| **Student Name:** Ellie Fu |
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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: | 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 5 minutes’ long.]  A fine hook that summarises your position, but we should add some illustrations to drive the point home.   * Good job signposting.   Good recharacterisation that punishments need not be severe.   * However, your side will be utilising fear nonetheless, so the children will still be afraid and Opp’s harms will materialise.   Interesting push that if fear is bad, then entire systems based on laws and religions will be dismantled.   * But bear in mind there’s a difference between inciting fear in adults vs fear in children.   Good job reinforcing deterrence.   * 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.   + Yet we are just asserting that children are dumb.   Emphasise more on why it’s incredibly important to set boundaries at a young age, because these are long-lasting impacts that will carry into adulthood, and hurt others.  We can’t just homogenise that all children will ignore education when that belies the reality that all children are educated, and conventional wisdom dictates that this is quite successful.  We can offer even more POIs!  5.27 | | | | | | |