| **Student Name:** Hon Sum Yang |
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| **Motion**: This House believes that parents should raise their children to prefer to be single |
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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, but 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:  Fair opening, well identified claim; consider - is this the most urgent entry into the round? Or can closing out-frame you?  Set-up   * We need to spell out how through different ages, parents act in specific ways; for instance, they'd praise children for solving problems alone, emphasize individual achievements, and avoid romanticizing fairy tales with marriage endings. At a later age, they could discourage "crushes" by redirecting that energy toward personal hobbies and skills. * Spell out the counterfactual more clearly - personal goals, career advancement, and self-discovery? * What happens post 18? Do kids get influenced towards romance in any other way - for instance through media, school, friends etc.? Construct the world of the motion!   Argument 1 - Education   * Spell out how demanding academics are; explain how the rat race, competitive admissions etc. mean that attention is really important; then explain how relationships are distracting + aren’t serious or committed. We’re asserting this all occurs in a particular way, without establishing why structurally all of this is true. Currently, all your harms are contingent on the relationship being unserious or distracting - explain why all or most will be this way.   + Emotional drama consumes mental energy needed for studying; time spent texting, calling, and hanging out directly competes with studying time; relationship conflicts create stress that impairs academic performance. * POI - fair distinction here. * How does this change on your side? What’s the comparative?   Argument 2 - Independence   * What kind of independence?   + For instance, your side aims for genuine independence and emotional maturity within children, for when they learn to derive happiness from their own achievements, interests, and personal growth, they develop a stronger sense of self that isn't dependent on external relationships.   We said uhh after nearly every word! We have to clean up our speech patterns, even though our delivery and analysis was a lot clearer; so we are improving - good work!  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Emma Kwok |
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| **Motion**: This House believes that parents should raise their children to prefer to be single |
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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. | | | | | | |
| Teacher comments:  Is education unimportant? If you’re saying they only care about X - you need to follow up with why X doesn’t matter.  Set-up - this has to come before rebuttal, because the stance on your side is unclear!   * What do you prefer? What do you want them to be taught instead? How do we teach them this? * The framing/your path to victory is unclear!   Rebuttal   * What are you responding to here? Is it that when this happens, parents aren’t able to guide children to process emotions? What is this in response to? Is this a rebuttal or a positive reason for parents being involved?   + You can turn this into an argument about how parents talking about this can mean that there is a better and more nuanced understanding of relationships; parents should prepare their kids for these human experiences and emotions. * POI - Don’t use anecdotes. Personal examples are not relevant in a debate!   Argument 1   * On moral correctness; are we teaching kids that relationships are wrong, or that there are more important things - Prop spells out how this will be a priority teaching. * Why is romance a moral need or urge? If it is wrong to restrict it - you have to spell out its value; we aren’t doing this.   Argument 2   * POI - why is this relationship still valuable? Why is this an exclusive or unique means to learning responsibility? * You can explain why romantic relationships are fulfilling, and parental teaching as to it’s value can lead to better engagement with romance; these provide unique opportunities for emotional development, teaching essential life skills like compromise, deep empathy, conflict resolution, and unconditional love that cannot be replicated through other relationships.   Emma, we aren’t following the structure of a First Opp as we’ve been taught; we also aren’t completing the analysis in our argument.  We need to ask POIs consistently!  05:03 | | | | | | |

| **Student Name:** Ellen Lui |
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| **Motion**: This House believes that parents should raise their children to prefer to be single |
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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, but 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: | 71.5 | | | | | |
| 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:  Good opening; this is a deviation from your PM’s speech, but I do think it is a higher urgency framing; it should have been given to the PM instead.  Rebuttal   * You need to explain what OO’s points are contingent upon + punish them for their mistakes.   + Good response on freedom of choice; good analogies here. If this argument is out, what implication does it have? Parental responsibility matters more? * Punish them for never explaining what the unique value of romance is - follow up on the POI you ask. Good on how there are better other ways. * POI - explain how there is a distinction between platonic and romantic relationships; explain how romantic relationships are taught/the way in which they’re explained to be important - for instance that you’re told you are literally incomplete without a romantic partner; are friendships construed in this way? * They also don’t spell out what they prefer? What do they even support?   Argument 1   * This is a good use of a personal anecdote as an example. * Explain why the lack of maturity or impulsiveness translates into bad choices; and why parents explaining this to children is the only way to avoid all of this. * Why are relationships or partners like this? Rather than making the argument contingent on relationships occurring in this way, you are safer if you explain why the focus must be on self-fulfilment even where the relationship is good; otherwise you can be washed out here by closing opp. Why is this exclusive? For instance, your side aims for genuine independence and emotional maturity within children, for when they learn to derive happiness from their own achievements, interests, and personal growth, they develop a stronger sense of self that isn't dependent on external relationships.   We kind of just ditched our PM’s case; you have to fill in the gaps + rebuild here! This is a critical part of a Deputy in BP. If you had fit time in for this + added more framing and weighing - this is an excellent speech.  05:16  Excellent work today! This is a significant improvement.  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Kayley Cheng |
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| **Motion**: This House believes that parents should raise their children to prefer to be single |
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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. | | | | | | |
| Teacher comments:  Good observation; what is the point of making it? If this is true, how does this change the way the judge should evaluate the content from OG?  Rebuttal   * Why won’t it be distracting? Why is the benefit from a relationship important and good, such that we want it to occur - and then we can check and balance against it. Explain why this check can only exist if parents are involved; they can’t do this if they just tell you to abstain.   + You have to unpack this explicitly: parents talking about relationships can mean that there is a better and more nuanced understanding of relationships; parents should prepare their kids for these human experiences and emotions. * Flag more strategically the point on curiosity: this isn’t a debate where people should or should not get into relationships; kids are kids - they will! It is a debate about whether or not parents should be involved. * Please don’t provide personal anecdotes! They don’t achieve anything!   We need to rebuild the arguments on freedom of choice and learning responsibility against the rebuttals DPM had against them.  POI - explain how by discouraging these connections, parents may inadvertently create adults who struggle with intimacy and miss out on one of humanity's most universal and rewarding experiences.  What is the structure of this speech?  We need to ask POIs consistently!  04:30 | | | | | | |

| **Student Name:** Chester Tam |
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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, but 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: | 70.5 | | | | | |
| 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:  I appreciate this; but you need to be clear and clean, not make this mess worse. Don’t wade in; observe what’s happened instead.  OG says: relationships are bad, kids are immature, independence is valuable; OO says no, let them; but then switches around in DLO and says no - actually they can be bad, but that’s why parents should be involved, so they can tell you what is good or bad.  You need to then say - what’s wrong with this; say - relationships can be good/can be bad; but this isn’t the point; the point is that parents offer a unique value, compared to the world in which these children are raised, where romantic relationships are taught/the way in which they’re explained to be important - that we are literally told that we are incomplete without a romantic partner.   * Disney movies teach toddlers that every story must end with a wedding, that true happiness only comes when you find your "other half," and that being alone means being incomplete. Romance novels dominate bestseller lists, romantic comedies fill theaters, and even action movies feel obligated to include romantic subplots. * Parents are our balance against this; their education makes sure we can engage with this external influence in a reasonable way. * This is probably the most strategic extension to pursue.   Vertical; we aren’t spelling the gap out enough clearly; you have to spell it out a lot clearer! For instance, say - OG tells you x, but never explain why it happens, or why it’s B - and this is criminal because their impact is contingent on this; I will tell you why this is the case, and hence - take it above them.   * Also, don’t call them horizontal or vertical. * POI - this is contingent on the relationship being good. Good observation. Why this happens Opp bench never explains.   Poor kids? Fair enough, but the mechanistic analysis is largely symmetric. You also gave yourself no time to make this.  05:21  Good attempt!  Good work asking POIs consistently. | | | | | | |

| **Student Name:** Torres Li |
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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 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | **2** | 3 | 4 | 5 |
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| 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: | 69.5 | | | | | |
| 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:  Your opening needs to frame what the debate has been so far, and what your extension is going to be. Our current opening is just signposting - what does it achieve?  Don’t call them horizontal or vertical.  Rebuttal   * Specify the team! OG - why will it ruin your childhood or happiness or friendship? Why shouldn’t we focus on education? Are these questions or rebuttals? Respond or engage to CG separately! Don’t mix this; you have to make commentary on specific comparisons. * On danger - explain why it ISN’T, rather than just asking is it dangerous? These aren’t responses, you’re just issuing challenges.   What are the gaps?   * OG says: relationships are bad, kids are immature, independence is valuable; OO says no, let them; but then switches around in DLO and says no - actually they can be bad, but that’s why parents should be involved, so they can tell you what is good or bad. CG provides mechanisms for OG + impacts on the basis of poor people. * All the analysis from OO is contingent on this being a good relationship - if you can explain this, you’ll take it above them. Gov bench also doesn’t engage with the benefits/harms on OO other than saying happy relationships don’t occur. You could fill this vertical gap and take the first. * You can also explain how there is a distinction between platonic and romantic relationships; explain how romantic relationships are taught/the way in which they’re explained to be important - why is there unique value add? * You can explain why romantic relationships are fulfilling, and parental teaching as to its value can lead to better engagement with romance; these provide unique opportunities for emotional development, teaching essential life skills like compromise, deep empathy, conflict resolution, and unconditional love that cannot be replicated through other relationships.   What is the structure of this speech? Where were we when we were being taught how to make an extension + what the structure of it should be?  CO, not MO.  05:09  Fair work asking POIs consistently! | | | | | | |