| **Student Name:** Emilia |
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| **Motion**: This house believes that children should have the right to veto their parents' decisions on matters that directly affect them (e.g., education, medical treatment) |
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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: | 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:  Don’t start your speech by saying “So..”! Give me a hook that captures the core of your case.  Try to organise your speech into clashes; the speech felt like an undirected rebuttal speech.  Try to focus on the most important thing from the other side. The most dangerous material is the context that parents are better decision makers and children are likely to make decisions that are problematic. You gotta point this out!  You should spend some time explaining why children are likely to be reasonable when discussing with their parents. Also, why is it wrong for a child to make an emotional decision? Emotional doesn’t necessarily equate to being wrong.  You have to weigh the benefit of individuality against all the possible risks that come with the freedom to make your own decisions as a child.  Not sure if certain kids messing up their life is the most strategic angle - There are plenty of guardrails that aren’t parents. This could be laws, teachers, other adults, mentors, etc. Consider them and explain how this prevents them from making bad decisions!  You should have explained that abuse is likely to occur anyway. | | | | | | |

| **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 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 | | | | | |
| 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:  Hook   * Nice opening and observation on the other side. To be fair, I don’t think they said that it was gonna be perfect - just better. Engage with that angle!   Use more hand gestures!  Counter-model   * Limited decision making power - In what situations do they have decision making power? Which decisions are completely out of their purview? This is an important questions   Argument   * I’m not too sure what you meant at the end of the first argument re: power and tiger parenting. Some clarity here was definitely needed. * When focusing on things like social media, you should really take some time to fully detail the types of harms that happen from social media. Is it an addiction? Is it unrealistic expectations of life? Be sure to explain this in greater detail next time around. * Why don’t kids understand what’s good for them? Try to be more layered here. Some things you can say is;   + Children’s brains are underdeveloped (Frontal Lobe.)   + Children have only experienced certain things like school - not the rest of their life, working life, etc. This is more specific compared to your depiction.   - | | | | | | |

| **Student Name:** Rex Law |
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| **Motion**: This house believes that children should have the right to veto their parents' decisions on matters that directly affect them (e.g., education, medical treatment) |
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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:  Nice hook, but I’m not sure why parents won’t make the most realistic or reasonable choices compared to a kid. Might wanna tie this to a reason.  Rebuttal   * If length of experience isn’t the standard to assess if someone’s decision is good or bad, what standard do you propose instead? * What is unique about the child's experiences and needs? Is it because they can uniquely tell what they need? * Why will the child hate the parent when its likely that they can tell if they are making reasonable decisions for the child's future? * You gotta structure your rebuttals better - start with a recap of the claim, move into the reasons for why it isn’t true, do the even if, and then the comparison! * Technically, parents would still listen to their kid to some extent even without this model - why does the model uniquely make this listening better?   The delineation between your arguments and the rebuttal wasn’t very clear! Please do label and signpost this better next time. | | | | | | |

| **Student Name:** Ethan Woo |
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| **Motion**: This house believes that children should have the right to veto their parents' decisions on matters that directly affect them (e.g., education, medical treatment) |
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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 line - but why are parents less likely to be listened to by the children? Your first speaker did give me quite a few good reasons as to why this could be the case.  Good signposting!  Rebuttal   * Why wouldn’t the child care and or give constructive discussions? Seems like we’re talking about a pretty problematic child. You gotta engage with the middle ground of the debate. * If you think about it, if you want to foster relationships and communications with some power, this implies that kids could make some good decisions. Given that, why can’t we give kids some autonomy to speak and decide for themselves?   Argument: Rebellion   * I need more context here as to why rebellion is likely to happen. What about puberty makes the kids more willing to be rude etc? * The examples you suggested are actually illegal (ie., smoking.) Thus it probably isn’t really going to apply in this debate. * You could also talk about how this harms the relationship between parent and child - are parents more likely to give up on their children? Are they more likely to become resentful and or become antagonistic to each other? * Good use of the even if! * Try to avoid being hyperbolic in this argument - you have great arguments already!   Good recap at the end of the speech! | | | | | | |

| **Student Name:** Josephine She |
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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: | 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:  Great content in the opening of your speech, but it was pretty nonchalant with the way it was presented. Try your best to sound assertive!  I think the first clash was resolved a bit too quickly - why exactly was your case more true, impactful, and important? Try to answer these questions before you move on in the future.  You gotta try to respond to the things being suggested by the other side. There were a few things missing; The ability of the parent to decide better, etc.  You need to weigh against the most important premise; the most important angle coming from the other side was that parents are ultimately the better decision makers. Why then are children likely to be more rational in this context? Try to be more strategic next time.!  When it comes to values, there had to be more explanation given as to why children can be taught values effectively and that they will respect this values despite having a veto power. | | | | | | |

| **Student Name:** Adrian Wong |
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| **Motion**: This house believes that children should have the right to veto their parents' decisions on matters that directly affect them (e.g., education, medical treatment) |
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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:  Strong opening and observations of the problems in the Proposition debate. Don’t mix up stakeholders and clashes though!  Good breakdown of what is needed to win in each clash.  Just as Prop asserts that children are rational, you are also asserting that they are immature. It would be good for you to weigh out the reasons you gave me (e.g. brain development) and explain why this cancels out the other side.  You could also talk about the fact that this level of decision making could make these kids really anxious as they presumably have to bear the responsibility for things going right or wrong. That’s an important angle for you to consider!  Remember to weigh against the potential of the Proposition; i.e., that they can discuss and come to a consensus on what sort of decisions will be taken. Why wouldn’t this work?  When it comes to the parent child relationship, you could talk about the fact that these children will eventually be quite resentful once they grow up because their parents couldn’t do any better to stop them from making negative decisions.  Not so sure if parents will abuse the kids is an exclusive thing; they will probably debate in both worlds anyway? | | | | | | |

| **Student Name:** Ellie Fu |
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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). |
| --- |

| 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:  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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| **Motion**: This house believes that children should have the right to veto their parents' decisions on matters that directly affect them (e.g., education, medical treatment) |
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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:  Try to start your speech with a hook that's emotive. Otherwise, all good with the hook!  Set-up   * Will the children make the decision without any guidance at all? It’s quite likely that parents will guide them in making the decision, thus they don’t need to reconsider a position. * You also want to make it seem like this debate is about things that are reasonable; e.g. what school they go to and all vs. saying that they will do things that are legal only. * Too much pre-emption happening here in the set-up; some key questions that weren’t answered are what exactly do parents get to decide on, and how will the kids make these decisions?   Argument One: Freedom   * I’m not sure if tiger parenting is the most strategic choice here; tiger parenting relies on parents having power and influence over the children, which is likely to be the case in both worlds. Therefore, they will probably be tiger parented anyway. * Why is it crucial for children to make these sort of tough decisions on their bodies, etc? Does this make them more prepared for adult life? What’s the benefit here? * Powerlessness - You must also consider that if children are reasonable enough to think about their own decisions, it's quite likely that they are reasonable enough to understand why their parents make certain decisions as well. * Some angles missing; How much happier are the kids in this world? Why are they in a better position? Answer the positive impact next time! | | | | | | |