| **Student Name:** Chloe Lit |
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| **Motion**: This House would use community service instead of fines as a punishment for minor crimes. (e.g. traffic offenses, shoplifting, jaywalking) |
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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:  Unimportant and no one will know - this is a fair identification, but needs to be packaged into a high impact version; explain properly and confidently that people do this because the cost is low - we raise these costs, we solve this problem.  Set-up   * Why are we speed reading through our speech? Slow down, actually deliver it in the form and version of a persuasive speech! Have emphasis, shifts in tone, be clear about what the delivery impact for each part of your speech should be. * Good definitions, clear model. * What is your burden in the round?   Argument 1   * Clear claim, good overview of incentives. We need to pinpoint who commits these offenses; is it the wealthy, is it the poor, and why do they do it? * Explain why time is more valuable to this demographic, compared to a fine. Why can’t Opp just make the fine very high and then force compliance from everyone? * What is the impact or benefit of this argument? Is a minor crime-less society a better society? For what reason and in what way?   Argument 2   * Clear identification of the net benefit of community service. Why can’t the fine money be used to achieve this as well? What is exclusive here? * What is the impact of this solution and benefit? Did we impact this in the way we were taught to today?   04:07  We need to offer more POIs! We need to be tracking during other people’s speeches to be able to do this, rather than checking out! | | | | | | |

| **Student Name:** Verena Wong |
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| Teacher comments:  Good tone in the opening, clear stance and statement up top.  Clear signposting.  Set-up   * Whilst presenting your model, explain how it takes it over or co-opts the benefits on Prop as well. For instance, a high fine deals with the wealthy for which this impacts the same way a time deficit on Prop does. * We had no details about whether the fine will be high or low.   Rebuttal   * Why are they ineffective? Even if they clean up for 2 hours, why are those 2 hours not impactful? * Explain why their attitude towards community service doesn't change because of the reason they’re engaging with it in the first place? * The point Prop is making isn’t that people become more empathetic, but that they just don’t want to give up these hours of their life. Did we have a response to this central claim from Prop?   Argument 1   * Why is this loss of money felt so strongly by these people? * How can people ignore community service? * On loss - isn’t time the loss they face? * What is the positive comparative? How does your side solve this problem - and what is the impact of it?   We need to pay more attention to eye contact, and look confident! You need to look more relaxed when you speak!  We need to offer more POIs! We need to be tracking during other people’s speeches to be able to do this, rather than checking out!  04:50 | | | | | | |

| **Student Name:** Yu Bo Peng |
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| Teacher comments:  What is this opening achieving? Target their biggest mistake - which is a lack of engagement with the wealthy caring about their time, as opposed to money.  Rebuttal   * You must analyse what people care about more - money or time! What is stopping Opp from making the fine very high? * We need to explain why it doesn’t matter if they see community service as valuable or not - it’s just that people are forced to do this, and face a direct loss for people such that they change their behaviour.   Argument 1   * Is this distinct from material in our rebuttal, or coming from our first speaker? * We could talk about who Opp hurts! Fines disproportionately affect the poor, because the rich people can simply "pay their way out". Your side supports a mechanism which creates equal impact across classes. * What is the impact of this argument? On this stacking up - doesn’t this then require repeat offense for people to buy into this mechanism?   We went back to rebuttal after our argument. Clean up the structure of your speech!  We aren’t speaking loudly or clearly enough. Nor do we look confident. We have to relax and showcase, with our body language, that we are confident and know what we are doing.  04:26  We need to offer more POIs! We need to be tracking during other people’s speeches to be able to do this, rather than checking out! | | | | | | |

| **Student Name:** Moses Cheuk |
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| Teacher comments:  What is this opening achieving? If you want to explain that Prop doesn’t threaten these offenders sufficiently, get to the point and say this instead; explain why a threat is what inspires reflection and change in behaviour. At the end of your opening, have you proven anything?  Rebuttal   * Why are we laughing in the middle of our speech? You have to have a more formal tone when you speak. * Why don’t they care about their time? We are asserting this, without explaining why this is true. If you can’t prove this, your case cannot stand.   Argument 1   * Why are we consulting any online website, or even referring to it during our speech? This is not sufficient explanation, or a substitute for analysis. * On revenue - why is this an exclusive source of revenue, and what is it used for? We’re overclaiming that this is going to lead to economic success; is this realistic at all? * What is the unique impact of this revenue? * Why do you have fines high enough such that you generate this money? If fines work, and people don’t commit offenses - all this revenue goes away?   Rebuilding has to be integrated into your rebuttal, rather than being a separate section.  Why is this loss of money felt so strongly by these people? How can people ignore community service? What is the positive comparative? How does your side solve this problem - and what is the impact of it?  We’re not making any eye contact.  We speak in slang - gotta and wanna; this is not appropriate for a debate speech!  04:32  We need to offer more POIs! We need to be tracking during other people’s speeches to be able to do this, rather than checking out! The POI you ask is not a question, nor is the point you are making clear at all. | | | | | | |

| **Student Name:** Jay Lam |
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| Teacher comments:  Our opening has to be clearer - why is this more effective? For what reason?  What is the structure of this speech? You should structure your rebuttal into themes, through clashes.  Explain why the direct impact of community service is better than the revenue collected through fines. Explain why the other side cannot make these fines that large - because it is disproportionate to the punishment, and it hurts the poor.  Good on time and why people care about time; explain why the wealthy are the biggest stakeholder in the round, because they’re the ones who continue to re-offend if fines are introduced, rather than the poor - who cannot afford it.  No one is disputing that jaywalking or minor offenses are bad; good on false mindset. Explain what the impact of this false mindset is.  On the POI - if they exceed 15 seconds, call them out and move on. Explain that they don’t solve this problem either - but on our side, people don’t just compromise and give up and accept the parking violation.  We need to offer more POIs! We need to be tracking during other people’s speeches to be able to do this, rather than checking out!  04:54 | | | | | | |

| **Student Name:** Aiden Cheng |
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| Teacher comments:  Why isn’t it threatening? Prop explains very well who tends to commit these offenses, and how fines do not serve a significant enough check to these people. You’re ignoring all this material and offering no response to it.  We need to organise our rebuttal into themes and clashes, rather than going speaker by speaker.  Rebuttal  POI - we just repeat what we said earlier, but is this an actual explanation?  Why don’t they care about their time? We are asserting this, without explaining why this is true. If you can’t prove this, your case cannot stand.  On revenue - why is this an exclusive source of revenue, and what is it used for? We’re overclaiming that this is going to lead to economic success; is this realistic at all? What is the unique impact of this revenue?  POI - why do we care so much about this revenue - why is this a good source? Why do you have fines high enough such that you generate this money? If fines work, and people don’t commit offenses - all this revenue goes away?  Why are we taking more than two POIs? Are we not able to remember this instruction, when it’s been given consistently to us before?  Why is this loss of money felt so strongly by these people? How can people ignore community service? What is the positive comparative? How does your side solve this problem - and what is the impact of it?  Why are we rebutting examples? Focus on the general claims and content.  We need to offer more POIs! We need to be tracking during other people’s speeches to be able to do this, rather than checking out!  We need to clean up our demeanour in our speech. This is unacceptable!  05:09 | | | | | | |