| **Student Name:** Jennie Jung |
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| **Motion**: This House believes that parents should raise their children to prefer to be single |
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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, but 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: | 69 | | | | | |
| 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:  What kind of big impact on mental health? Let’s be specific about the harm we want to leverage here!  Set-up   * Good work spelling out what the status quo looks like; fair on the harms as well - but we’re entering argument territory. * Spell out the counterfactual more clearly - personal goals, career advancement, and self-discovery? * We need to spell out how through different ages, parents act in specific ways; for instance, they'd praise children for solving problems alone, emphasize individual achievements, and avoid romanticizing fairy tales with marriage endings. At a later age, they could discourage "crushes" by redirecting that energy toward personal hobbies and skills.   Argument 1   * Spell out the thesis of the argument! * Rather than making the argument contingent on relationships ending badly, explain why the focus must be on self-fulfilment even where the relationship is good; otherwise you can be washed out here by closing; see the POI Renee asks you. Why is this exclusive? * We should characterise how romantic relationships are romanticised - presented as overwhelmingly positive through the rest of society.   + Disney movies teach toddlers that every story must end with a wedding, that true happiness only comes when you find your "other half," and that being alone means being incomplete.   + Romance novels dominate bestseller lists, romantic comedies fill theaters, and even action movies feel obligated to include romantic subplots. * As a consequence, parents need to act as a balance against this presence. * What’s the counterfactual, and why is it better? The positive benefit of your side is missing!   + For instance, your side aims for genuine independence and emotional maturity within children, for when they learn to derive happiness from their own achievements, interests, and personal growth, they develop a stronger sense of self that isn't dependent on external relationships.   Our argument just focuses on how relationships can be bad, and end badly; if closing focuses on a wider range of relationships - they will take it above you!  05:08  Let’s ask POIs consistently! In the POI we ask - we reference studies; is this competitive debate appropriate..? | | | | | | |

| **Student Name:** Lilianna Poon |
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| **Motion**: This House believes that parents should raise their children to prefer to be single |
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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: | 69.5 | | | | | |
| 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:  Our biggest call out should be that OG never explains why always these relationships will be bad and/or end badly.  Set-up   * Our phrasing makes us sound like we’re squirrelling - let’s say the same thing more strategically; explain how parents are balanced out by school/academic culture/have incentives to do this well. * We need to specify the kind of lessons parents will teach their kids if we are saying that parents should engage in this; we do well to identify that the kind of partner you have matters - push this further!   + Explain how it is true that the media focuses lots on romantic relationships; but that parents need to engage with this, because otherwise the media dominates their expectations, rather than rational thought; the analysis you present on negative depictions could hurt your own case down the line.   Rebuttal?  Argument   * Why will they choose a better partner? Explain to me how and why this occurs + is exclusive - only when parents are involved does this happen. * Good response to the POI! * Why is the stress not consequential/why do they get over it? * We need to talk about how parents talking about this can mean that there is a better and more nuanced understanding of relationships; parents should prepare their kids for these human experiences and emotions. * You can explain why romantic relationships are fulfilling, and parental teaching as to its value can lead to better engagement with romance; these provide unique opportunities for emotional development, teaching essential life skills like compromise, deep empathy, conflict resolution, and unconditional love that cannot be replicated through other relationships.   + By discouraging these connections, parents may inadvertently create adults who struggle with intimacy and miss out on one of humanity's most universal and rewarding experiences.   The structure of this speech is slightly messy; we identify all the correct points, but aren’t analysing these sufficiently - which actually opens us up to attack from our closing team!  05:14 - good work!  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Ishan Harishankar |
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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, but 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:  Good work setting up status quo; explain how the way in which the media pushes this message, this creates a need for a counter-balance against this norm; this is where parents become important.  Don’t break the fourth wall - don’t say you’ll frame and position; just do it! The framing and positioning is well done; they identify the benefits and harms of relationships - but assume they will be bad on OG/good on OO; you could also extend here and explain why the quality of relationship doesn’t matter; the ability to identify the quality is what does - and this identification can only come about in your world.   * What ideological polarisation? This is a confusing usage of the term!   Good extension! Clearly new + value add; the illustration of how the ‘bad influence’ occurs isn’t being unpacked; we’re not unpacking how exactly parents moderate and help either.   * Disney movies teach toddlers that every story must end with a wedding, that true happiness only comes when you find your "other half," and that being alone means being incomplete. Romance novels dominate bestseller lists, romantic comedies fill theaters, and even action movies feel obligated to include romantic subplots. * We need to analyse the counterfactual; explain why the focus must be on self-fulfilment even where the relationship is good. For instance, your side aims for genuine independence and emotional maturity within children, for when they learn to derive happiness from their own achievements, interests, and personal growth, they develop a stronger sense of self that isn't dependent on external relationships.   Clear extension idea, but the analysis within it is missing to prove that the benefit occurs/is exclusive; strategic comparison to OG/OO also missing.  05:35 - we need to speak to time!  Let’s ask POIs consistently! | | | | | | |