| **Student Name:** Isabella Chau |
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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: | 76 (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.]  A nice hook that summarises your key winning pathway being effectiveness, we should either add some illustrations to drive the point home, or provide a larger reasoning on why effectiveness is the most important thing in the debate!   * Why exactly does immaturity equate to the inability to understand consequences?   On the set-up:   * Well done clarifying what this looks like in the household, and how the use of threats is used, but it won’t be strategic to say that these parents are threatening abandonment and neglect!   + We should suggest that parents are quite reasonable and don’t want their children to live in fear. * Good job explaining that punishment has a wide spectrum, but then we only used extreme examples of suspension. Give minor, healthy forms of punishments like community service. * I appreciate that we’re expanding the debate to other stakeholders like the state, we can make the set-up a bit more structured.   We need to try finishing our set-up at 2:30, rather than 3:30.  On the first argument:   * Good claim on deterrence. * We need to start first explaining why children have a tendency to engage in problematic behaviour, and why it’s incredibly important to set boundaries at a young age. * Is there not a way to still have consequences without having to incite fear? * While I understand the analysis on the causality, we are not quite explaining why they aren’t able to logically comprehend any other alternative efforts via education.   + Immaturity means they don’t have life experiences, but it doesn’t mean they don’t understand reason or logic.   We’re missing a big chunk on impact analysis!   * Suggest what are harmful behaviours they may have as adults if they don’t have a healthy dose of fear and respect for authorities.   We can offer even more POIs!   * Good job asking for one.   5.12 | | | | | | |