| **Student Name:** Tongtong Lai |
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| **Motion**: This House believes that parents should raise their children to prefer to be single |
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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, but 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: | 70.5 | | | | | |
| 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:  Good illustrations of how a relationship can be time consuming and obsessive; good work highlighting what the preferred counterfactual should be. However, consider - is this the most urgent entry into the round? Or can closing out-frame you?  Set-up   * Good work spelling out what these ages are + the lessons being learnt; let’s provide more grounding here! For instance, they'd praise children for solving problems alone, emphasize individual achievements, and avoid romanticizing fairy tales with marriage endings. At a later age, they could discourage "crushes" by redirecting that energy toward personal hobbies and skills. * What is the counterfactual? Is it personal goals, career advancement, and self-discovery?   Argument 1 - Distraction   * Let’s establish what the demands of a relationship are, especially a teen relationship.   + Emotional drama consumes mental energy needed for studying; time spent texting, calling, and hanging out directly competes with studying time; relationship conflicts create stress that impairs academic performance. * Let’s then spell out how demanding academics are; explain how the rat race, competitive admissions etc. mean that attention is really important. * Currently, all your harms are contingent on the relationship being unserious or distracting - explain why all or most will be this way. * Fair on age meaning that something serious doesn’t materialise. Explain why the lack of maturity or impulsiveness translates into bad choices; and why parents explaining this to children is the only way to avoid all of this. * Why is a focus on academics better + why are kids still fulfilled through platonic relations?   Argument 2   * This is pretty similar to our first argument on academic excellence + success. What new analysis are we offering here?   Rather than making the argument contingent on relationships occurring in this way, you are safer if you explain why the focus must be on self-fulfilment even where the relationship is good; otherwise you can be washed out here by closing opp. Why is this exclusive? For instance, your side aims for genuine independence and emotional maturity within children, for when they learn to derive happiness from their own achievements, interests, and personal growth, they develop a stronger sense of self that isn't dependent on external relationships.  Another way to enter this debate is saying that the media currently fixates on romance, and parents need to teach their children this as an important counter-balance; we need this as a moderating effect.  05:30 - well done, we could have stretched to 6! This was clearly delivered and explained. Good! | | | | | | |