| **Student Name:** Wendy Zhang |
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| **Motion**: This house would remove the Olympic quota system |
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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: | 66 | | | | | |
| 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 opening should be as high impact as possible - we need to make eye contact, and clearly spell out what our biggest issue with the quota system is - is it that it is anti-competitive, is it that it goes against the purpose of the Olympics.  We’re not signposting - we need to say what the structure of our speech will be! For instance, three things in this speech - first, set-up, and then two arguments - the first on the purpose of the olympics, and the second on where sports is better.  Fair work establishing what the status quo is and what your side would prefer.  Interesting idea on the purpose of the Olympics, but this is barely explored. We need to make sure we develop our ideas into arguments with a clear title, thesis, reasoning and impacts.  01:17 - we need to speak to 2 next time.  **We need to ask POIs!** | | | | | | |

| **Student Name:** Shawn Ho Chit Nip |
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| **Motion**: This house would remove the Olympic quota system |
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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: | 67.5 | | | | | |
| 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:  We speak in a very clear way; but our opening right now is not high impact at all. You want to start with the strongest push on what is wrong with their case - probably a challenge on the nature or purpose of the Olympics.  Set-up - you can just say you support status quo and move on!  Rebuttal   * You’re asking questions re what they said, but not actually explaining why what was said was wrong. * Summarise what they said - explain why not true, then why not important, then do an even if and tell me the comparative! * Remove purpose - you need to unpack origins + why it is this way; why the purpose is distinct from other sporting competitions; it is about national competition and the singular best person in the nation; there are individual sporting championships for this distinct purpose. Justify why this is the way it should be; give me an example of what this looks like!   Argument 1   * What is the thesis of this argument? * Establish status quo systematically; why is the system the way that it is and who loses out if it gets changed - which countries won’t have anyone to send and why? You aren’t diving deeper into this! What is the impact of this? Unpack the impact! * You focus too much on the example, and asking questions as if to get the judge to think of the analysis as to what you are saying is true rather than justifying this. * You need to tell me why it is better for the Olympics to value national cooperation; or why or how it even does in the first place. * Why do we care about the prestige or the status of the Olympics? * Interesting point on what makes the Olympics different - why is this difference good or valuable? Why must the Olympics prioritise national representation rather than the competitive quality…? * We assert what the Olympics is, rather than what it should be. * What is the impact of this argument?   05:13  We need to consistently ask POIs! | | | | | | |

| **Student Name:** Lilianna Poon |
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| **Motion**: This house would remove the Olympic quota system |
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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:  The opening needs to be delivered with more gusto; you need to tell me what fair is and isn't’. What is the point or purpose of the Olympics? We are making value judgments without justifying what the underlying value should be!  Clear signposting.  Rebuttal   * I think we need to explain how the sport works, such as that in the final rounds - all these other countries fall away anyways; these people participate maybe on Day 1, and then get eliminated and then do anything; the competition is only concentrated at the top. * Did we sufficiently respond to the claim on what makes the Olympics different from other sporting events or not?   Argument 1   * What is the thesis of this argument? * Establish status quo systematically; why is the system the way that it is and who loses out; good identification of how the best often get left behind. What is the impact of this? You move onto the next problem, but don’t tell me why this is bad. Unpack the impact! * Why is this the purpose of the competition? * POI - why do we need to recognise their hard work? Why does it matter so much? You are asserting this without explaining why this is the value we want to live by in our world.   We need to make eye contact! We need to speak louder! We need to use hand gestures. We have to care about our delivery, because otherwise we don’t sound convinced at all.  We need to ask POIs!  05:12 | | | | | | |

| **Student Name:** Daryl Ng |
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| **Motion**: This house would remove the Olympic quota system |
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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: | 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:  Our opening needs to be more pointed; why is it about this, why must it be about this. You are asserting what it should be and is, without explaining why it has to be or must be this way.  Rebuttal   * Remove purpose - you need to unpack origins + why it is this way; why the purpose is distinct from other sporting competitions; it is about national competition and the singular best person in the nation; there are individual sporting championships for this distinct purpose. Justify why this is the way it should be; give me an example of what this looks like! * Explain how it is about participation - and that when the competition starts, it becomes about the qualified athletes that exist. * You need to focus more on responses; as 2nd Opp - your duty is to engage!   Argument 1   * Representation and hence engagement - good! Link this to the purpose of the Olympics as noted earlier. * POI - fair response.   Argument 2   * I think you need to unpack who suffers in Proposition’s world and why; which countries cannot compete with others and why? Why is there such a disparity or gap in competition; do they have an incentive to develop or fund sports in a world where they do not have this quota at the Olympics?   Never have two arguments at 2nd in a WSDC round. Instead, incorporate this analysis into responses instead.  Clear improvement in this speech.  We need to ask POIs consistently!  04:57 | | | | | | |

| **Student Name:** Tongtong Lai |
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| **Motion**: This house would remove the Olympic quota system |
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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:  Good work starting with a high impact rebuttal up top. **Rather than saying unprivileged countries**, talk about how your side incentives these countries to develop sports because they create a standard to aspire towards, rather than just being able to send someone who never succeeds.  In signposting, you need to give me the NAMES of the clashes.  AFRICA IS NOT A COUNTRY AND SYRIA IS UNDERGOING CIVIL WAR. CHOOSE BETTER EXAMPLES NEXT TIME.  Clash 1: What is the thesis of this clash? What will you prove?   * Why do countries behave in the way you claim? Why don’t they have incentives to develop sports locally where opportunity exists? Why does your side achieve this? * Has this been a clash in this debate for you to make it a clash? I would argue the clashes are on the nature of the Olympics, and where sports is better. * The weighing is introduced in the middle of the clash, rather than at the end. You also haven’t finished proving why your side helps them. * Why isn’t it about representation? Daryl gives reasons as to why the Olympics is about national representation, as opposed to other competitions - you need to engage with this directly. See the POI he asks you. * This clash gets pretty repetitive; you also only have ONE clash!   We have to ask POIs!  05:17 | | | | | | |

| **Student Name:** Bernard Chong |
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| **Motion**: This house would remove the Olympic quota system |
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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:  Why would it be chaos? You need to be more mindful of your opening and pay attention to the point you want to make. What is the purpose of the opening you have now?  Just one clash? You need to have two clashes - and you need to give me the NAMES of the clashes.  Rebuttal - you cannot have a large number of rebuttals and then start clashes. Your rebuttal must be incorporated into the CLASHES.   * It is an overclaim to say that this promotes cooperation to the extent of North Korea; is this true?   There are two clashes in this debate. On the nature of Olympics, and where sports is better.   * Is this an evolved response to Prop? Or are we repeating what 2O said re a minimum level of quality being maintained? This is also a first level response. You need to tell me why even if the level of quality is low than what could be - which is true - you prefer it. Justify this trade off.   We keep moving from issue to issue; you need to start recording your speeches and listening them back and considering what the structure and flow is. What do you **need** to respond to, and what are you responding to at the moment?  POI - cut them off if they go over fifteen seconds!  You need to unpack the origins of the Olympics + why it is this way; why the purpose is distinct from other sporting competitions; it is about national competition and the singular best person in the nation; there are individual sporting championships for this distinct purpose. Justify why this is the way it should be; give me an example of what this looks like! Explain how it is about participation - and that when the competition starts, it becomes about the qualified athletes that exist.  I think you need to unpack who suffers in Proposition’s world and why; which countries cannot compete with others and why? Why is there such a disparity or gap in competition; do they have an incentive to develop or fund sports in a world where they do not have this quota at the Olympics?  What new responses did we add in this speech?  We have to ask POIs! We didn’t ask a single POI today.  05:17 | | | | | | |