| **Student Name:** Kevin Hu |
| --- |

| **Motion**: This house supports tough on crime laws when combating organised criminal groups (e.g. gangs, mafia organisations) |
| --- |

| 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: | NA | | | | | |
| 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 think we need to explain how debilitating organised crime is there, to necessitate this kind of intervention. You should make the victims the communities and areas, and the people who live within them that are constantly subject to violence and aggression, and how these are the people we need to save by saving the environment.  I think we need to go into detail on the range of tough on crime policies available to us. It’s not just punishment - tougher sentences, stricter enforcement, and increased surveillance can deter individuals from joining or participating in organized crime. Explain how the potential for severe consequences can make the risks outweigh the perceived rewards. It can also be financial!  Aggressive law enforcement tactics, such as asset forfeiture and RICO (Racketeer Influenced and Corrupt Organizations Act) prosecutions, can dismantle criminal organizations by targeting their financial infrastructure and leadership. If we break down the different tough on crime policies which exist on our side, we can claim lots more benefits. Even if a gang's activities are difficult to prosecute directly, they are often vulnerable to tax evasion charges. Investigating their finances and demonstrating unreported income can lead to convictions and further asset forfeiture.  On model, explain what the alternatives are likely to be; push a burden onto them; what do they have to support? Remember that they also have to present an alternative where we get rid of or break down organised crime groups; create urgency.  Arguments   * On fear - good on presence and ability to kill. Clear explanation of how there are no consequences; explain how embedded they are into the system. * On money - clear explanation as to how they have financial capacity. * Good work describing there is a full hierarchy. You can characterise this further - youth living in communities affected by organized crime are at increased risk of witnessing or experiencing violence, leading to trauma and long-term psychological harm. They may also be pressured to join gangs for protection or face retaliation if they refuse. * On each of these, we’re waiting too long to explain how tough on crime solves these problems! We need to explain how this changes the above; how do we remove their capacity to inflict fear into the hearts of people, how do we remove their financial ability, how do we attack the masterminds? We can also explain how different gangs and organisations fighting against each other can be a means to dismantling the organisation as well. * We should explain how this restores the trust the community has in law enforcement, and why it did not exist prior. On fear factor, good mech of tv and media; is this very realistic though, that there will be no consequences for those who do out them? We jump to being able to deal with their trafficking. Walk me through this! * Why will people think in the way you claim? Why is their fear of the judicial system greater than their fear of the organised group? Do they have no competing incentives that they would weigh or value more? * Exclusivity analysis is missing! You’re not being comparative. | | | | | | |

| **Student Name:** Jodie Li |
| --- |

| **Motion**: This house supports tough on crime laws when combating organised criminal groups (e.g. gangs, mafia organisations) |
| --- |

| 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: | NA | | | | | |
| 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 think we need to explain how debilitating organised crime is there, to necessitate this kind of intervention. You should make the victims the communities and areas, and the people who live within them that are constantly subject to violence and aggression, and how these are the people we need to save by saving the environment.  I think we need to go into detail on the range of tough on crime policies available to us. It’s not just punishment - tougher sentences, stricter enforcement, and increased surveillance can deter individuals from joining or participating in organized crime. Explain how the potential for severe consequences can make the risks outweigh the perceived rewards. It can also be financial!  Aggressive law enforcement tactics, such as asset forfeiture and RICO (Racketeer Influenced and Corrupt Organizations Act) prosecutions, can dismantle criminal organizations by targeting their financial infrastructure and leadership. If we break down the different tough on crime policies which exist on our side, we can claim lots more benefits. Even if a gang's activities are difficult to prosecute directly, they are often vulnerable to tax evasion charges. Investigating their finances and demonstrating unreported income can lead to convictions and further asset forfeiture.  On model, explain what the alternatives are likely to be; push a burden onto them; what do they have to support? Remember that they also have to present an alternative where we get rid of or break down organised crime groups; create urgency.  Arguments   * On fear - good on presence and ability to kill. Clear explanation of how there are no consequences; explain how embedded they are into the system. * On money - clear explanation as to how they have financial capacity. * Good work describing there is a full hierarchy. You can characterise this further - youth living in communities affected by organized crime are at increased risk of witnessing or experiencing violence, leading to trauma and long-term psychological harm. They may also be pressured to join gangs for protection or face retaliation if they refuse. * On each of these, we’re waiting too long to explain how tough on crime solves these problems! We need to explain how this changes the above; how do we remove their capacity to inflict fear into the hearts of people, how do we remove their financial ability, how do we attack the masterminds? We can also explain how different gangs and organisations fighting against each other can be a means to dismantling the organisation as well. * We should explain how this restores the trust the community has in law enforcement, and why it did not exist prior. On fear factor, good mech of tv and media; is this very realistic though, that there will be no consequences for those who do out them? We jump to being able to deal with their trafficking. Walk me through this! * Why will people think in the way you claim? Why is their fear of the judicial system greater than their fear of the organised group? Do they have no competing incentives that they would weigh or value more? * Exclusivity analysis is missing! You’re not being comparative. | | | | | | |

| **Student Name:** Gemma Yeung |
| --- |

| **Motion**: This house supports tough on crime laws when combating organised criminal groups (e.g. gangs, mafia organisations) |
| --- |

| 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: | 71.5 | | | | | |
| 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:  The opening could be clearer! We should explain why the very hierarchy, finances, and fear they describe are such that this punishes only the ones at the lowest of the ladder. Talk about how this is the poor, the youth - the very people we want to protect the most. These are victims that they want to save!  Rebuttal (SET-UP HAS TO COME BEFORE REBUTTAL)   * Fair on how this doesn’t change the payroll these cops are on. Say this once and move on! You’re spending too much time on this. * POI - assume that we can engage in tough on crime policies and launch a war on terror. Did this ever work? Look at the war on terror and drugs launched in the late 1900s and early 2000s; was this successful? Explain what these systems are that have failed - the constant pursuit of tough on crime policies; use examples from the war on terror that have submerged communities into shoot offs, school closing and so forth. We can even argue that tough on crime drives the desperate into the hands of organised groups further; it positions them to buy into their message even more so.   Set-up   * Good on who gets targeted. You have to characterise how exactly organised crime takes action. Use examples here to illustrate what this looks like; good on henchmen. You need to explain why they join, and why they will continue to join because of the power these groups have over them. * Good model - but it seems too good to be true! We should say we’ll take a community based approach; invest in poverty alleviation programs, education and so forth.   Argument 1   * Good on their information and ability to bring the group down. Explain how it makes their hatred and distrust of law enforcement worse! You can also explain how this creates a permanent underclass; long prison sentences can make it difficult for individuals to find employment and housing after release. This can lead to further marginalization and increase the likelihood of reoffending. Who are they likely to turn to when they can’t get proper jobs? * Good on how this creates more victims for these groups; how it positions them to buy into their message even more so. We needed to flesh this out in way greater detail! Explain what prisons are like, what kind of relationship communities have with law enforcement and so forth. * Good process analysis as to how this leads to exploitation and further entrenches them in these circumstances. Good work developing the comparative, but it’s very convenient - you need to walk me through how your policy works to create the uplift you claim! * You should characterise here how exactly tough on crime can work here - prosecutors often rely on plea bargains and informant testimony to secure convictions. Low-level members, facing lengthy sentences, may be pressured to plead guilty to lesser charges or provide information on higher-ups in exchange for reduced sentences. This perpetuates the cycle of targeting the vulnerable while the masterminds remain elusive.   07:16 | | | | | | |

| **Student Name:** Joanne Lau |
| --- |

| **Motion**: This house supports tough on crime laws when combating organised criminal groups (e.g. gangs, mafia organisations) |
| --- |

| 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: | NA | | | | | |
| 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 opening could be clearer! We should explain why the very hierarchy, finances, and fear they describe are such that this punishes only the ones at the lowest of the ladder. Talk about how this is the poor, the youth - the very people we want to protect the most. These are victims that they want to save!  Rebuttal (SET-UP HAS TO COME BEFORE REBUTTAL)   * Fair on how this doesn’t change the payroll these cops are on. Say this once and move on! You’re spending too much time on this. * POI - assume that we can engage in tough on crime policies and launch a war on terror. Did this ever work? Look at the war on terror and drugs launched in the late 1900s and early 2000s; was this successful? Explain what these systems are that have failed - the constant pursuit of tough on crime policies; use examples from the war on terror that have submerged communities into shoot offs, school closing and so forth. We can even argue that tough on crime drives the desperate into the hands of organised groups further; it positions them to buy into their message even more so.   Set-up   * Good on who gets targeted. You have to characterise how exactly organised crime takes action. Use examples here to illustrate what this looks like; good on henchmen. You need to explain why they join, and why they will continue to join because of the power these groups have over them. * Good model - but it seems too good to be true! We should say we’ll take a community based approach; invest in poverty alleviation programs, education and so forth.   Argument 1   * Good on their information and ability to bring the group down. Explain how it makes their hatred and distrust of law enforcement worse! You can also explain how this creates a permanent underclass; long prison sentences can make it difficult for individuals to find employment and housing after release. This can lead to further marginalization and increase the likelihood of reoffending. Who are they likely to turn to when they can’t get proper jobs? * Good on how this creates more victims for these groups; how it positions them to buy into their message even more so. We needed to flesh this out in way greater detail! Explain what prisons are like, what kind of relationship communities have with law enforcement and so forth. * Good process analysis as to how this leads to exploitation and further entrenches them in these circumstances. Good work developing the comparative, but it’s very convenient - you need to walk me through how your policy works to create the uplift you claim! * You should characterise here how exactly tough on crime can work here - prosecutors often rely on plea bargains and informant testimony to secure convictions. Low-level members, facing lengthy sentences, may be pressured to plead guilty to lesser charges or provide information on higher-ups in exchange for reduced sentences. This perpetuates the cycle of targeting the vulnerable while the masterminds remain elusive. | | | | | | |