| **Student Name:** Sarah Han |
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| **Motion**: This house believes that Yin & Yang should be imprisoned |
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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:  We need to start by characterising what the biggest issue in the round is; for instance that this is about trading off bodily autonomy for the greater good.  Set-up   * Rather than relaying what happens, or arguing that the counterfactual means crime is more likely, explain or frame what the purpose of the CJS is, and how we measure what a crime is - mens res and actus rea, and that you’ll explain how this classifies as a crime too.   Argument 1   * Thesis? Premise? * This needs to be comparative; good work analysing that we lack capacity to stop them from committing crimes again, but why is autonomy or freedom less important, or less valuable - why are we okay to trade it off? Consider what the nature of the CJS is, or the different aims we have.   Argument 2   * This is the comparative that is missing in the first argument. * Good work valuing the future victims that could exist; weigh this more explicitly against the trade off here. * Impact this out in greater detail!   04:08  We have to ask POIs! | | | | | | |

| **Student Name:** Kevin Hu |
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| **Motion**: This house believes that Yin & Yang should be imprisoned |
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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: | 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:  Good opening up until you say minor issues; are these minor issues?  Set-up   * Good on differentiation of thought and rational capacity. What is the implication of this? * You need to bite the bullet - you have to make sure that they are not imprisoned. You can introduce checks of community service, ankle trackers etc. The bed situation is slightly odd?   Rebuttal (always has to be done before arguments)   * We use set-up just to engage with this. We need to directly challenge the claim of greater good; why is this less important compared to taking away the freedom of someone who committed no crime but indeed tried to prevent a crime.   Argument 1   * Don’t start with an example! Start by analysing what the purpose of the criminal justice system is! Explain how the principle of innocent until proven guilty, and that the innocent should not be punished! Yang actively tried to prevent the crime and should not suffer for Yin's actions. Punishing the innocent is morally reprehensible, regardless of the practical difficulties. * On the social contract, unpack this and explain how we already have rights taken away from us - explain how to take away more is immoral. * Good on trauma - unpack how and why prisons can be incredibly bad for mental health. * Good on criminal intent - UNPACK THIS AND EXPLAIN why this is the measure for crimes; explain what the world would look like if we applied this across the board.   05:01  We need to ask POIs! | | | | | | |

| **Student Name:** Yeonseo Kim |
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| **Motion**: This house believes that Yin & Yang should be imprisoned |
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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:  Good opening; don’t giggle. Explain what the implication of this is on the criminal justice system and what our conception of a crime is. Explain how intention can and has been traded off in the past for crimes of significant impact; for instance murder versus manslaughter.  Gov Responsibility   * On knowledge - explain why knowledge means they believe this. Link to moral compass and why it is likely they think this way. It’s a tad too assertive at the moment. * Is it true they do nothing - look at the other checks and balances they have on their side. Good work valuing the future victims that could exist; weigh this more explicitly against the trade off here. * Good on victims of circumstance - the poor are a better example than racial minorities in this case. Good analogy.   Extension   * Good on victims and what they care for in this situation; explain why we value or prioritise closure/victim’s rights in the CJS so much; if we did not have this standard, what would the world look like? Explain why this is so important for us to retain. * Why does he understand what Yin deserves? Awareness is not sufficient analysis as to trading off autonomy. This is repetitive from earlier.   05:02 | | | | | | |

| **Student Name:** Shi Qi Ooi |
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| **Motion**: This house believes that Yin & Yang should be imprisoned |
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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: | 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, explain why it is true. Why don’t you trade it off?  Don’t say you’ll rebuild it - say you have some clarifications.   * Drop the wall! This is so unserious! The same applies to the white room treatment. * You need to bite the bullet - you have to make sure that they are not imprisoned. You can introduce checks of community service, ankle trackers etc.   Rebuttal   * Don’t say it doesn't matter! YOU HAVE TO ENGAGE WITH THIS. On the alternative, apply the other checks and balances as per above. * On freedom - good on how significant the harm could be in this instance. We need to directly challenge the claim of greater good; why is this less important compared to taking away the freedom of someone who committed no crime but indeed tried to prevent a crime. * Good attempt at trying to explain why Yang matters more than victims, this could be developed in greater detail, but you’re unlikely to win it - be strategic! * Accountability - start by analysing what the purpose of the criminal justice system is! Explain how the principle of innocent until proven guilty, and that the innocent should not be punished! Yang actively tried to prevent the crime and should not suffer for Yin's actions. Punishing the innocent is morally reprehensible, regardless of the practical difficulties.   Argument   * Drop the mechanism! * On the social contract, unpack this and explain how we already have rights taken away from us - explain how to take away more is immoral. * Good on trauma - unpack how and why prisons can be incredibly bad for mental health. Good on inherently violent people - be more structured and detailed. * Good on criminal intent - UNPACK THIS AND EXPLAIN why this is the measure for crimes; explain what the world would look like if we applied this across the board.   05:17 | | | | | | |

| **Student Name:** Jodie Li |
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| **Motion**: This house believes that Yin & Yang should be imprisoned |
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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:  Good opening, even if we could clean up phrasing. Explain how if the thrust of their case is to protect the innocent and provide freedom, this is fundamentally incompatible with their case. We can speed this up lots more though! You take too much time to make this observation in a five minute speech.  Clash 1: Principle   * Good on the trade off of rights. Engage with it right away. Good on capacity to commit a second crime, explain why the uncertainty around incentive means we have to take preventative measures because of the greater good. Explain what the implication of this is on the criminal justice system and what our conception of a crime is. Explain how intention can and has been traded off in the past for crimes of significant impact; for instance murder versus manslaughter. * Good attempt at rhetoric with regards to future victims. Explain why we value or prioritise closure/victim’s rights in the CJS so much; if we did not have this standard, what would the world look like? Explain why this is so important for us to retain. Good on moral justification of this trade off with regards to future victims versus existing limitations.   Is it true they do nothing? - look at the other checks and balances they have on their side. Go beyond the wall situation.  Mitigations on Yang’s situation are alright; but you realistically just need to trade this off. Bring back Yeonseo’s point on victims of circumstance - but note that the poor are a better example than racial minorities in this case.  05:04  We need to ask POIs! | | | | | | |