| **Student Name:** Anders |
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| **Motion:** During times of emergencies, THW censor all information that endangers national security. |
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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’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: | 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:**   * Good hook! Try to first frame that some information is given out not for the point of helping; but for profit. This helps make the hook much more effective. * Good signposting and definitions! * I think that before moving into the incentives of the media, you may first want to characterise what exactly people are like in a time of emergency; this could look like the people being very short fused due to the tenseness of the situation, and that people are on edge, meaning, that they are likely to panic if given the wrong information. * Try to make sure to tell me about what the media will attempt to exaggerate; it is not wrong to suggest this but it is rebuttable. Try to answer the question of why they feel the need to exaggerate to get the scoop first, to get the most clicks, etc. * I think that the first argument about exaggeration was slightly underanalysed; I think that you want to make sure that you are actively thinking of the impacts during the prep. In this case, you want to think about how it can impact rescue efforts, stabilisation efforts, etc, when the government does not censor bad information. * Try to make sure to tell me about the specific types of actors that this could really impact; in some countries, people turn on each other for racial and ethnic reasons due to underlying tensions. You can try to explore this! * I like the freedom of speech weighing angle; try to explain this more!   Speaking time: 04:46.60, goo work! |
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| **Student Name:** Giselle |
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| **Motion:** During times of emergencies, THW censor all information that endangers national security. |
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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: | 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:**   * Excellent hook! Try to make the link between the definition of national security and also what exactly the state may do with a loose definition of national emergency. * Try to tell me why a government would be able to censor information that is negative against them; is it because the government is the only actor who can define what national security is? In some countries (E.g., America with the Patriot Act.), national security laws give the government a lot of power to decide and define what a security threat is. * I like the rebuttal that the media may not exaggerate; but try to first rebut the idea on a basic level. You could say that this is because people want news that is credible, etc. You could also point out that readers can also identify false news using critical thinking. * I like the way you tried to link your rebuttals to issues; but you need to make sure to not be vague! If you said that people will be in danger without certain information, tell me what that information is. * Good job using pauses! * I like the idea that the government cares for their reputation; you can try to point out that it is therefore the media who has the responsibility to make sure that the government is doing things transparently and fairly - you can say that this is because in a time of emergencies, certain rights (Like right to a fair trial, etc.) are suspended! * A great example re: Vietnam war!   Speaking time: 05:52.17, good work! |
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| **Student Name:** Oscar |
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| **Motion:** During times of emergencies, THW censor all information that endangers national security. |
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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: | 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 Oscar! Much better energy and vibes this time around. * Try to keep up your eye contact! This would pretty much solve all of your manner issues. Try to also couple this with hand gestures! * Good example re: COVID 19 and grocery hoarding. * Try to make sure that you are not going too far with the hook; it was around 1:14 at the time of this comment, and you were still on the hook! * Try to make sure that you are signposting; this means, telling me about what you will say and when you will say it in your speech! * Good rebuttal that people will probably panic if certain information is not censored; try to make sure to first tell me about why people may panic in this situation. Is it because they are already on edge and susceptible to bad news? Try to make sure that you are mechanizing this!   Try to make sure that you are telling me about the incentives of the media to exaggerate; this makes sure that the judge has really good reasons to buy into your argumentation!  Try to make sure to give me some impacts for the arguments!  Speaking time: 04:21.03, good work! |
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| **Student Name:** Alvina |
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| **Motion:** During times of emergencies, THW censor all information that endangers national security. |
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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 hook! I think it would be a lot more impactful if you point out that during times of the emergency, that is where the most abuse is likely to happen. * I like the comparison between HK and the US response to COVID; but try to extract the logic of this example out and present it to me; the logic here essentially is that people can and will decipher what is and is not true. * Try to also tell me why the public won’t panic when they receive terrible news; this could be because the government can reassure people by telling them the plans the government has to tackle the scenario, etc. * Try to also tell me how and why the government can effectively communicate the plans to the public; this is because the government has access to national media, etc. You could also explain that people tend to trust the government in a time of emergency since they are the sole authority! * This speech is good, but I think there is a risk of arguing through examples - this is because I felt like you were defaulting to examples to illustrate the argument compared to logic. Try to make sure that you couple the examples with logic! * You could also frame and explain that people are likely to become a lot more fearful without information - this is because people can tell when information is being hidden from them!   Speaking time: 05:37.71, good work! |
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| **Student Name:** Luke |
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| **Motion:** During times of emergencies, THW censor all information that endangers national security. |
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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:**   * Nice hook! * I understand what you mean that the news media will exaggerate; but you need to make sure that you are first coupling this with realistic examples, but at the same time, make sure to give me the incentives of the media to exaggerate! * I think the idea that the media would still end up leaking the information is self-defeating; it either shows that all of the harms of opposition will happen anyway (Because the information gets out there.) and it shows that people will indeed panic if the information isn’t out there to begin with! * You can tell me a few reasons for why the government may not abuse its power; it could be because the government is still subjected to political considerations, etc. This will hurt their ability to get votes in the next election! * Try to also tell me why the government has the incentive to respond to negative allegations against them; this is because of a high level incident (E.g., a confrontation between authorities and citizens) occurs, the government understands that this could spread due to social media, etc. This makes it likely for the government to keep things transparent and clear! * Good hand gestures and pacing! * Try to make sure that you are actively comparing your side and theirs with two elements; truth and impacts. In general, you should attempt to prove that you are more truthful and more impactful than the other side! Bring up the specific things said and compare from there.   Speaking time: 05:03.31, good work! |
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| **Student Name:** Amanda |
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| **Motion:** During times of emergencies, THW censor all information that endangers national security. |
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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: | 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! I like the hand gestures and the swagger. * Try to make sure that you are actively projecting your voice! * Good tracking of the other side; but try to make sure that you are not dealing with the examples of the other side, but instead the logic of the other side. Their main logic is essentially that some members of the public cannot handle bad information that well. Try to extract and tell me why this is not the case! * I like the examples that you had in this speech; but you seem to be arguing through examples as compared to logic. Remember that examples are just to illustrate as compared to making the argument as a whole! * Good tracking of your partners speeches; but you gotta make sure to be bringing them up in comparison to the other side. I didn’t quite hear why your side was likely to be more true and impactful compared to the other side. This is the most important thing! * Try to also tell me why the public won’t panic when they receive terrible news; this could be because the government can reassure people by telling them the plans the government has to tackle the scenario, etc. * Try to also tell me how and why the government can effectively communicate the plans to the public; this is because the government has access to national media, etc. You could also explain that people tend to trust the government in a time of emergency since they are the sole authority! * This speech is good, but I think there is a risk of arguing through examples - this is because I felt like you were defaulting to examples to illustrate the argument compared to logic. Try to make sure that you couple the examples with logic! * You could also frame and explain that people are likely to become a lot more fearful without information - this is because people can tell when information is being hidden from them! * I like that you are starting to explain the meta of things! (E.g., your question was this, my answer deals with it in this way.)   Speaking time: 05:30.61, good work! |
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| **Student Name:** Ethan |
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| **Motion:** During times of emergencies, THW censor all information that endangers national security. |
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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:**   * Nice hook! I like the way you zoomed into how this is about national security and crisis specifically. Try to make sure that you first tell me about why this context identification is super important! * Rebuttals; good identification of the other side - but try to make sure to compare the levels of panic between both sides. Both sides probably have some level of panic, but why is yours a lot better comparatively? * You want to make sure to identify why exactly it is the case that the clash identified is the most important one; try to also make sure that you are fist framing and telling me why it is the case that your argumentation is the most important and impactful first to begin with! * You can tell me a few reasons for why the government may not abuse its power; it could be because the government is still subjected to political considerations, etc. This will hurt their ability to get votes in the next election! * Try to also tell me why the government has the incentive to respond to negative allegations against them; this is because of a high level incident (E.g., a confrontation between authorities and citizens) occurs, the government understands that this could spread due to social media, etc. This makes it likely for the government to keep things transparent and clear! * Good hand gestures and pacing! * Try to make sure that you are actively comparing your side and theirs with two elements; truth and impacts. In general, you should attempt to prove that you are more truthful and more impactful than the other side! Bring up the specific things said and compare from there. * I wasn’t too sure about the anarchist angle; try to tell me why this is reasonable and likely first! * Try to switch up your tone and emphasis; you could do with a tone that is sharper and more assertive!   Speaking time: 05:00.05, good work! |
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