| **Student Name:** Theo Lee |
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| **Motion**: This house would remove the Olympic quota system |
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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: | 67 | | | | | |
| 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 - this actually highlights the biggest issue with the quota system very clearly.  We’re missing out on signposting - what is the structure of this speech?  Clear model - good on how the new system will work! Good example of the Chinese table tennis team.  Good push on what the Olympics should be about - explain to me why this is the case. Why should competition be the most important thing at the Olympics? Why is national representation less important?  POI - fair response.  You NEED an ARGUMENT. Theo - we have to push ourselves to come up with a clear argument as you have learnt!  02:24 - good work extending! | | | | | | |

| **Student Name:** Emilia Lau |
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| **Motion**: This house would remove the Olympic quota system |
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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:  Clear opening. I think we need to be more direct and urgent - why the quota system matters so much. Why should inclusivity be the governing principle of the Olympics?  Clear signposting.  Why should it be friendship?  You can just say you support the status quo!  Rebuttal   * We need to establish what the purpose of the Olympics should be! Explain why it is the case that the Olympics differentiates itself from other competitions such as the World Cup - which is purely responsive. We need to unpack this; they assert competition, you assert inclusivity - tell me why you are right.   Argument 1   * The analysis here is repetitive to the rebuttal. * Why will it be offensive? Who will be offended? Why does this matter? Why is merit bad? You need to answer these questions! * POI: on wealth - is the implication offence, or rather discrimination/bias; explain why wealth of a country matters in terms of performance - and why their inclusion matters for the purpose of sports development; i.e. will these countries still invest in sport development if they know they’ll never get a chance to compete?   03:44 - good improvement! Keep working hard - there is a clear upward trajectory.  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Ellie Fu |
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| **Motion**: This house would remove the Olympic quota system |
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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: | 68.5 | | | | | |
| 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 needs to be responsive, ideally pinpointing why competition matters so much.  Rebuttal   * Why were they created for sports - and why does this matter. You assert that this is true and never explain the importance of this. * Why does merit matter more than representation? Unpack the purpose of the Olympics - and how it must be to focus on competition as opposed to equal participation. * Where does cancellation come from? Stay focused on the point you want to disprove. * We need to respond to the Prop push on poorer nations - and why we either protect them too, or don’t care about them!   Argument 1   * Thesis? * Why? Once they get to the Olympics, the best people still do the best…? Just because you’re not in the Top 10 - it doesn’t mean that you are bad! Why will it be about race? This is about nationality - these are two different things. What you are arguing doesn’t actually add up - because the US could have two African-Americans included, rather than white Americans; this is not about wokeism. * What is the impact of this argument?   The origins of the Olympics were to actually have average people compete - how should this change/remain?  Your voice sounds so muffled! You need to focus on enunciation and clarity; your tone is also monotonous, and doesn’t change throughout the speech. Do you sound persuasive?  04:07  Ask POIs consistently! | | | | | | |

| **Student Name:** Josephine She |
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| **Motion**: This house would remove the Olympic quota system |
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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: | 68.5 | | | | | |
| 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 identification, our phrasing is off - it’s too stilted and fragmented; I want clear confident delivery! Why is it that inclusion matters more/what is the biggest response to the content from Prop - for instance, is this about race, is this about poor quality athletes..? Punish them for the content they have!  Rebuttal   * Fair on who actually gets selected; still about top level athletes. * POI: good direct answer! Talk about what the average person prefers. * Have we provided sufficient response? As 2nd - your focus must be responsive, rather than constructive. * We need to establish what the purpose of the Olympics should be! Explain why it is the case that the Olympics differentiates itself from other competitions such as the World Cup - which is purely responsive. We need to unpack this; they assert competition, your team asserts inclusivity - tell me why you are right.   Argument 1   * What is the thesis? * Why do fans behave in this way? You assert this is true, but need to justify why it is; your side supports quotas - this goes against your side. For example, why do people watch Messi, even if they aren’t Argentinian. * Why does fun matter? What is the weighing?   03:59 | | | | | | |

| **Student Name:** Ethan Woo |
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| **Motion**: This house would remove the Olympic quota system |
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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:  Good tone in the opening; you sound very clear; but you need to incorporate pauses/stops/vary your tone to draw focus on what matters. Rather than criticising, you need to point out what the gap is. This is how you get judge buy-in - actually responding!  Signposting has to include the name of the clash. You also need to have more than one clash. In hindsight - we have one clash, which isn’t really a clash - you just say it is! You’re more or less just doing point by point rebuttals with some questions/reflections on competition. What are the actual clashes in this debate?  Clash 1 - title? What will you do here?   * Thesis? * Why is skill the best mechanism for fairness? * Good work bringing back the model - link this to the benefit Opp wants to claim on under-resourced countries who suffer from this. * Why does the motto matter? Give me substantial reasons as to why competition is the spirit of the Olympics as opposed to repeating the motto + describing what should happen! * Engage with their case charitably - Josephine explains why you won’t have incompetence/people will still have some ability even if they aren’t the best in the world. * Good work gaining the HK example for your side.   Good attempt at discussing the comparative. Explain why quality matters more.  The origins of the Olympics were to actually have average people compete - how should this change/remain?  04:50 - good job! We need to work on clashes.  Good work asking POIs consistently! | | | | | | |

| **Student Name:** Adrian Wong |
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| **Motion**: This house would remove the Olympic quota system |
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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:  Strong opening. Good rhetorical flourish about how the nation wins, as opposed to individual speakers.  Good work having two clear clashes.  Clash 1 - Fairness - we spent too much time on this issue; you need to be more strategic with time management.   * Explain why the Olympics has to be this way; explain how there are other competitions for merit, the Olympics is about nations and countries - good job with the examples! * Link this to the historical significance of the Olympics - why it was created, and how it was created; that average people from each country could engage with it. * Good on why people still watch/fans still engage. * Why do we suddenly talk about breakdancing?   Clash 2 - Unity   * Why is this debate suddenly about viewership? I think you need to bring back the point on resources; and how discrimination/bias/being under-resourced means certain countries do well. * Why do smaller poorer countries do worse at sports? Where does sport development grow equitably?   We need to engage in weighing! Why does each issue matter/what does your winning it do to the debate as a whole?  04:59  We need to ask POIs consistently! | | | | | | |