| **Student Name:** Shawn Nip |
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| **Motion**: This house, as a socially conscious and famous singer, would choose to actively share their political beliefs. |
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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: | 70 | | | | | |
| 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:  Start with a high impact hook! Don’t jump straight into set-up.  Set-up   * Good use of examples to illustrate what social issues might be; you should also give examples of singers and what kind of steps this would look like. Good use of the Taylor Swift example, even though it comes later. * We need to package our brainstorm into set-up more effectively. We are borderline arguing in set-up, rather than just framing, identifying interests, burdens and then moving on. * Good on petitions, political party endorsements. Explain why this is likely to be done in a high quality manner. Why won’t they fumble these statements or actions?   Argument 1   * We have to bite the bullet and explain why this is still good for them from a reputation or financial incentive point of view. I think we need to frame this as a hot issue that requires them to speak up + their reputation as socially conscious on the line if they do not. Explain why there is almost a need or imperative for them to speak up - what are the consequences for them if they don’t. * Why does the singer prioritise this public service more than the potential risk to them; you need to safeguard against potential harms such as financial risk, alienation and backlash - why will the singers, when they choose to do so, make good decisions + enact them well. * Good on two sides. The weighing doesn’t work because the connection needs to be established between this and the incentives of the actor. * POI - why would the quality of their statement be high? For instance, providing a clear justification as to why there is a genocide etc. I think you misunderstood the question.   Speeches are improving, but I need you to give me deeper analysis.  05:46 | | | | | | |

| **Student Name:** Ishan Harishankar |
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| **Motion**: This house, as a socially conscious and famous singer, would choose to actively share their political beliefs. |
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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: | No Score (Upon Request) | | | | | |
| 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 isn’t it their nature? Why would this be a bad decision? Do we want to claim they are super vulnerable, or rather highlight how this can backfire? Use a clear example to highlight this and then go straight into signposting.  Don’t say if you have time you’ll run two arguments, manage your time such that this happens. Set-up needs to occur prior to rebuttal! What does your side support? This is unclear unless you do set-up prior to rebuttal.  Rebuttal   * You have to start by synthesising their claims. This is also an actor motion; we need to explain why this is bad for them, not just claiming that this will be propaganda. The rebuttals need to highlight how people will respond poorly. You have to agree that this is content that presumably matters to them, but that the better decision to make is not to speak up. * The POI answer focuses on the teens - this is an actor motion.   Set-up? This was not structured in the way you’ve been taught to do set-up!   * Why are we bringing up the CIA? Why is the biggest harm from the government? The more intuitive push is from the fans. * Explain why this issue is fundamentally controversial - people don’t even have to be extremists to be angry or irritated. Explain why there can never be a perfect explanation or resolution. We need to be able to explain why this aligns with the socially conscious nature of this singer. What could they do to fulfil their social consciousness otherwise? What counterfactual do we support? Is it lobbying? * We didn’t spend any time analysing the incentives of these singers?   Argument 1   * Why is the focus on politicians? Or on being convicted by the government? We have to assume this debate is taking place in a functional democracy where there aren’t such stakes for speaking out. * What do we mean by a ‘natural state’? * What is the impact of this argument?   Argument 2   * Rather than people don’t listen, explain how complex political issues can be easily oversimplified or misinterpreted, especially in the world of social media. A singer's message might be taken out of context, leading to unintended consequences and misrepresentation of their views. * We can also argue the quality of their stance might be bad - singers may not possess the necessary expertise to offer informed opinions on complex policy matters. Speaking out without sufficient knowledge can undermine their credibility.   06:30 - We need to focus on the fact that this is an actor motion! | | | | | | |

| **Student Name:** Lilianna Poon |
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| **Motion**: This house, as a socially conscious and famous singer, would choose to actively share their political beliefs. |
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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 | | | | | |
| 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 call out has to happen clearly. Point out how their biggest harms occur due to for some reason government crackdown - in functional democracies, does this happen? Do they ever explain why this is inherently bad, or just that there isn’t buy in?  Rebuttal   * We need to explain why there will be buy-in to this; why will the singer do this well - for instance, have the correct takes, or share the view well - and why people will respond to it well. You have to prove this for any of your benefits to occur. Either explain why backlash doesn’t matter to this singer who you can argue prioritises social impact, or explain why backlash doesn’t occur. * On their career - not true, good on the freedom of speech. This debate is not taking place in Russia or North Korea. Good use of examples re environment and feminism. * On rights - they have the freedom of speech. This is not a debate about this, it is about whether or not they should CHOOSE to act. * On money - explain why they keep this and their reputation on their side of the house. The same applies to your response on talent. * This is a claim that has strong net benefit, on young people being exposed to political news and information - but why is this in the interest of the singer?   POI: What is the exclusivity of this singer taking this action? Good on idols, go in greater detail! Use examples to push this characterisation.  Argument 1   * This is an actor debate! You have to keep this in mind; why is it that people are so intrigued and buy into this singer because of this reason, as opposed to the flip of getting angry and not liking the takes of this singer? * They ‘might’ attract fans? Explain why they **will**! * You could argue that due to the political atmosphere they have to speak up otherwise they are seen as hypocrites, or might get cancelled - use this to explain why backlash doesn’t occur - but rather is more likely on their side. | | | | | | |

| **Student Name:** Boris Cheung |
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| **Motion**: This house, as a socially conscious and famous singer, would choose to actively share their political beliefs. |
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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 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: | 70.5 | | | | | |
| 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:  Good opening, clear focus on what the interests of this actor are likely to be. Explain why a sacrifice is the most likely way in which this occurs.  Explain why this issue is fundamentally controversial - people don’t even have to be extremists to be angry or irritated. Explain why there can never be a perfect explanation or resolution. We need to be able to explain why this aligns with the socially conscious nature of this singer. What could they do to fulfil their social consciousness otherwise? What counterfactual do we support?  Rebuttal   * Good on awareness; explain why the people who are likely speaking up in the counterfactual are more qualified or better positioned to take action. Explain why the comparative of singers is worse. Why will they do this BADLY, and might make matters worse? * POI - there are many famous celebrities outside of singers is the simple answer. * Excellent on conflicting opinions. Use examples to ground this! Where and how has this happened before?   Argument 1   * Characterise the nature of politics in the first place. We eventually do this, but this is where we should begin the argument instead. * Clear link to reputation. Explain how complex political issues can be easily oversimplified or misinterpreted, especially in the world of social media. A singer's message might be taken out of context, leading to unintended consequences and misrepresentation of their views. * We can also argue the quality of their stance might be bad - singers may not possess the necessary expertise to offer informed opinions on complex policy matters. Speaking out without sufficient knowledge can undermine their credibility. * Link back to interests of singers more thoroughly, as opposed to just at the end of the argument. .   Focus on your delivery! I think we need to consider signing up for the spars and practice sessions so we can fix this issue and improve our analysis.  06:16  Solid POI to Lilianna! | | | | | | |