| **Student Name:** Lulu Xing |
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| **Motion**: This House, as a sports fan, would boycott international sporting events held in countries with documented and severe human rights violations. |
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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:   * Nice hook, try to make sure that you come up with the hook before you start though! * Try to avoid awkward pauses in your speech where you are going “Um” etc. Just get straight into context! * Make sure you are signposting before you get into your arguments! E.g., I’m gonna give you some definitions first, etc.   Definitions   * Boycott just means that you don’t participate, don’t give it money, etc. Don’t make it too complicated! * You want to make sure that   Argument: This causes people to ignore human rights abuses   * Good angle! You want to make sure you are explaining how the boycott would change the human rights record of this country, * Also remember that this is an actor motion! You want to explain how and why specifically that a sports fan would care about human rights abuses? * Good answer to the POI! * Good example re: Ukrainian refugees entering Russia, * Remember to talk about why it's very immoral to support an event that is held by a human rights abuser!   **Speaking time: 04:10.41, good work! Let’s aim for at least 5 minutes next week.** | | | | | | |

| **Student Name:** Jacky |
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| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
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| Teacher comments:   * Good hook, but you wanna avoid imagining arguments - you want me to not imagine anything, rather, you want to control what my perception of the issues are!   Definitions   * Good definitions of the violations! * Spreading awareness - this seems a little soft. If we spread awareness of why a country is so bad but we have no real action, what's the impact of this like? Who is the we here anyway? The sports fans themselves? * Good signposting!   Rebuttals   * Good angle, but I think you want to take the best case scenario, which is that this could legitimately cause large issues to be addressed and dealt with - how would you respond in that scenario?   Argument: Sports fans don’t quite care   * Fair, but remember you gotta prove this! Give me multiple reasons for why you think that sports fans on average don’t care - it’s different to say that they care about players. People can care about a lotta things at once! * Nice hand gestures and body language! You gotta give me some vocal contrasts though. * I’m not sure why I should care about sports fans feeling sad over no world cup happening versus people getting tortured, etc. You might wanna weigh something else up - which is that maybe these countries will change to have a better record? * Good angle on how these countries will make the human rights abuses worse to get some money back for their issues.   **Speaking time: 08:32.74, good work!** | | | | | | |

| **Student Name:** Lorelyn |
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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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| Teacher comments:   * I like the tone of the hook and opening line, but remember you’re here to answer questions versus just asking them! You tell me why it is not ethical to promote these nations. * Good signposting!   Clarifications   * Model - I think it's fair to suggest that there might be some confusion of the policy due to the factors outside of your control, but overall the way you explained it felt like it was your team's fault that the other side was confused. Be careful!   Clash 1: Is it fair?   * You wanna make sure that you are giving me a standard for what is fair/not fair to begin with. It's tough for me to judge if you are actually winning the clash or not without it! * I think it's likely that these events won’t be held in places like Palestine, etc as those are war zones. I understand the point though, it could be clearer of course. * You want to stick to a microstructure:   + Claim   + What you said   + What they said   + **Why is their claim not impactful, wrong, etc.**   + **Why are you better in terms of being more true, etc.** * The flow above would help you stay structured. * You also wanna make sure to focus on the main winning issue that you have in this debate, which is that this emboldens people to continue abusing human rights. I’m surprised this didn’t make much of an appearance in your speech!   **Speaking time: 06:38.52, good work!** | | | | | | |

| **Student Name:** Boris |
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| **Topic:** This House, as a sports fan, would boycott international sporting events held in countries with documented and severe human rights violations. |
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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: | 69 | | | | | |
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| Teacher comments:   * Nice hook! But you want to make sure that you are focusing on answering the questions vs asking them. * Make more eye contact with me vs. your teammate * Good volume adjustment! * You need to structure and signpost your speech a bit better - at times I was slightly confused as to what exactly was being spoken about and why.   Rebuttal   * I’m not so sure if the standard you proposed of how countries would be punished for human rights abuses 50 years ago is true - because the topic is about countries with **documented** and **severe** human rights abuses! It's probably more than one event and quite recent. * You might want to get into what the benefits actually are before you say that the harm doesn’t match the benefit. * You want to make sure that you are flowing well and not pausing too much! Don’t lose track of what’s important in this debate. * Don’t take a POI in between your speech   Argument: ?? (Please clarify the title of your argument!)   * Money - Government spends money, thus the government uses it to improve. You want to make sure to prove this though - lots of countries actually are really corrupted. * I understand that fans might feel bored with going to a same location again and again, but you really want to make sure that you are explaining why the fans and the feelings of the fans matter the most - that we should consider them and focus on them even if there are terrible human rights abuses. * You want to assume the best of your opponent’s - I think they meant safety in terms of human rights abuses vs them being active war zones. Although I don’t fault you for this, its something that can improve the way you speak in the future. * Try not to repeat the motion at the end!   **Speaking time: 07:26.80**, **nicely done!** | | | | | | |

| **Student Name:** Tongtong Lai |
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| **Motion**: This house would remove the Olympic quota system |
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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:  Good work starting with a high impact rebuttal up top. **Rather than saying unprivileged countries**, talk about how your side incentives these countries to develop sports because they create a standard to aspire towards, rather than just being able to send someone who never succeeds.  In signposting, you need to give me the NAMES of the clashes.  AFRICA IS NOT A COUNTRY AND SYRIA IS UNDERGOING CIVIL WAR. CHOOSE BETTER EXAMPLES NEXT TIME.  Clash 1: What is the thesis of this clash? What will you prove?   * Why do countries behave in the way you claim? Why don’t they have incentives to develop sports locally where opportunity exists? Why does your side achieve this? * Has this been a clash in this debate for you to make it a clash? I would argue the clashes are on the nature of the Olympics, and where sports is better. * The weighing is introduced in the middle of the clash, rather than at the end. You also haven’t finished proving why your side helps them. * Why isn’t it about representation? Daryl gives reasons as to why the Olympics is about national representation, as opposed to other competitions - you need to engage with this directly. See the POI he asks you. * This clash gets pretty repetitive; you also only have ONE clash!   We have to ask POIs!  05:17 | | | | | | |

| **Student Name:** Bernard Chong |
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| Teacher comments:  Why would it be chaos? You need to be more mindful of your opening and pay attention to the point you want to make. What is the purpose of the opening you have now?  Just one clash? You need to have two clashes - and you need to give me the NAMES of the clashes.  Rebuttal - you cannot have a large number of rebuttals and then start clashes. Your rebuttal must be incorporated into the CLASHES.   * It is an overclaim to say that this promotes cooperation to the extent of North Korea; is this true?   There are two clashes in this debate. On the nature of Olympics, and where sports is better.   * Is this an evolved response to Prop? Or are we repeating what 2O said re a minimum level of quality being maintained? This is also a first level response. You need to tell me why even if the level of quality is low than what could be - which is true - you prefer it. Justify this trade off.   We keep moving from issue to issue; you need to start recording your speeches and listening them back and considering what the structure and flow is. What do you **need** to respond to, and what are you responding to at the moment?  POI - cut them off if they go over fifteen seconds!  You need to unpack the origins of the Olympics + why it is this way; why the purpose is distinct from other sporting competitions; it is about national competition and the singular best person in the nation; there are individual sporting championships for this distinct purpose. Justify why this is the way it should be; give me an example of what this looks like! Explain how it is about participation - and that when the competition starts, it becomes about the qualified athletes that exist.  I think you need to unpack who suffers in Proposition’s world and why; which countries cannot compete with others and why? Why is there such a disparity or gap in competition; do they have an incentive to develop or fund sports in a world where they do not have this quota at the Olympics?  What new responses did we add in this speech?  We have to ask POIs! We didn’t ask a single POI today.  05:17 | | | | | | |