| **Student Name:** Cyrus Yuan |
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| **Motion**: This house would eject national sports teams from international competitions if their fans or players are found to have committed racist or offensive acts during matches. |
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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 opening; but why is respect so important? Why is the bar that needs to be met for this?  Clear signposting; I do think just from title alone there is likely to be similarly between these arguments.  Set-up   * Framing? * Fair on what this; why does it happen? Why do people engage in such behaviour? * Why do these happen frequently/infrequently? * We need to explain why present policies aren’t enough - such as yellow or red flags.   Argument 1   * Thesis? What will you prove here? * POI - responsibility; I think rather than representation, make it about the lack of alternative solutions. Responsibility is a very high burden of proof, which you assert, as opposed to justify. * Why are these mild tame ways not enough? What is the gap in status quo? What is the symptomatic approach on Opp and why is it insufficient? You’re comparing your model to a very vague comparative. Push a comparative for Opp to have to defend. * Why do they think this way? We assert they do without exploring their incentives, choices, ability to alter behaviour, past trends and so on! Why do they feel guilty? Is their passion for the team more important than their inclinations to be offensive? Can we analyse why racism or offensive behaviour even occurs in the first place? * Do you change their behaviour? Why will this lead to them reflecting or thinking about this, beyond regulating for the sake of it?   Clear speech, analytical rigour within the argument is missing. We have to work on this before we can be deemed ready for PSD III. Consider joining the Spars!  We need to ask POIs. This is egregious! We cannot not ask POIs!  03:57 | | | | | | |

| **Student Name:** Ellie Fu |
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| **Motion**: This house would eject national sports teams from international competitions if their fans or players are found to have committed racist or offensive acts during matches. |
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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:  Why is it unfair? Start with this rather than just this identification.  Clear signposting.  Set-up   * Framing? * Fans - immediate removal and ban. Players on severity. You basically support the status quo. Why is this sufficient? Prop spends lots of time saying this is insufficient - you need to give me the justification for this being enough right here.   Rebuttal   * Represent the country; fair on lack of mech. Explain why even if it is, why this is insufficient. Good on countries not choosing fans - international fans do exist. What is the implication of this? * Why does the athlete’s career matter more than the victim of the offensive act/racism? This justification is also missing. * Outrage and backlash - why does this matter? What is the impact of this? We’re being descriptive, as opposed to justifying this. * POI - fair on harm and risk; you have to go beyond repeating the model!   Argument 1 (started at 3:33 - too late)   * Fair on lack of control; explain why or how this tension or action happens. * What is a fair punishment? What is the comparative? How is your side better? Analyse what the incentives of this person are, and how they change/get held accountable on your side.   We have to manage our time better.  04:21  We need to ask POIs. This is egregious! We cannot not ask POIs! | | | | | | |

| **Student Name:** Ethan Woo |
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| **Motion**: This house would eject national sports teams from international competitions if their fans or players are found to have committed racist or offensive acts during matches. |
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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:  Why is it the only way? Justify this up top.  Immediately transition after this into signposting rather than just jumping to rebuttals. This leads to a cleaner speech as opposed to a messier one.  When clarifying what these acts are, instead explain WHY they happen. What inspires them? Is it actual racism, or mal-intent, or a spur of the moment thing? How does this change the case?  Why does respect/the country matter so much? The push from Prop should be about preventing harm to victims of racism or offence. Why does respect matter so much more?  Good on influence and changing behaviour; explain the competing preferences that exist, and why this becomes the tipping point; you’re right, but you need to explain this in greater detail.  Reputation - why does this matter so much?  POI: influence; explain how their desire to keep their team in is what leads to behaviour changing! Good on the passion of these fans and hence likely behaviour. Good - explain why it leads to the positive change you want.  This speech lacks structure, even though there are some strong analytical moments. We have to pay attention to our structure.  04:19  We need to ask POIs. We cannot not ask POIs! | | | | | | |

| **Student Name:** Hanna Zhang |
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| **Motion**: This house would eject national sports teams from international competitions if their fans or players are found to have committed racist or offensive acts during matches. |
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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:  Excellent opening; strong start and tone about fairness and responsibility. We should explain why athletes careers and lives matter so much; and why fans too care about this the most.  Clear signposting; I would prefer a NEW argument at second.  Rebuttal   * Respect; explain why it is more or less fans that engage in this behaviour, rather than the athletes; characterise this as the likely manifestation of the problem. * Good on stretch of IR - question if this even matters in the round. * Good on existing mechanisms such as social media + care for their own career; we can add more reasons here! * POI: representation on the basis of jersey - they can be from other countries/the country didn’t choose them/they aren’t a representative they are an individual.   Argument 1   * We mostly just reiterate the value of our first speaker’s principle argument here; we need to evolve this further. * What is a fair punishment? What is the comparative? How is your side better? Analyse what the incentives of this person are, and how they change/get held accountable on your side. * Explain why either career matters more, or why you prevent harm. This justification is missing.   04:12 - Excellent style and great responses. Argument needs work!  We need to ask POIs. We cannot not ask POIs! | | | | | | |

| **Student Name:** Jacky Xu |
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| **Motion**: This house would eject national sports teams from international competitions if their fans or players are found to have committed racist or offensive acts during matches. |
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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:  Opening needs to be more direct at poking holes in the speech right before you! Current opening is also slightly fragmented. We need to work on our flow.  Signposting? What is the structure of this speech?  Within the rebuttal, we’re too summary oriented at the moment; start by systematically establishing what is said from them on this issue, why they are wrong - then explain what the comparative is, rebuilding against their responses. Then explain why you win it. Clashes!!  Good on what fans want - explain the competing preferences that exist, and why this becomes the tipping point; you’re right, but you need to explain this in greater detail. Explain how their desire to keep their team in is what leads to behaviour changing! Link to the passion of fans in Ethan’s speech and hence likely behaviour. Explain why it leads to the positive change you want.  When clarifying what these acts are, instead explain WHY they happen. What inspires them? Is it actual racism, or mal-intent, or a spur of the moment thing? How does this change the case?  Why does respect/the country matter so much? The push from Prop should be about preventing harm to victims of racism or offence. Why does respect matter so much more?  Clashes and structure entirely missing today!  Jacky, I think we’ve been improving super quickly, but now need to scale up to improve even faster - especially if we’re super ambitious. Consider joining the Spars/Debate Team - let me know if you have any questions and I’m happy to chat to you about this!  04:05  We need to ask POIs! | | | | | | |

| **Student Name:** Adrian Wong |
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| **Motion**: This house would eject national sports teams from international competitions if their fans or players are found to have committed racist or offensive acts during matches. |
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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: | 71.5 | | | | | |
| 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:  Opening is trying to do too much! Less is more and identify what this misunderstanding is and so forth.  Where is signposting? What is the structure of this speech?  Good on representation; and how there isn’t such a strict relationship as the other side assumes; use the analysis Hanna gives as well; they can be from other countries/the country didn’t choose them/they aren’t a representative they are an individual. Good example of trade with South Korea and Huawei; this highlights the absurdity of the situation. We do spend FAR MORE TIME on this than necessary - we need to manage prioritisation.  Explain why it is more or less fans that engage in this behaviour, rather than the athletes; characterise this as the likely manifestation of the problem. What is a fair punishment? What is the comparative? How is your side better? Analyse what the incentives of this person are, and how they change/get held accountable on your side.  We should explain why athletes careers and lives matter so much; and why fans too care about this the most. Explain why either career/ability to play matters more, or why you prevent harm. This justification is missing.  Where were our clashes?  04:03 | | | | | | |

| **Student Name:** Josephine She |
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| **Motion**: This house would eject national sports teams from international competitions if their fans or players are found to have committed racist or offensive acts during matches. |
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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: | 68.5 | | | | | |
| 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:  Our opening should be more strategic - point out in one sentence, why your side wins.  Signposting? What is the structure of your speech? The point of reply isn’t to summarise so literally, but to explain by going through the two clashes in the round, why your side wins on those two issues. Next time, if you speak reply, you must follow this structure!  Good work identifying the issue of representation; given you prove this isn’t true - what implication does this have? Does this mean the principle justification on Prop goes away? Use the analysis Hanna gives as well; they can be from other countries/the country didn’t choose them/they aren’t a representative they are an individual. Good example of trade with South Korea and Huawei; this highlights the absurdity of the situation. We do spend FAR MORE TIME on this than necessary - we need to manage prioritisation.  Explain why it is more or less fans that engage in this behaviour, rather than the athletes; characterise this as the likely manifestation of the problem. What is a fair punishment? What is the comparative? How is your side better? Analyse what the incentives of this person are, and how they change/get held accountable on your side.  We should explain why athletes careers and lives matter so much; and why fans too care about this the most. Explain why either career/ability to play matters more, or why you prevent harm. This justification is missing.  02:17  We need to ask POIs! | | | | | | |

| **Student Name:** Emilia Lau |
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| **Motion**: This house would eject national sports teams from international competitions if their fans or players are found to have committed racist or offensive acts during matches. |
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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: | 68.5 | | | | | |
| 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:  Our opening should be more strategic - point out in one sentence, why your side wins.  Signposting? What is the structure of your speech? The point of reply isn’t to summarise so literally, but to explain by going through the two clashes in the round, why your side wins on those two issues. Next time, if you speak reply, you must follow this structure!  Do we think we can win on representation? Or should we try to weigh it off instead?  Good on what fans want - explain the competing preferences that exist, and why this becomes the tipping point; you’re right, but you need to explain this in greater detail. Explain how their desire to keep their team in is what leads to behaviour changing! Link to the passion of fans in Ethan + Jacky’s speech and hence likely behaviour. Explain why it leads to the positive change you want.  When clarifying what these acts are, instead explain WHY they happen. What inspires them? Is it actual racism, or mal-intent, or a spur of the moment thing? How does this change the case?  Why does respect/the country matter so much? The push from Prop should be about preventing harm to victims of racism or offence. Why does respect matter so much more?  Next time, don’t just summarise - this isn’t the purpose of a reply!  We need to ask POIs. We cannot not ask POIs!  03:01 | | | | | | |