The definition and characterization of ‘fear’ is quite limited. It doesn’t touch upon a wide spectrum of the subject. * There is a context-consequence mismatch here.   + You haven’t established what ‘fear’ is very well. To argue that now children will behave has a missing link.   + You’ve taken a direct jump to claim that some children are very disobedient and that fear works. You need to show the process better. * Try to make sure that your hook is a bit more related to the topic; I wasn’t very sure of what the link between the history of fear and parents is. * Try to make sure that you are showing me that the version of fear you describe is possible; show me why people will definitely be able to distinguish between what is abusive and what is not abusive. * Good job trying to compare the opp side on the subject of ‘reward’. However, you need to extend this further.   + Is the opp going to argue specifically about the reward system only? They could also argue counseling, negotiation as well as a reward system. * The point about kids being young, innocent and naive is interesting.   + However, the opp could flip it around saying that you are instilling fear onto the lives of young ones. To prevent this, it's important to explain well how fear is a good way to go and doesn’t have a lot of harsh consequences, or that it prevents them from harsh consequences in the future. * I think for your characterisation of children, you could separate them into categories; e.g., children who are naughty, etc. Try to perhaps give us more information on how these children operate; can they understand long term consequences, etc? * I don’t think there was enough of a defense of using fear itself as a means to educate; try to make sure that you are explaining what fear can do for people and or how it can change the way people approach the issues. * I feel like your tone and delivery in this case was a little lackluster; try to add in some emotiveness and different tones to really spice up the speech. * Good example re: China’s fear culture in education!   Speaking time: 06:52.26, good work! Let’s aim for 7 next time. |
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| **Student Name:** Alvina |
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| **Motion: T**H supports the use of fear to instill values in children. |
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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’s choice of words was persuasive and strategic. | 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:**   * Good job characterizing fear under your side as the prop did not have much to say on this.   + It's useful to point it out as well, i.e. the prop didn’t do a good job of defining the essentials. * Good start to the case and good tone! * I like the idea that people need to understand why they should not do certain things; try to first break down that parents can actually teach children about avoiding immoral actions - children may not be super mature, but they still have empathy, etc. * The point about how certain fears are not applicable in certain situations is relevant.   + Can you re-establish how counseling and education can help here. Example: when children are taught ‘why’ certain things are good or bad, they have a much better sense of wisdom growing up. * I feel like you could have had a better presence in this speech; it felt slightly monotonous. Try to introduce more emotive tones in your speech! * Try to tell me more about why children will hide their mistakes from you in their world but not yours. I wasn’t sure of why this was exclusive to the other side. Perhaps you could argue that in your world, you build a relationship of trust, etc. * Try to make sure that you are explaining how children will be able to understand the theories of ethics and morality; try to make sure that you are actively pointing out what fear will do to a child. For example, if you suggest that the child will be anxious, tell me what the implications of the anxiety is. Is this going to result in a worse relationship between parent and child? * The point about how children can lie to avoid punishment is plausible, however, there’s a missing link.   + Can you argue how fear alone doesn’t provide a genuine understanding of morality? That way, you can argue how your side does that better.   Speaking time: 05:54.30, good work! |
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| **Student Name:** Amanda |
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| **Motion:** H supports the use of fear to instill values in children. |
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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’s choice of words was persuasive and strategic. | 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: | 70.5 | | | | | |
| 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 hook! Try to cut out the use of the word ‘um’ though, I notice that this is a filler word for you. * I think that you can clarify that this is something that does not need to be long-term; this can be a temporary measure to keep children away from harmful or negative behaviours. When a child is older, it's quite unlikely for us to need to use fear. * I think a debate like this needs tons of illustrations; try to give the judge numerous different situations that show how fear etc looks and feels like. * I think there needs to be a defense of fear itself; I think it's fine to teach people to fear consequences as this is pretty much how the real world operates already. * You could point out that children may not really understand certain things until they themselves experience the harm of a bad decision; which is why we need to use fear to prevent them making bad decisions! * I wasn’t too sure about the context of children becoming undisciplined; try to tell me more about this. Or at least make it clearer as to why this happens! * Don’t pause and doubt your sentences in front of the judges!! * In terms of signposting, I think it's beneficial to:   + Point out what your substantives are, and mention that you want to first start with your rebuttals.   + During rebuttals, try utilizing numbers. Example: *Firstly….Secondly….* * The point about how children won’t understand anyways is interesting. However:   + Be careful with this point as the opp can flip it around and argue why it is very important to utilize counseling specifically because children don’t have a great sense of understanding. * The analogy you drew regarding the reward system with chocolates, and how it's not very different from fear for bad actions - is highly relevant.   + Additional illustrations can help here. * The point about lack of maturity and tantrum can be linked with:   + For some children, immediate compliance is required in several scenarios. This is where fear can be effective.   + How you train kids for good behavior early on with this approach and it helps set a behavioral pattern growing up.   Speaking time: 07:37.01, good work! |
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| **Student Name:** Anders |
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| **Motion:** TH supports the use of fear to instill values in children. |
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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’s choice of words was persuasive and strategic. | 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:**   * Try maintaining eye contact with the audience throughout the speech. * When you argue that your side has argued on better ways to instill good behavior, point out what they are.   + If required, rebuild on them. They require better illustration. * An important analogy that came from the prop is about how in certain situations (especially with children that have disciplinary issues) it is important to use fear.   + Does your side sufficiently respond to this? * I think that a good place to start in this speech would be about deference to authority; as a parent, do you want to raise a child who will be uncritical, etc? Also, what about people who cannot enforce fear? (E.g., someone who is weaker, not physically imposing, older, etc.) * Try to make more eye contact with the judges; I feel like you could have had a much better stage presence in this debate. * Important point about how it worsens child-parent relationship in the long run.   + Good point about how children will be constantly scared of their parents. Can you provide some examples, even if its hypothetical to illustrate this further? * Good job taking the POI. * Try to have a bit more clarity in terms of explaining why certain things are being responded to; good clarification on explaining that people will or will not be able to cooperate. * I think that a good place to start for this topic would be to talk about why your alternative is better; I think the comparative was slightly unclear. * You can actually point out that it is problematic to have their morality be based on fear; as eventually, how do we hold these kids accountable when they no longer fear the consequences? * Interesting about how children will blindly follow instructions in the presence of fear.   + Can you link this with how in the modern world, we have to be an independent judge of morality and that prop creates blind obedience? * Good job extending ideas throughout the speech.   Speaking time: 07:10.56, good work! |
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| **Student Name:** Luke |
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| **Motion:** THW require defendants in criminals to be represented exclusively by public defenders. |
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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’s choice of words was persuasive and strategic. | 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: | 70.5 | | | | | |
| 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:**   * You need to make sure that you sound like you believe in your hook when you say it. * Good tracking of the other side! * Try to make sure that you aren’t holding your speech in your hand as you're speaking; you gotta make sure to keep your hands free to gesture! * A lot of your arguments and rebuttals rely on you proving to me that the public defenders actually get more people at their disposal. This is crucial and really needs to be mechanised! * Good work for considering both scenarios; you should also suggest that perhaps the pay in this industry will not be as bad - this is because the industry (public defenders) become much more competitive and well paid since the general quality of lawyers increases tremendously. * You need to talk about why it is unfair for someone to get a much better lawyer by virtue of the wealth they possess; you can directly show that there is a link by saying that people get bad representation as the best lawyers go for the best pay! * Try to make sure that you tell me about why and how the system changes; you are assuming that things become better without really proving to me that this happens. * I think you’re speaking a bit too quickly. Slow down a little! |
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| **Student Name:** Amanda |
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| **Motion:** THW require defendants in criminals to be represented exclusively by public defenders. |
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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’s choice of words was persuasive and strategic. | 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:**  Speaking time: 06:30.54, good work!   1. Nice start! You are sounding competitive. 2. Good hand gestures and good stage presence! 3. I think that you didn’t go far enough when describing the issue of how they do not prove that things don’t get better; you should point out that this is pretty much what their ENTIRE case relies on. That means, the entire case falls apart if you manage to disprove this! 4. Rebuttal: Rich will become a public defender. You can point out that most people who attend law school, etc, are quite wealthy and privileged anyway. Moreover, there are different areas of the law to jump to like commercial law, etc where the money is good. 5. The private vs public school illustration might have been a bad idea because the opposition could actually use this against you by saying that private schools are why public schools are badly underfunded, as the rich parents are not forced to send their kids to a public school! 6. Try to tell me more about why the issue becomes significantly worse; it is because the structural issues such as poverty, under-training, etc, are all still happening when you force everyone to become a PD. 7. I think that time management was an issue in this speech; you only entered the clash at 4:25!!! 8. Try to make sure that you are telling me about how and why specifically that your approach to the clash is the best way to approach the debate. 9. Try to make sure to consider the brain drain argument; this means we lose the best academics and etc that could contribute to developing criminal law! |
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| **Student Name:** Giselle |
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| **Motion:** THW require defendants in criminals to be represented exclusively by public defenders. |
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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’s choice of words was persuasive and strategic. | 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:**   * Try to come up with your own hook next time! * A lot of your arguments and rebuttals rely on you proving to me that the public defenders actually get more people at their disposal. This is crucial and really needs to be mechanised! * Good work for considering both scenarios; you should also suggest that perhaps the pay in this industry will not be as bad - this is because the industry (public defenders) become much more competitive and well paid since the general quality of lawyers increases tremendously. * You need to talk about why it is unfair for someone to get a much better lawyer by virtue of the wealth they possess; you can directly show that there is a link by saying that people get bad representation as the best lawyers go for the best pay! * Try to make sure that you tell me about why and how the system changes; you are assuming that things become better without really proving to me that this happens. * I think you’re speaking a bit too quickly. Slow down a little! * Try to make sure that you are maintaining a good stage presence; I feel like you could have been a lot more assertive today! * I think that this speech was not very focused; try to make sure that you are actually dividing the speech into a couple of core issues and explain why the issues identified by your side are the most crucial aspects of the argument. * Good contextualisation for why people will still remain in the system!   Speaking time: 06:50.85, good work! |
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