| **Student Name:** Chester Tam |
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| **Motion:** This house, as a sports fan, would boycott international sporting events held in countries with documented and severe human rights violations |
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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: | 68 | | | | | |
| 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 7 minutes’ long.]  We started off arguing the importance of human rights, which is not very contentious in a vacuum, so try to analyse this in a way that is more contextualised to the motion itself.   * I didn’t need to hear what human rights are in a generic way, instead clarify what kind of human rights are actively being violated by Qatar and Russia in the process of hosting the international sports event.   On the set-up:   * I appreciate the definition of boycott, but don’t limit yourself to only a singular action which is not showing up to the event.   + You could also include active political action such as petitioning the state. * Clarify what are the interests of a sports fan, and what’s your burden in this debate? * What is your framing and winning pathway in this debate?   Our analysis on human rights is not being applied to the motion! What does limited water or space have anything to do with what’s being done by the hosting nations?   * We need to consider that the Opposition is not in agreement with human rights abuses, but will propose other alternatives instead.   + Would states lose their hosting rights if they cannot garner enough audience?   We need even more analysis on why the boycott is likely to bear any success.   * Not showing up does not hinder the host nation from continuing to host the Olympics or the World Cup. * Spend more time explaining the fullest effects of a boycott, instead of a few sentences.   + Why do you think other people will join you in this boycott?   While I understand that it is in the interest of labourers, we're not explaining why the state will actively change their labour laws to prevent the boycott.  We are not explaining what is actually in the interest of a sports fan!   * Why does a sports fan care more about human rights or labour rights over their own love and care for the sport?   Please offer more POIs!  5.08 - We are severely under-timed today! | | | | | | |