| **Student Name:** Peyton Qian |
| --- |

| **Motion**: In Asian Countries, TH regrets the dominant narrative that “family comes first.” |
| --- |

| 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:  The opening line was hilarious. Good work.  Set-up   * Is it only that family comes before yourself as well? This also extends to actions like, protecting family members even when they are wrong, etc. * What does prioritising yourself in this context look like? This could have used a lot more illustration. * Try to avoid vague suggestions such as that there will be some amount of obligation, try to quantify this and make it specific. * Good standard setting.   1st: Resentment   * You should begin this argument by suggesting that not all families are made equal - for example, a son who places a family first does not have to suffer the same harms as a father who places family first. One side is likely to sacrifice much more compared to another. This is a nuanced angle that should have been explored! * There had to be more layers of harm as to what the harm is going to be - what are the opportunities we are losing? This argument is very vulnerable to an opp characterization that suggests that no reasonable family member will expect people to sacrifice important things like love, university, etc. * What is the end outcome of this resentment? How does this materialise? How does it happen? What does it look like? You need to quantify these characteristics to make the argument more impactful. At the moment, a lot of impacts seem to be quite vague! * You must do the comparative; why doesn’t this resentment occur on your side as well, due to a lack of care provided by the family members that place themselves first?   2nd: Individuality   * The same feedback as above applies here - some specific targeting of certain groups such as daughters could have really made this argument much more impactful. * What is the value of individuality? You must explain what this means in the context of someone growing up - this makes them less confident, etc? * There was a lot missing here in terms of context. How does your policy benefit people who ar in abusive relationships, etc? Must create a specific reasoning here.   Time: 7:25 | | | | | | |

| **Student Name:** Nathalie Ng |
| --- |

| **Motion**: In Asian Countries, TH regrets the dominant narrative that “family comes first.” |
| --- |

| 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 wasn’t really sure what your opening line meant actually. But also, saying that the Opposition hasn’t experienced a stereotypical Asian family implies that you are stereotyping. * You need more structure. What is the issue you're dealing with here? Also, by the time its your turn to speak, I don’t think its fair to assume that there is automatically gonna be resentment - re-explain why it happens and how it happens! * You must do some weighing here. It's fair for the Opposition to suggest that this may not be as big of a burden as you suggest it is. Why then is your characterization still true? You must do the weighing. (This is the beginning part of your speech.) * Also, let’s assume you prove that resentment happens and it is damaging. Why is that more important than vulnerable actors like the elderly receiving a family safety net? Also, the compassion angle was new and wasn’t mentioned previously. You gotta be a bit more subtle about sliding in a new mechanism. * Re: Compassion. Why does it happen? How does it happen? This response needed much more work since it was basically your comparison. * Response to POI: Don’t give up midway through!! You had the answer right. The bond exists and thus you will try to be better. * You don’t actually prove that the cycle is broken - how do you know it won’t be replaced with a new cycle of resentment which is that people resent that they don’t have support from their loved ones? | | | | | | |

| **Student Name:** Annabel Cheung |
| --- |

| **Motion**: In Asian Countries, TH regrets the dominant narrative that “family comes first.” |
| --- |

| 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:   * Great emotive opening! I don’t think it's true though, that the Opposition was suggesting that this is a choice that applies to each and every family person. * Great call-out at the beginning on what this narrative entails. It would be good to go into some weighing here immediately though, as to why your depiction of narrative is true. I notice that you seem to be defaulting to saying that a narrative applies in a certain way because it's normative, but you haven’t proved that this is actually the way things go. * Don’t accept a POI mid rebuttal! Good call-out here though for the answer. * I do think that it is reasonable that parents would probably help their children to succeed to some extent; By mechanism of the narrative, parents too would prioritise their children above all else. It would be much more effective and reasonable to concede that there is some support - but the idea that people should be able to choose is much more important anyway. Consider your strategic burdens in the next debate! * Structure is a bit of a mess in this speech. You are very clear and that carried you through in this speech. Try to do some signposting next time - it would really help. * I’m not so sure as to why career paths and the choosing of it links with this narrative. Why would a parent want to prevent a child from going for a certain career? This argument needs more leg work in terms of answering the base questions first for it to be valuable. * The cycle of abuse; fair enough. It would be a good idea to bring back Prop One’s argument about how this creates resentment and complete the comparative of this. Try to pay attention to how your partners have either done or not done just yet. * Technically, is it not possible for a parent to prioritise their children's happiness above all else? It would really help you to consider different depictions of this narrative as well | | | | | | |

| **Student Name:** Ivy Xu |
| --- |

| **Motion**: In Asian Countries, TH regrets the dominant narrative that “family comes first.” |
| --- |

| 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:  Solid opening at the start. But, I feel that it should have been more targeted against the first proposition. Something here about how we have an obligation to those around us would have been good.  It’s unstrategic to suggest that you aren’t quite sacrificing a lot to place family first - the reason for this is because the debate presumably revolves around things like moving countries for employment, etc. It is also part of the main burden of the debate. Just defend it!  Also, I think the context of this applying to only loving families is rather convenient.  The recharacterisation of the narrative wasn’t that helpful; this is because its depiction was way too similar to proposition 1.  Rebuttals missing for the arguments actually. I wasn’t sure what the context of you having an incentive to prioritise yourself does for the debate overall. Focus on disproving or flipping the arguments next time! (Also, make some eye contact.)  Good reframing on the boundaries of this narrative. I think I need to hear some necessity for this narrative first though; where are the arguments about how we need this to protect vulnerable actors like the elderly? How does it keep people out of state care?  What kind of community are we talking about here for the argument of a close knit community? When you suggest that it can be supportive to people, what exactly would they support?  The second argument isn’t really a new argument. It feels more like an analysis that should have been incorporated into the first argument. Think about; argument one is about having a closer knit community. Argument two is about the cycle of aid. The second argument is really just the mechanism. | | | | | | |

| **Student Name:** Hanson Ko |
| --- |

| **Motion**: In Asian Countries, TH regrets the dominant narrative that “family comes first.” |
| --- |

| 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:   * I like the TedTalk vibe you have going on in your hook at the beginning. However, I think it would be more efficient if you could focus on the main strategic error of Proposition first. Also, you spent a minute on the opening!! * Individuality Response   + There are some core assumptions as to why individuality could be a good thing. Even if your opponents did not prove it, it would be strategic to you to respond to it. This is because the speaker after you could come forward and prove this.   + To be fair, Prop did say there was some value in this - that you are happier, etc when you do things the way you want.   + Fair enough that there isn’t too much of a dichotomy in this case. But, I think it would be better to take the harder burden and just assume that there is one anyway and respond accordingly - this would give you some points for reasonability. * Cycle of abuse and relationsips   + Propositions depiction of why this causes people to give up on careers was one that was a bit more insidious; meaning that there are power dynamics and etc at play which prevent compromises from being made.   + Why are parents likely to compromise with their children compared to just expecting their children to compromise anyway? You have to do some leg work here to explain this.   + Response to POI: It was okay, but I think it didn’t quite hit the point. Same feedback as the previous line.   Argument: Better relations   * To be fair, there is a possibility for these people to begin resenting those they have to care of; look at the language you use. Safety net and etc requires quite a bit of work - thus incurring the harm that the proposition talked about. * You gotta weigh the possibility of this and explain why even if resentment occurs, its worth it if it means that we protect vulnerable actors. (E.g., elderly parents, etc.) | | | | | | |

| **Student Name:** Catherine Ho |
| --- |

| **Motion**: In Asian Countries, TH regrets the dominant narrative that “family comes first.” |
| --- |

| 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:   * You have a very limited amount of time in a reply speech; You gotta jump straight into the clashes. I understand that you have good observations to make, but you don’t have time! Arrange them into your clashes ASAP. * What do you think was the more winnable thing your team suggested? You must focus on that and explain why that is something that is uniquely valuable. Otherwise, the speech feels quite undirected and unstrategic. Remember, a reply is a mini-whip! * It isn’t guaranteed that there is going to be a mutual amount of respect and happiness in your world. But also, you must arrange this into a clash. How exactly are you winning this particular argument? * Why is valuable for people to consider their parents above all? | | | | | | |

| **Student Name:** Matias Li |
| --- |

| **Motion**: In Asian Countries, TH regrets the dominant narrative that “family comes first.” |
| --- |

| 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:   * Our opening needs to be cognisant of where our side is winning and losing at this point. You guys are winning the point of support structures! Focus on that. * This observation you had of how there are numerous types of parents could have been weaponized even more. What does this do for the debate overall? Does it mean that the context provided is actually wrong? * Structure is off. It was a bit difficult to track which clash you specifically were dealing with at some points. * Re: POI. Good response! Well handled. * As Opp Whip, you gotta make sure that you are setting some standards for how the debate should be judged as a whole. In an ideal debate, the speaker before you would have definitely done that. You gotta have a countering standard! * You don’t need to accept that parents have to tell their kids to make certain decisions. Like 2nd Opp said, there is likely to be some amount of compromise and or discussion at the very least. But also, I think it was a bit convenient to narrow the debate down to a parent - teenager context. Most of the relationships we talk about extends well into adulthood as well. * Remember to mechanise!! How will they talk things out? Why is it likely to happen? The most important aspect here is to show that certain things you’re suggesting here are reasonable and fine. * When weighing, try to follow this structure for maximum impact;   + Clash; Why is your contribution more true? Why is your contribution more valuable? Why is their impact minimal? * You must explain why the angle chosen for your case is the most valuable, and why that is the one that the judge has to prioritise above all. Why is stability within a family unit much more important compared to individuality etc? Remember to link your arguments together next time. | | | | | | |