| **Student Name:** Megan Zhang |
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| **Motion**: This house regrets the increasing commercialisation of 'self care' |
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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:  Your opening line was illustrative and gave me a pretty good idea of what your case would be about. Great work!  This doesn’t, however, align with the first arg of ‘mental health’ though - I think what is important is for you to establish up top what the central concern with this is; if it is on mental health - and how the commercialisation of self care hurts or harms this - then this should be the bigger push.  Set-up:   * The standard of a scientific basis for self care to be considered good was weird. Most of the brands associated with the self-care industry already undergo testing that has a scientific basis already. Additionally, it was quite vague as to what actually the issue was. * What’s the counterfactual? what would have happened without increasing commercialisation; what came before it? The biggest push on Opp will be that increasing commercialisation is what led to awareness and access. If you aren’t building in safeguards against this, you’re already on the backfoot.   Argument 1: Commercialization reduces the value of self-care   * What is commercialisation like? What are the incentives of big corporations - why will they never try to help people solve the root issue? * The characterisation provided was quite assertive and convenient. For instance, why does the average consumer completely lose their ability to be rational when approaching these products? There has to be more effort here to explain how pervasive and effective the self care industries advertising is, etc. * Why are they unlikely to be unhappy to begin with when buying these products? This part assumes that the product won’t make you happy - the context you provided seems to imply otherwise.   Argument 2: People don’t get help   * Why is it not possible to do retail therapy and therapy at the same time? The problem with the first argument still applies here, which is that it is uncertain as to why the average person will believe that a product will cure their mental illnesses. * We need to spend time analysing what the target demographic or vulnerable actor in this instance is - yes, this is probably the already mentally unwell - but explain how this commercialisation targets them, entraps them - and what their likely responses are going to be. Incentive analysis is missing! What values do they have? * Link corporate behaviour you describe to consumerism and capitalism - and why this makes everything worse.   06:17 - MICROSTRUCTURE in arguments is missing; structure argument through micro burdens and go through arg from there. | | | | | | |

| **Student Name:** Jodie Li |
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| **Motion**: This house regrets the increasing commercialisation of 'self care' |
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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 hook was quite unclear, please do try to start on a more clear and prepared note. It is unclear to me what the main contention from the Opposition will be; what do you think the biggest benefit of increasing commercialisation has been.  Why aren’t we reframing what self care is - do you think we should accept that this is about beauty, or rather should we argue this is about mental health and wellness instead? You are better positioned to defend this by arguing that awareness and access only comes out due to increasing commercialisation - that everyone should have therapy, everyone should have yoga etc.  Fair that another trend would replace self-care; but I’m not sure why there is an automatic concession that the commercialisation of self care is only a trend as compared to a sustainable and big industry? Also, what is the trend that will replace it? Why is that worse?  Rebuttals:   * I think the response could have been more efficient; it’s not so much that there is a scientific reason behind the self-care industry, but it's more that it's highly personal to each person - thus why it's quite likely to make the average person happy. * There is minimal structure throughout this speech - at times it was unclear if you were in rebuttals or argumentation. Please do try to verbally signpost in your next speech!   **You don’t disprove the main premise of opposition, which is that spending money =/= becoming happier. You must deal with this - otherwise our responses aren’t being particularly effective.**  Argument 1 - structure through micro burdens is present, but the burden itself isn’t being fulfilled.   * Description of why mental health is bad is too superficial - illustrate to me the epidemic that exists, and how no help has been made available until recently where corporations are incentivised to put out services etc. * Why don’t they care enough about themselves in any way? * How do we get to this magic impact of a close community and society? Did we prove this occurs?   **We moved onto our argument towards the end of four minutes. You aren’t fulfilling the burdens of a first Opp speaker.**  05:58 - Jodie, you are speaking so incredibly fast that it is near impossible to track you. Slow down, focus on emphasis, variance + conveying to judge through tone what we need to pay attention to and what to not. | | | | | | |

| **Student Name:** Gemma Yeung |
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| **Motion**: This house regrets the increasing commercialisation of 'self care' |
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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: | 68.5 | | | | | |
| 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:  Nice hook.  Why is this debate suddenly about unstable people? That’s really convenient and out of left field.  Excellent contextual build up, but structure was lacking. You **must** sign post in your next speech. It was incredibly difficult to know what issue was being responded to and how. You have to give me a clear overview as to what you will do in this speech as opposed to dumping analysis.  What’s the counterfactual? What would have happened without increasing commercialisation; what came before it? The biggest push on an Opp to this motion should be that increasing commercialisation is what led to awareness and access. If you aren’t building in safeguards against this, you’re already on the backfoot.  Argument 1: MICROSTRUCTURE AND PROOF MISSING   * What kind of body types/etc are we talking about here? You need to explain that some of the outcomes prop is talking about are not very accessible to the average person. * It's important to build your arguments to not be vulnerable to simple attacks from the Proposition. It’s quite easy for a prop team to suggest that weight loss, etc, is accessible to the average person. You must make sure you don’t give them this chance.   Argument 2: MICROSTRUCTURE AND PROOF MISSING   * Inaccessibility is a great argument. I think the argument would be a lot more strategic if you shifted away from the trend framing and rather adopt a framing that suggests that the self-care industry is constantly scaling up. * Scaling up means that there is consistently a new product that is there to be offered, new happiness to be found, which means that customers can never truly get the best and most helpful experience possible. * We need to spend time analysing what the target demographic or vulnerable actor in this instance is, and explain how this commercialisation targets them, entraps them - and what their likely responses are going to be. Incentive analysis is missing! What values do they have? Reiterate the analysis your first has on the number of trends that exist and are pushed onto people.   Our speech doesn’t build off of anything our first speaker says - your rebuttal should, at the end, explain what the comparative is and why your side is better. Remember speaker roles! | | | | | | |

| **Student Name:** Hisham Khan |
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| **Motion**: This house regrets the increasing commercialisation of 'self care' |
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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: | 67.5 | | | | | |
| 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:  Nice opening. You **must** sign post in your next speech. It was incredibly difficult to know what issue was being responded to and how. You have to give me a clear overview as to what you will do in this speech as opposed to dumping analysis.  Rebuttals - what is the strategic focus or purpose here? It should be clear to you, and to me, what exactly your side is winning on and losing on; don’t rebut for the sake of it - carve a path to victory for your side instead. You need to make the debate clearer, as opposed to contributing to the messy exchange so far.   * The physical aspects of your life can and probably do impact the mental aspects of your life, no? Don’t just say ah the info-slide; if you want something to be out of the debate, you need to **justify** why it doesn’t apply. * I appreciate that you said you would do an even-if, but you actually did not do the even-if. It was really risky for you to try to frame out this aspect of the debate that quickly.   1st: Where is money best spent?   * How exactly does self-care in your world improve your mental health if it isn’t physical? I think there is a big difference between self care (i.e., buying things to pamper yourself) vs going for a medically required therapy. One is a necessity, the other is an option. * Don’t conflate therapy with self-care! You can actually do both. * Why does access and distribution of resources come after or only due to commercialisation? Presumably awareness existed prior. You need to tell me why this is the sole contributor to, either through actor analysis of those who are vulnerable or the corporations in question, or analyse the chain reaction occurring from increasing commercialisation to the kind of wellness you claim. This is entirely unclear to me at the moment.   06:02 - In your next speech, you **have** to have clear structure. This is a non-negotiable!  You’re going so fast you’re eating your words. Slow down, focus on emphasis, variance + conveying to judge through tone what we need to pay attention to and what to not. | | | | | | |

| **Student Name:** Shi Qi Ooi |
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| **Motion**: This house regrets the increasing commercialisation of 'self care' |
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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: | 67.5 | | | | | |
| 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:  Nice opening. To make the opening stronger, you should tell the judge what exactly the impact of your observations on the Opposition is - does it make their case less believable? What is the implication of what you are saying?  You HAVE to establish what the structure of this speech will be. What will you do? It needs to be alarmingly clear to both yourself and the judge, what your path to victory in the debate will be. Is it that this commercialisation is predatory and locks people out, and makes mental health worse further and further? Signposting is important beyond structural reasons. It is necessary for clarity.  What’s the counterfactual? What would have happened without increasing commercialisation; what came before it? The biggest push on an Opp to this motion should be that increasing commercialisation is what led to awareness and access. If you aren’t building in safeguards against this, you’re already on the backfoot.  Rebuttal   * If self-care is personal as you suggest, why exactly wouldn't it make people happier? Why wouldn’t commercialization make these products more accessible and better? You need to point out how or why awareness came before commercialisation; if stigma existed, would corporations be making mad profits? Or does destigmatisation have to have occurred for them to be able to enter this space in the first place? * What is the scientific basis you speak of? It’s still super unclear. You have to explain and illustrate this more, especially when it's such a large part of your case. Why is it exclusive? Why does this matter? Is it that commercialization distorts science? It forces you to buy crystals instead of therapy? What happens here?   Scaling up means that there is consistently a new product that is there to be offered, new happiness to be found, which means that customers can never truly get the best and most helpful experience possible.  We need to spend time analysing what the target demographic or vulnerable actor in this instance is, and explain how this commercialisation targets them, entraps them - and what their likely responses are going to be. Incentive analysis is missing! What values do they have? Reiterate the analysis your first has on the number of trends that exist and are pushed onto people.  06:16 - I want **clashes.** Your clashes need to be signposted to me up top, and started by the start of the second minute MAXIMUM. There is no such thing as a third speech without clashes and you know this very well. | | | | | | |

| **Student Name:** Joanne Lau |
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| **Motion**: This house regrets the increasing commercialisation of 'self care' |
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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: | 67.5 | | | | | |
| 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:  Opening line made me chuckle, good job.  You **must** start the whip speech with some framing as to what the issues are and or what matters in the debate. If you don’t do this, you’re basically giving the judge a bunch of random observations of the debate without really having any direction or analysis as to why you have won. You HAVE to establish what the structure of this speech will be. What are the **clashes?**  What will you do? It needs to be alarmingly clear to both yourself and the judge, what your path to victory in the debate will be. Signposting is important beyond structural reasons. It is necessary for clarity. Is it that awareness only comes from commercialisation, and access only comes from commercialisation?  Why is there an immediate concession that it is a trend versus a new mindframe and or a sustainable business that is here to stay? If it makes people happy as you say, surely there is a profitable business model here for people right? By locking yourself into a short-term benefit frame, you actually make your case a lot less impactful.  You might want to be careful about these examples of crocheting etc. This is because your second speaker did say that everything physical is not a part of this debate and that self-care only deals with therapy. You want to at the very least create some distance with that.  06:24 - I want **clashes.** Your clashes need to be signposted to me up top, and started by the start of the second minute MAXIMUM. There is no such thing as a third speech without clashes and you know this very well. | | | | | | |