| **Student Name:** Boris Cheung |
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| **Motion**: This house would legally require children to take care of their parents once the parents reach old age. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:  I want the problem characterisation to be the hook. Well identified that this is about the elderly being left behind in less than great homes - describe this with more urgency to me in the first fifteen seconds.  Set-up   * Fair on retirement age. * Good on proportionate payment. * What is care? Do they need to care for them themselves? Or is it that they can outsource and pay for a nursing home? * What are the consequences of failure?   Argument 1   * Is it true that all parents provide? Are they all good, honest people who have provided a service to the state, or to their children? What if they’ve abused their kids? * Why are the elderly the responsibility of their children, rather than the government? * On loneliness - is it the case that they are lonely? You need to explain this first; if they’re developing mental health issues because of this - what are these and why? You have to explain this for me to believe it. You’re just asserting it at the moment. * Why is it morally or ethically right? What is the right thing to do?   Argument 2   * How do you lead to better care? Why are children better able to care for their parents than homes? You need to explain this.   Lots of children take care of their parents anyways. This is a debate about holding people legally responsible if they don’t - this is a high burden, and you need to justify it.  05:16 - you have to make eye contact and speak louder; you’re not varying your tone or using emphasis to indicate what is important or not in your speech. You’re fully capable of this.  We have to consistently ask POIs! Before asking, write it out to make sure it’s said as clearly and quickly as possible; we don’t want to eat up anyone’s speech time! | | | | | | |

| **Student Name:** Ishan Harishankar |
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| **Motion**: This house would legally require children to take care of their parents once the parents reach old age. |
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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: | 68.5 | | | | | |
| 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:  Fair opening talking about how high the burden on these children is; but this is the simple statement you need to talk about, as opposed to the more flourish-y sentence you have. Explain why this is such a high cost alongside this too.  Counter-model   * On insurance - point to the status quo; say that the welfare state exists in the status quo, where we already have nursing homes and elderly care; lots of people also just save up for retirement by themselves. * You also need to point out that most people take care of their children anyways - you need to point out why it is the case that some people don’t - and why it is perfectly justified for them to not to. Is the biggest stakeholder in the debate the elderly, or rather that this is an unfair burden on the children?   Rebuttal   * Good efficiency in responses; easier way to respond is to challenge if a reciprocal obligation exists, if everyone has the capacity to to do this - and who this punishes.   Argument 1   * Why are they puppets in the status quo? Why is taking care of your parents such a high burden in the first place? * What is the impact of this argument?   Argument 2   * You can’t have an argument just about people abusing the loopholes; we have to assume this works in order to have this debate occur in good faith. * Ask instead with regards to capacity - who is incapable of helping their parents out? Who does this motion punish unfairly? Go beyond abuse to identify who this is; if this is the poor or poverty - explain why the state is who must be responsible for the elderly. Why should the burden of elderly care lie on their children, as opposed to the state. Give me actual POSITIVE reasons as to why it is the government’s responsibility instead.   05:09 - our speaking style was MUCH clearer today - this is a clear improvement. We need to work on our analysis further.  We have to consistently ask POIs! Before asking, write it out to make sure it’s said as clearly and quickly as possible; we don’t want to eat up anyone’s speech time! | | | | | | |

| **Student Name:** Bernard Chong |
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| **Motion**: This house would legally require children to take care of their parents once the parents reach old age. |
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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:  You need to first establish why a moral obligation exists. I buy your messaging of how this is children throwing their parents away only if you establish obligation. Is it the most realistic that if we don’t institute this, people will stop having kids and caring for them; consider what status quo is in the first place!  POI: on convenience - talk about how loneliness is incredibly high in the elderly population; and explain WHY loneliness is so brutal. You largely just assert this.  Rebuttal (we started this at 2:00 - in a five minute speech, you need to be more mindful of time management)   * On insurance - is Opp actually arguing along their assigned burden in the debate? Or are they taking the easy way out? * Make it clearer how in many circumstances, parents don’t consent to the birth of their kids - but take care of them anyways. My question is - why don’t the kids who presumably love and care for their loving and caring parents a part of this argument - don’t they take care of their parents anyways? * Have we responded to the two claims coming out of 1st Opp? Respond to the key premise of these arguments, rather than just the analysis within.   Argument   * We’ve already spent time talking about mental health. Don’t recycle rebuttal into the argument. * Explain why there are no checks and balances in a nursing home; why is the quality of care in these locations bad? * Why are we suddenly extending at 4:46?   The case seems to be rather convenient. It assumes that all parents are unconditional in loving their children.. You do not have to be an abusive parent to be a bad parent. What about those situations?  04:54  We have to consistently ask POIs! Before asking, write it out to make sure it’s said as clearly and quickly as possible; we don’t want to eat up anyone’s speech time! | | | | | | |

| **Student Name:** Sonja Kit Chow |
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| **Motion**: This house would legally require children to take care of their parents once the parents reach old age. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 67 | | | | | |
| 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:  Don’t start speeches with imagine; you should illustrate what you want me to think of for me instead. We want to guide the judge, rather than letting them think for themselves. We also shouldn’t use rhetorical questions. Why is it true that taking care of your parents is so financially taxing that it forces kids into aborting their dreams and pursuing 9 to 5s? This is asserted, never explained.  Rebuttal   * Why does it matter if they’re contributing to society or not? Our rebuttal priority must go to - is there a duty or obligation that children have to their parents, and where the quality of care is better. * We have very convenient outs re - your home isn’t big enough, you don’t have that many holidays etc. You must explain why taking care of one’s parents requires such as significant investment; challenge the model Prop presents; can elderly mental health be resolved if you only visit them 1x -2x a month?   You should not take more than one POI in a five minute speech!  Argument 1   * Exactly! This should be the biggest push in your case; you need to point out that most people take care of their children anyways - you need to point out why it is the case that some people don’t - and why it is perfectly justified for them to not to. Is the biggest stakeholder in the debate the elderly, or rather that this is an unfair burden on the children?   Argument 2   * Is this new? Or are we repeating rebuttals? Ask with regards to capacity - who is incapable of helping their parents out? Who does this motion punish unfairly? Go beyond abuse to identify who this is; if this is the poor or poverty - explain why the state is who must be responsible for the elderly. Why should the burden of elderly care lie on their children, as opposed to the state. Give me actual POSITIVE reasons as to why it is the government’s responsibility instead.   05:06  We have to consistently ask POIs! Before asking, write it out to make sure it’s said as clearly and quickly as possible; we don’t want to eat up anyone’s speech time! | | | | | | |

| **Student Name:** Daryl Ng Ka Yui |
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| **Motion**: This house would legally require children to take care of their parents once the parents reach old age. |
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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: | 68.5 | | | | | |
| 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:  Point out why your clarification matters; i.e. - proportionate means you care in the capacity you can; this deals with their biggest push on inability to help etc. Don’t then add another issue in - keep your opening clear and focused.  Rebuttal   * Fair on when retirement occurs. * Is it realistic that there is no incentive to work hard? * Consider - some people already provide this kind of care to their parents - in what cultures is that the case? In what cultures does this debate apply? The case seems to be rather convenient. It assumes that all parents are unconditional in loving their children.. You do not have to be an abusive parent to be a bad parent. What about those situations? * Re this working like tax - is this the burden on Prop? How is this different from the status quo where the state funds government nursing homes through tax?   **Where are the clashes? You need to jump straight into the clashes after maybe 1-2 extraneous rebuttals as opposed to more extraneous and THEN clashes.**  Clash 1 - title? What will you prove within this?   * You’re repeating responses you’ve already made above.   Clash 2 - title? What will you prove within this?   * What is the role of mental health? Asserted, not explained. You need to tell me WHY this is the most important issue in the debate. Additionally, if your model is tax only - do you achieve the visitation and involvement benefits?   Is it the case that the government can no longer afford to care for the elderly via pensions, etc? This must be made clear to create an urgency within the judge.  On obligation - make it clearer how in many circumstances, parents don’t consent to the birth of their kids - but take care of them anyways. My question is - why don’t the kids who presumably love and care for their loving and caring parents a part of this argument - don’t they take care of their parents anyways?  Good work being so active in prep, but make sure you also know where to take a step back so there isn’t a dependency on just what you say!  05:18  We have to consistently ask POIs! Before asking, write it out to make sure it’s said as clearly and quickly as possible; we don’t want to eat up anyone’s speech time! | | | | | | |