| **Student Name:** Torres Li |
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| **Motion**: This house opposes the narrative that sacrifice is necessary for achieving one's dreams |
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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: | 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:  Ground the opening more! Give me an example of what this looks like.  Set-up   * Good work defining sacrifice - give me an example of what this looks like. * Is it that it is more acceptable, or that we believe that it is necessary in order to achieve our dreams? That we prepare people to go through terrible circumstances? * Build this out more persuasively - explain how people feel obligated to engage in sacrifice because they think it is necessary. We could characterise this as having higher stakes - so for instance how this narrative contributes to the glorification of suffering or pain in the process of achieving our goals. * Good work acknowledging mental health - explain how this counter narrative cannot come near challenging the push by this narrative. You should push the counterfactual of a balanced approach that prioritizes well-being and enjoyment is more sustainable and ultimately more likely to lead to success. * Clear burden.   Argument 1   * Good work identifying the in and of itself narrative; explain why the lack of truth has bad impacts; for instance, that it misleads people or makes them blame themselves when even if they work hard and sacrifice they cannot succeed. * You need to spend time characterising the way in which this narrative impacts people in the status quo to pinpoint what the problem characterisation is. Is it that people make bad decisions, or they glorify suffering because they think this is just part of the process? * Prove that this narrative leads to burnout, resentment, and an unhealthy obsession with the end goal. * The impacts are being presented as too blase - build them out as significant and important.   Argument 2   * What is the thesis of this argument? * What kinds of decisions do people make and how is this bad and what we do not want on our side? * What one person considers a sacrifice, another might view as an opportunity cost or a simple choice. You could argue that the narrative of "necessary sacrifice" puts undue pressure on individuals and promotes a narrow view of success.   We could have also spent time explaining how this narrative convinces people that their dreams have very high costs and hence should not even pursue them in the first place. We can also argue how this narrative disproportionately hurts the underprivileged - people are led to believe equal amounts of sacrifice go in, but how true is this?  Too many pauses and breaks whilst we speak. You have to focus on sounding persuasive!  05:04 | | | | | | |

| **Student Name:** Kayley Cheng |
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| **Motion**: This house opposes the narrative that sacrifice is necessary for achieving one's dreams. |
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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: | 68 | | | | | |
| 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:  The problem statement needs to be clear; what is the implication of people having dreams? What is the point you are trying to make?  Set-up has to come first. You need to re-characterise this narrative to explain why it isn’t as bad as Prop claims. You have to establish how this narrative is mitigated by and balanced out through other narratives, such as those of mental health, the glamorisation of start-up culture, more class consciousness etc.  Rebuttal   * What did we actually respond to or engage with?   Argument 1   * Why won’t they be able to achieve the dream without this narrative? You need to explain why there is no other narrative or incentive for people to pursue their dreams; the poor are an odd example to use here, because of all people in the world, they are most aware of what it means to sacrifice something.   You could have easily argued that people rush into making decisions, and that this narrative checks them and holds them accountable. It makes people more realistic when it comes to making risky business decisions, choosing non-traditional career paths and so forth. This argument requires you to characterise where and to whom this narrative applies.  What even is a dream? You need to explain this.  03:47  YOU HAVE TO ASK POIS. | | | | | | |

| **Student Name:** Emma Kwok |
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| **Motion**: This house opposes the narrative that sacrifice is necessary for achieving one's dreams. |
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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:  What does this opening achieve? Either break down why dreams should not come true, or should come true or whatever your side believes here.  Rebuttal   * You have to start by synthesising the claims from the other side. What are you responding to here? * On the poor, explain why this doesn’t apply to them/misleads them significantly. They have pre-existing incentives to break out of poverty. Even if they don’t, does this narrative help them, or does it make them blame themselves if they fail or feel like they need to sacrifice even more or haven’t done enough? * Explain why the lack of truth has bad impacts; for instance, that it misleads people or makes them blame themselves when even if they work hard and sacrifice they cannot succeed.   Is it that it is more acceptable, or that we believe that it is necessary in order to achieve our dreams? That we prepare people to go through terrible circumstances?  Argument 1   * Build this out more persuasively - explain how people feel obligated to engage in sacrifice because they think it is necessary. We could characterise this as having higher stakes - so for instance how this narrative contributes to the glorification of suffering or pain in the process of achieving our goals. * You need to spend time characterising the way in which this narrative impacts people in the status quo to pinpoint what the problem characterisation is. Is it that people make bad decisions, or they glorify suffering because they think this is just part of the process? * Prove that this narrative leads to burnout, resentment, and an unhealthy obsession with the end goal. * Good on the cycle of sacrifice. Explain why they **will not succeed**.   Our speaking flow was very choppy today. We need to pay attention to make sure our sentences are being delivered fluidly and clearly. Don’t just say ‘etc etc’ in a speech!  Don’t end with thank you for listening! Give me a proper conclusion.  04:52 | | | | | | |

| **Student Name:** Jasper She |
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| **Motion**: This house opposes the narrative that sacrifice is necessary for achieving one's dreams. |
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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: | 69.5 | | | | | |
| 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 clarification. You need to re-characterise the way in which this narrative is interpreted and disseminated. You have to establish how this narrative is mitigated by and balanced out through other narratives, such as those of mental health, the glamorisation of start-up culture, more class consciousness etc.  What is the structure of this speech?  Rebuttal  What are you responding to? You have to start by identifying what exactly you are responding to.  You need to explain how this narrative is necessary in the status quo - that people think dreams are easy to achieve, and throw their all into them without thinking of what the consequences will be. Your side checks them and holds them accountable.  You need to explain why there is no other narrative or incentive for people to pursue their dreams; the poor are an odd example to use here, because of all people in the world, they are most aware of what it means to sacrifice something.  What even is a dream? You need to explain this. You should explain how these dreams are usually big jumps or big breaks from people’s existing lives; then explain how people often feel like making big decisions because they feel empowered by television shows etc.  You could have argued that people rush into making decisions, and that this narrative checks them and holds them accountable. It makes people more realistic when it comes to making risky business decisions, choosing non-traditional career paths and so forth. This argument requires you to characterise where and to whom this narrative applies.  04:39 | | | | | | |

| **Student Name:** Tiffany Chan |
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| **Motion**: This house opposes the narrative that sacrifice is necessary for achieving one's dreams. |
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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:  You need to talk about the specific types of sacrifices people think that they have to make. Talk about pop culture depictions of people who pursue their dreams and what they have to give up and so forth. What kind of major sacrifice do people think they need to make? Hear, call out the small sacrifices Opp makes this debate about; you eventually do this, but this should just be resolved within the first minute of your speech.  What is the structure of this speech? If there are three key issues or points, label them and signpost them up top.  Clash 1? Name?  Clash 2? Name?   * On the meaning of sacrifice - this should be dealt with in the opening. Isn’t this also what the first clash was about? * Build this out more persuasively - explain how people feel obligated to engage in sacrifice because they think it is necessary. We could characterise this as having higher stakes - so for instance how this narrative contributes to the glorification of suffering or pain in the process of achieving our goals. * You need to spend time characterising the way in which this narrative impacts people in the status quo to pinpoint what the problem characterisation is. Is it that people make bad decisions, or they glorify suffering because they think this is just part of the process? * Prove that this narrative leads to burnout, resentment, and an unhealthy obsession with the end goal. * Explain why they **will not succeed**.   Is it that it is more acceptable, or that we believe that it is necessary in order to achieve our dreams? That we prepare people to go through terrible circumstances?  We have to ask POIs!  05:16 | | | | | | |