| **Student Name:** Alexander Zhu |
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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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| 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:**  [NOTE: Today’s speeches are 5 minutes’ long.]  We are making a lot of assertions as to what is the purpose of the Olympics, but we are not explaining why diversity is the true goal!   * Focus on the Olympics being a GLOBAL competition, explain how is the Olympics harmed by not having the entire world participate in it? Will it lose its legitimacy and status as the Olympics? Expound on the harms! * On the exchange of culture, we are stating the benefits of it but what does this have to do with the Olympics? Engage in a characterisation on the history of the Olympics!   We need proper engagement as to why improving competitiveness is NOT the foremost goal of the Olympics.   * It isn’t like the Olympics lacked competitiveness to begin with, the scale of difference in benefits for the Proposition is completely immaterial.   + People are already inspired as it is, so this was never a strong problem statement in this debate.   Good reinforcement on weaker sporting nations would not be able to develop their sports equally.   * But why is it important for weaker sporting nations to have the opportunity to develop sports in their country by participating in the Olympics?   + What is the unique value of participating in the Olympics in particular? Explain that the commercial value of being national representatives of your country will attract nationwide support, corporate sponsorship, etc and all of this can be channelled back towards growing the sport, as well improve that society’s appreciation of sports.     - Then we can also argue that these societies will be entirely deprived of the benefits of sports if their country is not able to promote its positive values via galvanising support for our national athletes.   Don’t vocalise your inner monologue on why you even have a certain clash!  There is still an incentive to try hard in order to earn a spot under Prop’s new model, so we need to spend more time characterising the context of weaker sporting nations who will NEVER be able to close the resource gap between nations.   * Try to relate this back to Prop’s metric on competitiveness and explain why we can win on Prop’s own metric.   Please offer more POIs today!  5.55 - Watch for time! | | | | | | |