| **Student Name:** Chester |
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| **Motion**: This house believes that children should have the right to veto their parents' decisions on matters that directly affect them (e.g., education, medical treatment) |
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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 |
| 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. | | | | | | |
| You don’t need to accept the maturity of a ten year old!! It’s not true!! But also I’m not sure if comparing making decisions to drinking alcohol.  You might want to not focus on the alcohol angle too much - you want to move into some layered reasons for why children are unlikely to make good decisions. It could be that they are still developing, don’t have experience, etc. Focus on these things!  Where is the rebuttal!! The alcohol thing wasn’t enough!  Compose yourself; try not to laugh too much at your own speech!!  Why is the parent more likely to be better at dealing with the child? I know it’s intuitive, but you gotta do it because the proposition did say that children could know themselves better. You gotta respond to this part!  It’s also okay to defend kids being micromanaged!! They are kids! | | | | | | |

| **Student Name:** TorresLi |
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| 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 |
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| Teacher comments:  Strong start at the beginning!  Don’t get bogged down with the whole children doing illegal/crazy things. The speaker before you dealt with this quite a bit already!  It isn’t enough to just suggest that there is a principle at play; you must tell me why that principle matters even if it comes with some harm - e.g., that children get harmed, etc.  You must weigh out why the rights you’re talking about are super important - e.g. freedom of speech. What happens to kids if they don’t have this?  Abusive parents might not be apart of the debate - the reason is because they are likely not going to care anyway. Try to focus on a more reasonable actor, like parents who are in the middle or loving parents. | | | | | | |

| **Student Name:** Jasper She |
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| Teacher comments:  Nice hook!  In your set-up, it's important that you give me some illustration for why kids are likely to be mature and able to make these decisions. That's a big clash in the debate!  You need to structure the arguments better; follow the Claim-Reasoning-Impact model to a tee, verbalise each part as you're moving through it.  Try to be pre-emptive; the Opposition is going to attack you on the idea of choice making. You gotta provide some padding here. Maturity isn’t the only thing that matters here.  You might want to reconsider making the main focus the internet for knowledge gathering - the internet is full of bad information! | | | | | | |

| **Student Name:** Kayley Cheng |
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| **Motion**: This house supports substantial parental oversight and involvement in the development of school curricula that applies to their children (e.g., allowing parents to vet books, involving them in curriculum-drafting processes). |
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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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| Teacher comments:  Right now in this world - we need to start with more gusto! On lack of information - why is this true, why is this the problem in the motion? Is the only way to solve this problem - which we need to justify it exists in the first place - giving significant oversight to parents? Or will teacher parent communication be able to solve this?  Set-up   * Problem characterisation missing! When, where and how does this disagreement occur? What are examples or illustrations of this? * On process - is it a majoritarian decision, or individual? * What burden do you have? What do we need to prove in order to win? What burden do we want to push onto Opposition?   Argument 1   * What is the thesis of this argument? * Why don’t they have access to information? Is this the fault of the parent, or the fault of the school? * On knowledge - what other mechanisms exist for this to be fulfilled and why?   POI from Emma: fair question as to whether or not this is the problem this motion is trying to solve. On disagreement - why or how is this true? In what instances or situations do parents disagree with school choices. We need to break down when and in what areas this disagreement occurs; with what books, what issues and so forth? For instance, where teachers teach something super radical or different and so forth?   * Why would schools act in the way we claim? * What is the impact of this argument? Why do we care about the outcome? Have we reached the outcome?   Team Prop, we need to make sure we’re going through preparation time seriously and judiciously. If we don’t, we end up with incomplete arguments and our first speaker is left to improvise on the spot.  Transitions within parts of the argument are missing. We only run one argument, when we’re supposed to have two!  05:13 | | | | | | |

| **Student Name:** Hanna Zhang |
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| **Motion**: This house supports substantial parental oversight and involvement in the development of school curricula that applies to their children (e.g., allowing parents to vet books, involving them in curriculum-drafting processes). |
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| Teacher comments:  Good work starting by establishing what is symmetric; I think you need to jump to what then isn’t symmetric - and what benefit exists on your side. The criticism we jump to isn’t the most high impact approach; I already know they didn’t mech anything.  Set-up   * Good on establishing clearly who you support and back. * Rather than engaging in their lack of framing, use this to point out how this already deals with the worst harms they highlight - that the communication gap is dealt with through existing strategies/incentives to provide information to parents. You want to deal with this here for cleanliness, and then move onto rebuttal. * Good on reasonable/unreasonable - illustrate instances in which this occurs.   Rebuttal   * Clear explanation of why status quo is sufficient.   Argument 1   * Clear opening, clear establishment of what your push is going to be. We have lots of signposting - which is good, but is verging on excessive at the moment. The preamble is obscuring the analysis. * We need to first establish what the incentive structures of unreasonable parents are; what kinds of decisions they are likely to make, and why they will be bad. Give me examples of this. Then, go onto explain the mechanisation. At present, we aren’t spending enough time on the problem characterisation. * Establish the nature of teachers, schools - incentives and such. * POI - take the harder line, even where teachers discuss politics, why is this still okay? Why do we trust teachers to make good decisions, or being at minimum, objective and logical - compared to parents. * Impacting is fine, needs to be unpacked more; I am still unaware of a concrete harm, or example of harm that exists on Proposition.   Argument 2   * What is the thesis of this argument? * This is good analysis establishing the nature of teachers - it needed to have existed in the first argument. * On the comparison - what is the purpose of this? The comparative needs to be embedded into the argument, to explain why your benefit is comparatively better.   The first argument is far better structured than the second; I’m also uncertain of what the purpose of the second argument is.  06:16 | | | | | | |

| **Student Name:** Honsun |
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| Teacher comments:  Good work with the hook in the beginning! Great identification of the most important part of your opponent's case.  When rebutting, you want to avoid rebutting through examples - you did a great job flowing with the structure, but you gotta remember to be logical when you’re disproving stuff!  You can also explain that it's a really bad idea to expect kids to form their opinions based on the internet - the internet is a super dangerous place!  Good response to the POI!  For your next speech, you must take into account the idea that kids free-will really doesn't matter. What then is most important? Is it keeping them safe, etc? | | | | | | |

| **Student Name:** Emma Kwok |
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| Teacher comments:  Strong call-out at the beginning! Keep your composure though; if something is funny, turn it into a joke so that the judge can laugh with you!  Keep the rebuttals structured! There wasn’t enough of an attempt to directly disprove the argument. They did say kids aren’t too mature - you gotta focus on this part! That’s the reasoning aspect.  Great angle of religious indoctrination; but you do need to consider the flip though; if a child disobeys a religious parent, isn’t this going to incur some resentment and or bad relationship? You must be pre-emptive  Re: The Model, the angle of fining, etc should have come out sooner! It was super important.  Good explanation on the ability of parents to decide on their kids' decisions. This should have been first though! | | | | | | |