| **Student Name:** Alexander Zhu |
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| **Motion:** This house believes that parents should raise their children to prefer to be single |
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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: | 75 (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 6 minutes’ long.]  Good pushback that people won’t be depressed and lonely just because they’re single, make the observation here that OO’s conclusions are very prejudicial, and it feeds into the problem statement that society effectively coerces people into relationships.  When you’re signposting your argument, this is where you should apply what we learned today about framing your extensions!!   * You have to differentiate your argument and OG’s. * Tell me why your extensions are MORE important than OG’s.   Interesting rebuttal that this is not dissimilar to how parents impose their preferences in all other ways.   * But here, we need to explain how you can find a balance between communicating your preference and coercing your child. Could we clarify how you’re able to find that middle line where parents are not brainwashing their children? * Can we openly acknowledge how parents would react in your world if children actively go against their parents’ preference? Will they be met with disappointment, rejection or shame? What do they say exactly?   Good starting that society puts pressure for people to be in a relationship, but OG has already explained this. Why is your reasoning better?   * Point out that OG only asserted this, and you're giving far more reasons by identifying the structural factors that contribute to this, e.g. media, cultural norms, etc. * Explain the role that parents then play to fix this structural problem.   + For example, parents have the sufficient authority to overcome the overwhelming societal narratives forcing individuals to settle down, so this would be a strong counter-narrative and enable children to have more choices.   The impact of being in toxic relationships is also the same as OG!   * Point out that OG didn’t say what the harms, then fill in this analytical gap. * Instead, we analysed it to the same extent that OG did.   On the second extension, we are also rehashing on why their lives are better as individuals.   * We need to improve the characterisation on why partners are likely to be unsupportive and a hindrance, rather than the opposite.   Please offer more POIs!  5.34 - We are short for time! | | | | | | |