| **Student Name:** Alexander Zhu |
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| **Motion:** THS 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** |
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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: | 77 (BP scoring) | | | | | |
| 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.]  Interesting hook about Prop conflating fear with respect. Immediately prove your claim that children don’t actually understand what they’re being asked to do, but are simply acting out of fear; this is a good premise.   * Good job signposting.   Well done characterising a child’s psyche and why their treatment does shape who they are.   * An example here would drive the point home, every behaviour we have as an adult is often a reflection of how we were treated as a child. E.g. Children who grew up with divorced parents have trust issues and become hyperindependent.   I appreciate the effort pushing Prop to defend the extremes of their model.   * Explain that utilising fear requires the use of extreme punishment, otherwise, how else will the child be scared when the punishments are just things like community service?   We need to engage in the most important clash on effectiveness, defend your counterfactual of education!   * Or weigh the trade-off and explain why treating children well is more important than perfect behaviour.   On your argument:   * Good claim that children won’t believe in these values, simply an aversion due to fear. * You did a good job explaining why fear may be transient and then the values won’t be followed.   + However, things like fear of state and religion may be permanent, unless you tell me how those forms of fear can be displaced. * There’s no clear impacting here. Explain that you flip Prop’s premise on bad behaviour, because as adults, they may revert back to the harmful behaviours.   The second argument on worsening relationships only came after the 5th minute, that’s too late!  Please offer more POIs!  5.49 - Watch for time!! | | | | | | |