| **Student Name:** Hon Sum Yang |
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| **Motion**: This house believes that rehabilitation should be the only consideration in criminal sentencing. |
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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:  [NOTE: Today’s speeches are 5 minutes’ long.]  Our opening is just a repeat of the motion. We may want to highlight how rehabilitation is the only path forward because any other path subjects and imposes a life of violence onto offenders. We’re saying ‘uhh’ so frequently between our sentences!  We need to stop shifting on our feet and look more confident when we speak.  Set-up? Where is it?   * We need to establish the kinds of prisons we would support; for instance, where they are still part of society, where we focus on upskilling and vocational training etc. We try to add detail, but do it in vague terms rather than being specific through the use of context or examples.   + Crime often stems from complex social and psychological factors such as poverty, addiction, lack of education, and trauma. Rehabilitation can address these issues directly, offering therapy, job training, educational opportunities, and substance abuse treatment.   Argument 1   * We need to establish what rehabilitation is, and what a justice system where rehabilitation is the priority looks like. What do prisons look like in the status quo, and how does this change? * We need to establish, beyond that rehabilitation works, that the primary goal of the justice system should be to reduce crime and improve society. Then, explain how rehabilitation offers the best chance of achieving this by addressing the root causes of criminal behavior and equipping individuals with the skills and support they need to become productive members of society. * POI - we need to analyse WHY people commit crime here. You can’t just ensure rehabilitation will always work and it’ll all be good. * Punishment, while offering a sense of retribution, does little to address the underlying issues that lead to crime.   Argument 2   * Is it that people commit crime because they don’t know this is forbidden, or what? We hint at this when we talk about exposure to education, but we need to analyse why crime happens and how we fix this more comprehensively. * We should link this to the long-run impact; explain how the cycle of crime gets broken here; we hint at recidivism, but need to break down where it happens and why to be able to claim that we fix it.   04:19 - we mumbled our way through! You need to enunciate and speak clearer!  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Ellen Lui |
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| **Motion**: This house believes that rehabilitation should be the only consideration in criminal sentencing. |
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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: | 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:  [NOTE: Today’s speeches are 5 minutes’ long.]  We don’t need an introduction! Your speaker position is already known to everyone - instead, use your opening to make a clear impact in the round.  Why would rehab work in this way? Why would judges make bad decisions in this capacity? They don’t model this out, which is wrong - but call them out for it, rather than assuming implementation just occurs poorly.  Set-up   * What considerations do judges evaluate when sentencing - what examples highlight how sentencing is entirely context dependent; for instance, that some are beyond rehab, but others are not.   + Other factors, such as retribution, deterrence, and public safety, must also play a role in sentencing. Ignoring these factors undermines the legitimacy of the legal system and risks jeopardizing public safety. * On mens rea and actus rea - this already exists in the status quo. * What do we mean by giving them retribution? How would this happen? We need to ensure our set-up is clearly structured and explained - it’s slightly confusing at the moment.   Rebuttal?  Argument 1   * Why doesn’t it make sense? * Why is punishment not possible in Prop’s world? Why is this exclusive? * Consider that some may be too violent to change? This is important, and we need to break this down in greater detail! For instance, ​​for some, violence has become a deeply ingrained pattern of behavior, learned through repeated exposure and reinforcement. Unlearning these patterns can be incredibly difficult, especially if the individual's environment continues to reinforce violent behavior.   Argument 2   * Why is punishment the correct moral system/why would it achieve what your side claims it will?   + Maybe it is because victims and society deserve to see that those who commit crimes are held accountable for their actions.   + Victims and society deserve to see that those who commit crimes are held accountable for their actions. * Why do victims matter?   04:54 | | | | | | |

| **Student Name:** Tiffany Chan |
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| **Motion**: This house believes that rehabilitation should be the only consideration in criminal sentencing. |
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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: | 71 | | | | | |
| 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:  [NOTE: Today’s speeches are 5 minutes’ long.]  Good opening - but it’s phrased slightly weirdly in this serial killer apologist fashion…?  We need to fill the gap from the lack of set-up from the first speaker. We need to establish the kinds of prisons we would support; for instance, where they are still part of society, where we focus on upskilling and vocational training etc.  Rebuttal   * Good on what victims want; but also say that harm to them has already occurred. Our duty must be to future victims - this is only fulfilled through rehabilitation specifically. * Explain why serial killers presumably won’t be given short sentences - court proceedings indicate rehab can’t happen. Taking on the burden of fixing them is incredibly high! * Why does rehabilitation work? You need to explain how someone changes their mind and stops committing crime.   Argument 1   * We need to establish, beyond that rehabilitation works, that the primary goal of the justice system should be to reduce crime and improve society. Then, explain how rehabilitation offers the best chance of achieving this by addressing the root causes of criminal behavior and equipping individuals with the skills and support they need to become productive members of society. * Good on root causes - explain why a punitive system cannot do this; engage with their world where they try to balance retribution and rehab.   + Crime often stems from complex social and psychological factors such as poverty, addiction, lack of education, and trauma. Rehabilitation can address these issues directly, offering therapy, job training, educational opportunities, and substance abuse treatment. We need to analyse why crime happens and how we fix this more comprehensively.   We aren’t making eye contact, we aren't using hand gestures! You need to focus on your presentation and body language. Do you look persuasive when you speak?  04:44  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Chester Tam |
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| **Motion**: This house believes that rehabilitation should be the only consideration in criminal sentencing. |
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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: | 70.5 | | | | | |
| 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:  [NOTE: Today’s speeches are 5 minutes’ long.]  Good opening! It would have an even higher impact if you made eye contact during it + changed your tone so as to reflect the severity of the claim here.  Rebuttal   * Good on serial killers; pinpoint that there are individuals who are impossible to rehabilitate. This is important, and we need to break this down in greater detail! For instance, ​​for some, violence has become a deeply ingrained pattern of behavior, learned through repeated exposure and reinforcement. Unlearning these patterns can be incredibly difficult, especially if the individual's environment continues to reinforce violent behavior.   + In some instances, incapacitation must be the priority - how do we save other people; if they can’t be rehabilitated - future victims must be protected in this way instead. * Establish how other factors, such as retribution, deterrence, and public safety, must also play a role in sentencing. Ignoring these factors undermines the legitimacy of the legal system and risks jeopardizing public safety. * What does a victim want? Analyse what the priorities and incentives of a victim are, such that they would make the decisions you claim. We cycle through examples, but don’t stop to break down what the structural circumstances are. Focus on the structural analysis, rather than examples! * The knife example is too convoluted - be simple!   What does your side support? What considerations do judges evaluate when sentencing - what examples highlight how sentencing is entirely context dependent; for instance, that some are beyond rehab, but others are not.  Where is your second speaker argument? Incorporate the analysis on victims into an argument instead!  We need to ask POIs consistently!  05:25 | | | | | | |

| **Student Name:** Emma Kwok |
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| **Motion**: This house believes that rehabilitation should be the only consideration in criminal sentencing. |
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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:  [NOTE: Today’s speeches are 5 minutes’ long.]  How is it inherently flawed? Breakdown the kind of world Opp supports to explain why change to a more rehabilitative world is needed.  Signposting MUST include the names of your clashes! We also need to go into them straight, rather than doing rebuttals external to them.  Good work breaking down closure occurs in a multitude of ways. On existing victims, argue that harm to them has already occurred. Our duty must be to future victims - this is only fulfilled through rehabilitation specifically.   * What is the point of saying that the CJS fails all the time; does this help you?   We need to fill the gap from the lack of set-up from the first speaker. We need to establish the kinds of prisons we would support; for instance, where they are still part of society, where we focus on upskilling and vocational training etc.  Clash 1 - at 2:15   * We need to engage on serial killers - explain why serial killers presumably won’t be given short sentences - court proceedings indicate rehab can’t happen. Taking on the burden of fixing them is incredibly high! * Have you proven that they always deserve rehab? Is this true? We need to establish, beyond that rehabilitation works, that the primary goal of the justice system should be to reduce crime and improve society. Then, explain how rehabilitation offers the best chance of achieving this by addressing the root causes of criminal behavior and equipping individuals with the skills and support they need to become productive members of society. * On prison -   Clash 2   * Why does rehabilitation work? You need to explain how someone changes their mind and stops committing crime. * Explain why a punitive system cannot do this; engage with their world where they try to balance retribution and rehab.   + Crime often stems from complex social and psychological factors such as poverty, addiction, lack of education, and trauma. Rehabilitation can address these issues directly, offering therapy, job training, educational opportunities, and substance abuse treatment. We need to analyse why crime happens and how we fix this more comprehensively.   04:58  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Torres Li |
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| **Motion**: This house believes that rehabilitation should be the only consideration in criminal sentencing. |
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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: | 71 | | | | | |
| 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:  [NOTE: Today’s speeches are 5 minutes’ long.]  NO IMAGINE! What is our opening? Is it true that it’s going to happen in this lackadaisical fashion? Why would rehab work in this way? Why would judges make bad decisions in this capacity? They don’t model this out, which is wrong - but call them out for it, rather than assuming implementation just occurs poorly.  Why are we saying which speaker position we are in? Signposting needs to include the names of the clashes.  Observations   * They have to be strategic! Don’t observe for the sake of it! On the type of prisons - explain you don't have to defend horrific prison conditions or systems; rehabilitation is sufficiently bad if they lack the same amount of resources on their side. Establish how other factors, such as retribution, deterrence, and public safety, must also play a role in sentencing. Ignoring these factors undermines the legitimacy of the legal system and risks jeopardizing public safety.   Good on serial killers; pinpoint that there are individuals who are impossible to rehabilitate. This is important, and we need to break this down in greater detail! For instance, ​​for some, violence has become a deeply ingrained pattern of behavior, learned through repeated exposure and reinforcement. Unlearning these patterns can be incredibly difficult, especially if the individual's environment continues to reinforce violent behavior. In some instances, incapacitation must be the priority - how do we save other people; if they can’t be rehabilitated - future victims must be protected in this way instead. POI - clear response to Emma.  Closure of victims is well identified; explain why this is only achieved in a context where a unique and context dependent sentencing occurs. What does a victim want? Analyse what the priorities and incentives of a victim are, such that they would make the decisions you claim. We cycle through examples, but don’t stop to break down what the structural circumstances are. Focus on the structural analysis, rather than examples!   * + Victims need to feel that the justice system recognizes the severity of the harm they have suffered.   + Victims are not a monolithic group, and their needs and circumstances vary widely. Some victims may prioritize rehabilitation for the offender, while others may prioritize punishment. A context-dependent approach allows for flexibility in sentencing, recognizing that there is no single path to healing and that different victims may require different responses from the justice system.   **At the end of every clash, stop and explain what you have achieved and what it means for the debate.** We need to ask POIs consistently! Make sure you word it carefully as well!  04:53 | | | | | | |