| **Student Name:** Peyton Qian |
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| **Motion:** This house would enforce filial responsibility laws |
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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: | 69.5 | | | | | |
| 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:**  Note: Speeches are meant to be five minutes in length for today’s class.  Fair on how there is a clear problem in the status quo - but we can go even higher than this; make the hook more directly specific to the law itself, in that this abandonment cannot be fixed on hoping for the incentives of parents themselves.  Set-up   * Good safeguard on unemployment/capacity. Good on abuse as well, in terms of exemptions. Point out how this then means that there is no means/grounds for why children do not owe their parents. * Fair burdens, but slightly list-like - instead, point towards the level of neglect wrt the elderly - and how this needs to be fixed.   Argument 1 - practical   * We need to first establish how or why these elderly parents have ended up in these situations. Which context does this debate take place in - think of Asian cultures, as opposed to Western ones; point out the context of ageing populations. * The problem of existing welfare systems (quantity and quality of care) are well highlighted, but explain how we got to this in the first place. Why are children so lacking that they have to be legally obligated to do so? * POI - points to another potential safeguard we should have considered. Point out how in many instances, this isn't even about financial capacity to help - but the mental and emotional support once can provide.   Argument 2   * On moral obligation, we largely just assert that parents give you opportunities, and hence it exists. Unpack this in greater detail! Explain on what basis this obligation forms; care, financial investment and so forth. You need to safeguard this argument against the obvious push of life being not chosen by children; they do not consent to birth.   05:26  We have to ask POIs consistently! One per speech minimum next time! | | | | | | |