| **Student Name:** Alex Zhu |
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| **Motion:** This house regrets Batman’s no kill rule |
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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 6 minutes’ long.]  Good use of the hook to explain the world of Gotham City, go even further and expand it beyond one or two lines!  On the set-up:   * Nice clarity on what the no-kill rule is. Expand that even with mass terrorists, Batman would refuse to kill the worst of criminals. * On the counterfactual:   + Good job explaining that this doesn’t mean that Batman kills every criminal!   + Rather than say that Batman would give them multiple warnings, explain that this will be reserved for the worst of the worst criminals who are actively risking society.     - These will not likely be criminals who can rehabilitate or deserve a second chance. * The characterisation on Batman’s childhood better belongs in arguments, rather than before the metric. * Good job incorporating the metric for a value debate and signposting.   I appreciate the use of Joker as a grounding, that this villain was able to escape multiple times and inflict a lot of harm due to Batman’s refusal to kill him.   * Explain what is the justification to being able to murder someone? What is the moral parallel for when we allow the death penalty?   + Is it a simple question of minimising harm? But Batman is NOT an authorised state to inflict this level of violence.   + Point out that the public trusts Batman more than they trust Gotham police. Then characterise that Batman will use this power very judiciously, and not abuse it.     - If Opp allows Batman to be a vigilante anyways, it makes no difference that we are adding one additional potential punishment on the table.   Good argument on deterrence.   * But it was analysed in a vacuum. The majority of the supervillains in the Batman series are psychopathic maniacs who don’t traditionally value their own lives. * If this argument was solely about the average criminal, why are they not deterred already under the status quo?   + Expand the human costs by contextualising Gotham as a high-crime society.   Please offer more POIs today!  6.00 | | | | | | |