| **Student Name:** Theo Kai Yui Lee |
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| **Motion**: This house supports substantial parental oversight and involvement in the development of school curricula that applies to their children (e.g., allowing parents to vet books, involving them in curriculum-drafting processes). |
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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: | 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:  We need to start with a singularly focused hook - push this urgent problem first, as the problem the motion needs to solve. On lack of information - why is this true, why is this the problem in the motion? Is the only way to solve this problem - which we need to justify it exists in the first place - giving significant oversight to parents? Or will teacher parent communication be able to solve this?  You speak very clearly and directly, which is good! But we need to implement the structure we’ve been taught!  0:44 | | | | | | |

| **Student Name:** CyrusYuan |
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| **Motion**: This house supports substantial parental oversight and involvement in the development of school curricula that applies to their children (e.g., allowing parents to vet books, involving them in curriculum-drafting processes). |
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| 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:  Clear opening. I think we need to be more direct and urgent - why and how are parents bad actors, rather than just teachers being good actors.  **We need to have rebuttals!** What is the counter-setup? We need to characterise the kinds of decisions they will make - and provide examples!  Argument 1   * Is it just that they lack education? What if they are perfectly educated - why is it still bad to have them take on this responsibility? * We need to explain why they have incentives to limit; rather than saying they are misinformed and hence will. What clashing incentives do schools and parents have? * Fair on parents being guided by past experiences and their evaluation of what is correct.   Argument 2   * Why do parents behave in this way? You need to characterise what the likely behaviour of parents is!   Talk about how if parents are reasonable, they’ll recognise teachers know what they’re doing and reduce involvement, even where given the choice. This is not a debate about them - they don’t use the motion. Who this debate is about, is those who do take interest and intervene - and are unlikely to be reasonable; what books will they want to ban? What kinds of policies will they try to implement?  Take the harder line, even where teachers discuss politics, why is this still okay? Why do we trust teachers to make good decisions, or being at minimum, objective and logical - compared to parents.  We didn’t use the argument structure we discussed today!  04:05 | | | | | | |

| **Student Name:** Rex Law |
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| **Motion**: This house supports substantial parental oversight and involvement in the development of school curricula that applies to their children (e.g., allowing parents to vet books, involving them in curriculum-drafting processes). |
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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: | NA | | | | | |
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| Teacher comments:  Why is the problem we’re describing not solvable in the status quo? Why can’t parents and teachers communicate outside this motion?  Rebuttal   * I think we need to challenge the logic that leads Cyrus to the outcome of video games etc. rather than targeting just the impact; explain to me what the incentives of parents are, their incentives to do this well and listen to teachers etc. You assert a balance will exist - explain to me why it will. For instance, what is needed for final exams, board exams, or even university applications. * Teachers - is it fair to say that they don’t know about the curriculum? Is this a realistic depiction of teachers? Fair on the role of the government, but still doesn’t explain how or why teachers are incapable. * Why are parents more likely to prioritise the desires of the child rather than the school itself?   Argument 1   * Good work setting out what it is that you need to do in order to win this debate! * Good work attempting to use the structure we discussed. We need to explain why parents would not be exam oriented, or prioritise the mental health and happiness of kids. You have to break down their incentives beyond knowing more about kids - which is also asserted and not explained.   In what instances or situations will parents disagree with school choices. We need to break down when and in what areas this disagreement occurs; with what books, what issues and so forth? For instance, where teachers teach something super radical or different and so forth? Where would they exercise oversight?  04:16 | | | | | | |

| **Student Name:** Ethan Woo |
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| **Motion**: This house supports substantial parental oversight and involvement in the development of school curricula that applies to their children (e.g., allowing parents to vet books, involving them in curriculum-drafting processes). |
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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’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:  Good opening - justify why this is true/deal with this here, rather than immediately stopping and moving onto a different response. It seems like an abrupt shift.  Rebuttal   * Explain why knowledge isn’t sufficient; so even where they know their child - it doesn't mean you’d be good at explaining what is good for them. Do they even know their child best - challenge this! * Fair on their lack of model meaning this probably occurs in wonky ways. * We need to engage more! Explain why parents are unlikely to listen to teachers like Rex claims, why they are unlikely to take schools away from being super exam and discipline focused.   Argument   * Explain why it is the case that parents think or behave in this way. What incentives or beliefs do they have? * Explain how schools are more objective actors, rather than the subjective views and values of parents. You come close to this issue with drug abuse; think of other issues similar to this. * Good work attempting to implement the structure we discussed in class. * Take the harder line, even where teachers discuss politics, why is this still okay? Why do we trust teachers to make good decisions, or being at minimum, objective and logical - compared to parents. * Clear impacting!   Talk about how if parents are reasonable, they’ll recognise teachers know what they’re doing and reduce involvement, even where given the choice. This is not a debate about them - they don’t use the motion. Who this debate is about, is those who do take interest and intervene - and are unlikely to be reasonable; what books will they want to ban? What kinds of policies will they try to implement?  04:18 | | | | | | |

| **Student Name:** Emilia Lau |
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| **Motion**: This house supports substantial parental oversight and involvement in the development of school curricula that applies to their children (e.g., allowing parents to vet books, involving them in curriculum-drafting processes). |
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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: | 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:  Good tone upfront; our opening needs to target the biggest issue we’re either winning on or losing on. In this case, you need to establish why parents are good actors, and unlikely to behave in the way the Opposition claims.  Clash 1   * Explain why parents are good actors; saying they have more knowledge on their kids isn’t sufficient! What do they do with this knowledge, how does their care for their child translate into curriculum choices?   Clash 2   * Lack education - pinpoint why they are, why their incentives mean if they aren’t educated, they will self select out.   POI: I think this highlights lack of model from 1P leading to messiness here; fair on grouping. You can also just say that parents will have to take a majority vote and operate on this basis.  Clash 3   * We need to explain why parents would not be exam oriented, or prioritise the mental health and happiness of kids. You have to break down their incentives beyond knowing more about kids - which is also asserted and not explained.   Aren’t all three clashes technically on the nature of parents and the kinds of decisions they are likely to take?  In what instances or situations will parents disagree with school choices. We need to break down when and in what areas this disagreement occurs; with what books, what issues and so forth? For instance, where teachers teach something super radical or different and so forth? Where would they exercise oversight?  03:42 | | | | | | |

| **Student Name:** Adrian Wong |
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| **Motion**: This house supports substantial parental oversight and involvement in the development of school curricula that applies to their children (e.g., allowing parents to vet books, involving them in curriculum-drafting processes). |
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| 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:  Excellent opening. I think we can also link this to an ability to make valuable decisions about what curriculum is taught or not; they assume that parents are fundamentally good and able actors; is this true?  Fair on whether this is about private schools or public schools.  I think we need to argue that their worst harms are mitigated in status quo; teachers and parents already communicate to make sure kids are on track to learn, that their learning styles are accountable for.  Clash 1   * Excellent on parental values coming across; give me examples of what this looks like! Does it look like saying no to sex education, to pronouns etc. * Excellent on teachers being aware and educated; explain why parents are likely to be tiger parents. Why is this true? Good work taking the harder line but justify it - even where teachers discuss politics, why is this still okay? Why do we trust teachers to make good decisions, or being at minimum, objective and logical - compared to parents. * We need to explain why parents make these kinds of decisions. We need to first establish what the incentive structures of unreasonable parents are; what kinds of decisions they are likely to make, and why they will be bad.   Talk about how if parents are reasonable, they’ll recognise teachers know what they’re doing and reduce involvement, even where given the choice. This is not a debate about them - they don’t use the motion. Who this debate is about, is those who do take interest and intervene - and are unlikely to be reasonable; what books will they want to ban? What kinds of policies will they try to implement?  Structure is messy, but excellent responses. Well done!  04:00 | | | | | | |

| **Student Name:** Ellie Fu |
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| 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 |
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| 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:  Good opening. Explain what the implication of this is; do they have a path to victory.  Signposting is too chunky; either have clashes with clear names and titles, or three reasons for why you win.  Good on likely parental behaviour; rather than moving onto something else - stop and explain why this was so valuable and went unresponded to by the other side. You want to show the damage your response has done to their path to victory. At present, we’re literally just summarising the content from both sides.  We need to explain why parents make these kinds of decisions. We need to first establish what the incentive structures of unreasonable parents are; what kinds of decisions they are likely to make, and why they will be bad.  Talk about how if parents are reasonable, they’ll recognise teachers know what they’re doing and reduce involvement, even where given the choice. This is not a debate about them - they don’t use the motion. Who this debate is about, is those who do take interest and intervene - and are unlikely to be reasonable; what books will they want to ban? What kinds of policies will they try to implement?  02:18 | | | | | | |

| **Student Name:** Tongtong Lai |
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| 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 |
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| 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:  Our opening needs to target the biggest issue we’re either winning on or losing on. In this case, you need to establish why parents are good actors, and unlikely to behave in the way the Opposition claims. Why does knowledge matter? Why is it sufficient?  Don’t take the easy out - it says significant oversight; you need to tell me why parents will be reasonable actors who where aware they are incompetent, self select out. Use Adrian’s framing and say - in an underfunded public school, teachers need all the help they can get - and will mess up; involved and educated parents are the best way out.  We need to explain why parents would not be exam oriented, or prioritise the mental health and happiness of kids. You have to break down their incentives beyond knowing more about kids - which is also asserted and not explained.  In what instances or situations will parents disagree with school choices? We need to break down when and in what areas this disagreement occurs; with what books, what issues and so forth? For instance, where teachers teach something super radical or different and so forth? Where would they exercise oversight?  Why are teachers unaware, after all the work 3O does in explaining why and how they are qualified?  02:20 | | | | | | |