| **Student Name:** Nathalie Ng |
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| **Motion**: This House regrets the narrative of "I'm just a girl." |
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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 is more summative rather than direct/strategic - on degradation, expand this up here instead! Explain why this trend has actively hurt women/made things worse right up-top.  Set-up   * Rather than explicitly saying ‘this is the trade-off’, present it as ‘what this debate is about xyz/this is not a debate about abc’; this is not a debate about whether or not traditional femininity is good or bad, but rather that the caricature of it on social media has been actively bad for women and for the feminist movement; explain how equality and empowerment gets lost out in the process. We don’t want to spend so much time explaining this; systemise it/number it - and then move onto the counterfactual. * Counterfactual - equality and empowerment; good. Give examples of the kind of influencers/trends you would rather be popular instead. So instead of Nara Smith, who do you get?   Argument 1   * Let’s spell out the thesis of the argument more strictly, then establish the structure of your argument; three layers/levels of analysis. * Try to generalise these examples - they are caricatures of women/womanhood - and hurt women; for example…eating disorder etc. Excellent explanation of how this romanticises/normalises harmful habits and behaviours under the guise of femininity. * What are the incentives of influencers? How do they abuse/use this trend? Don’t describe, explain! * POI - denigrates feminism - expression; explain how freedom of expression doesn’t exist in this regard/harm is extreme and intense. Or explain how this doesn't’ qualify as expression. * Why does the sanctity of womanhood matter so much? Perception is an interesting impact, but needs to be broken down in far greater detail. How does this become a stereotype or trope, or is leveraged against women?   Look at the info-slide and all that you could explore in terms of the depiction of women, what image people internalise, how this affects men as well.  06:05 - good!  We NEED to ask POIs! | | | | | | |

| **Student Name:** Matias Li |
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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:  Good on this about freedom of identity and expression; say this more completely and point out what the harm of this is. Rather than establishing your ‘view’, try to establish this framing in the context of set-up/clarifying why or how this trend occurred and why. Did this trend rise to correct an issue or as a result of something? Is it that the feminist movement now doesn’t take traditional femininity seriously? Or is it that this is part of the movement emphasising that traditional femininity should not be taken seriously?  We do signpost, but we don’t mark any transitions following - the speech comes across as structurally messy. What is the counter set-up, what is the rebuttal, what is the argument?  Set-up? Explain what your side wants first!  We point out lots of struggles women undergo at the moment - will your side be able to deal with any of these? You’re setting up a very high burden for yourself at the moment.  POI - why is this trend the best place to provide space to women to feel vulnerable and so forth?  On identity and expression - point out how or why this is a legitimate type of femininity + expression/how or WHY it allows breathing room. Did it not exist prior - if so why not? Why is this the only or best way forward? Was acceptance from peers the problem in the first place? We use the word safe space in the POI we ask Annabel - we should’ve explained HOW this is a safe space in our speech instead.  Interesting on being able to showcase flaws - point out why this trend works in empowering rather than denigrating ways.  We point out a power imbalance - does this solve it? We claim it lessens it, but we aren’t really explaining why!  Let’s spell out the thesis of the argument more strictly, then establish the structure of your argument; three layers/levels of analysis.  Is this trend meant to be taken seriously, or is it social critique/satire?  05:45  Good work asking POIs! | | | | | | |

| **Student Name:** Annabel Cheung |
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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: | 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 opening; point out the explicit harms and how these stereotypes are perpetuated and made further worse.  Rebuttal  Systematically identify what you will respond to, and then go step by step, rather than responding bit by bit.  Trade-off expression! Explain how the expression is so harmful, we’re happy to minimise it given what perception this gives women. Good on the kind of perception being ‘bad’ - but go further than the response.  Point out the initial observation - we are feminising being bad at maths; unpack this implication re whether or not this helps women. We eventually say this, but we want to point this out explicitly and explain this means that this trend singles out women and makes their lives worse.  POI - good response.  Good on double standards + generalisation. Explain how or why generalisation occurs, which means this trend is regrettable.  Argument 1   * Try for a new argument next time, as opposed to just extending! * Is this particularly new compared to rebuttals? * Excellent response to how this is not a safe space in the response to the POI Matias asks; go on the positive comparative. How does your side SOLVE this problem? Why is the counterfactual BETTER? * What should the trend/feminism be instead? What should the female experience be? What do women need or how should they be portrayed?   Look at the info-slide and all that you could explore in terms of the depiction of women, what image people internalise, how this affects men as well.  06:26  Good work asking POIs! | | | | | | |