| **Student Name:** Yu Bo Peng |
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| **Motion**: This house believes that children's media should exclusively feature happy endings. |
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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 |
| 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 correctly identifies that realistic endings might be too challenging or traumatising - but we should try to illustrate what this looks like.  Set-up   * What are these happy endings? Can we give examples of what kind of television show or movie falls to our side as an example. * Explain why cruelty or realism is also accessible on your side, through schools, through parenting etc. * The law step isn’t needed! * Good work establishing the burden/what the outcome your side wants to achieve is.   Argument 1   * I think we need to start by explaining what the role of children’s media is in a child’s life; that it is a fundamental tool for psychological development and worldview formation. Once you’ve established this, move onto explaining how realistic endings or sad endings cannot be processed properly; lead to sadder kids. * Good on the nature of a child; explain why they can and should be burden-free; is it because they can learn these later?   + Explain where stress enters their life externally - school pressures, family dynamics, and social media etc. Use this to explain why, as a result, media should serve as refuge and inspiration, not an additional source of anxiety or fear.   Argument 2   * Explain, once again, why children are simplistic, and need this kind of black and white depiction to be able to process what is going on + what they can learn. * Good on inability to have independent ideas; explain why this is true; what level of neurological development or emotional maturity a child at? * Good on long-term implication; let’s explain why it manifests in this way in the majority of circumstances.   Good work!  Let’s ask POIs more consistently!  05:27 - well done! | | | | | | |

| **Student Name:** Lauren Lui |
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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 |
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| Teacher comments:  Let’s make more eye contact in the opening! How does this happen; let’s pick one example and blow it up, rather than providing a brief summary of all the problems that could exist.  Set-up needs to come first! We need to explain what kind of endings we support on our side; is it realistic endings, sad endings, a mix of all types?  Rebuttal   * What are these other sources? Is it school, is it books, is it the range your side accesses? * Why is this exclusive for success? Why can’t Prop get this? * Okay, so our side wants realistic endings; let’s characterise what these look like!     Argument 1   * We need to establish why children can understand what is happening in these complex situations or circumstances; explain why they can understand and hence benefit from complex emotional narratives. * Why will they engage with happy endings so literally and apply them to their personal life? If this is true, then all of the harms of realism apply on our side in terms of kids getting anxious or sad, as Prop says.   Argument 2   * Why do they learn these lessons? Is it the range of scenarios they are being exposed to? For instance, that they help children understand that sadness is normal, that loss is part of life, and that people can survive and grow from difficult experiences? Can we use examples to highlight what this might look like? * Our benefit here is also contingent on proving what children are like + this is the engagement they have with this media; the process analysis is missing. * Clear impact on lack of preparation for the future.   04:21  Good improvement! We’re improving class by class, but need to work on our analysis which takes us from point a to point b, as well as our confidence when we speak.  We need to ask POIs! | | | | | | |

| **Student Name:** Candice Chen |
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| **Motion**: This House believes that the prevalence of ‘redemption arcs’ in popular culture has done more harm than good. |
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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 |
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| Teacher comments:  Let’s make our openings longer than one sentence - we can deal with an important contribution or piece of content here to add value!  Rebuttal   * Our responses imply that redemption arcs occur poorly and hence Opp cannot achieve any of their benefits - but we just assert this, rather than explaining it. We have to unpack what or how a redemption arc happens! Explain how they’re always done in a sensational manner, because that’s what gets the most viewers/is the most engaging. * Then pinpoint how if they occur in this way, the nuanced depiction their benefit is contingent on doesn’t actually occur.   Argument 1   * This argument also relies on these arcs being done poorly; they also rely on people taking a literalist interpretation of what they see on television/film. Why do people behave in this way? * We need to explain how redemption arcs occur to explain why they are harmful - for instance, that redemption occurs through doing enough good things; does this promote a mathematical thinking of morality. * The impact of our argument is that it is unrealistic - and creates unrealistic expectations, but we don’t necessarily reach this outcome.   We’ve largely copy pasted the content we discussed in relation to a different motion with similar concepts in class - what extra analysis have we added?  03:04 - we have to speak for longer! We should have spent more time on rebuttal. Don’t just wrap up when you run out of written material - keep going to increase your speaking time.  We need to ask POIs!  We can still speak louder overall + make more eye contact! | | | | | | |