| **Student Name:** Cyrus Yuan |
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| **Motion**: This house would ban media from publishing the ethnicity of crime suspects and convicted criminals in their reporting. |
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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:  The problem characterisation is clear - that this is an over exaggeration; we need to spell out how this is done badly beyond correction. Why can the media never get reporting ethnicity right?  Set-up   * Don’t assume this debate is based in the US. You can narrow this debate by explaining this likely only happens where there are diverse ethnic minorities that exist. * Is it that they have not done anything? Spell this out very clearly! What is the unique issue here - are they being overpoliced and overtargeted? Are they victims? * What does Opp have to defend? I want a burden push!   Argument 1   * Explain how there is an overpolicing of ethnic minorities in the status quo. Explain how existing biases and stereotypes have led to this, and this debate is about the best way to dismantle this. Mechanise how repeatedly highlighting the ethnicity of criminals can create an unwarranted fear and mistrust of entire communities. * Good use of example! * POI: reject the premise; the media is subjective! They choose what to report and how constantly. The way we interpret it is also entirely subjective. * We should also explain how it actually exacerbates racial bias in the justice system. Publishing the ethnicity of suspects can influence public opinion and potentially bias juries, leading to harsher sentences for individuals from certain ethnic backgrounds. This contributes to systemic racism within the justice system and undermines the principle of equal treatment under the law. Furthermore, focusing on ethnicity distracts from the actual details of the crime and the pursuit of true justice.   Argument 2   * Explain how focusing on ethnicity in crime reporting distracts from the underlying socioeconomic factors that contribute to criminal behavior, such as poverty, lack of education, and limited access to opportunities. Addressing these root causes is essential for effectively reducing crime rates. * We need to explain how or why it is currently just a limited few who commit crimes, but why these stereotypes and biases have gotten blown up.   05:01 | | | | | | |

| **Student Name:** Emilia Lau |
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| **Motion**: This house would ban media from publishing the ethnicity of crime suspects and convicted criminals in their reporting. |
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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:  Is it true that the media reports it on the basis of facts? Or is this something we need to cover in our counter-model? Can we just call them dramatic?  Set-up   * Clear stance, but how do you deal with the racism you acknowledge exists? * What is your counter-model? What is our set-up? Do we agree there are biases? How do we deal with their problem characterisation?   Rebuttal   * We need to mech out what good media portrayal of ethnicity looks like. We can explain how we would avoid generalisations, contextualise information, and make sure there is balanced representation to avoid stereotypes. Explain how this solves the problem Prop highlights properly! * Good work engaging on all the different elements of the 1P speech, even if the responses themselves needed to challenge the claim with more directness!   POI: Good, explain how you empower them to make the best decisions on your side.  Argument 1 (we started this at 03:45…)   * We need to explain why this information is necessary; don’t make the value of this information neutral, but actively positive. Withholding information about a suspect's ethnicity hinders transparency and can lead to public distrust in the media and law enforcement. The public has a right to know the full details of a crime, including the description of the suspect, to aid in their apprehension and to hold law enforcement accountable. * Publishing a suspect's ethnicity can be crucial in identifying and apprehending the perpetrator. It allows witnesses to come forward with relevant information and assists law enforcement in narrowing down their search. Restricting this information could hinder investigations and jeopardize public safety. * We need to explain what the right of the public to know is, alongside where the public are likely to be safer.   Argument 2   * We barely had time to go over this due to our time management!   05:22 | | | | | | |

| **Student Name:** Hanna Zhang |
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| **Motion**: This house would ban media from publishing the ethnicity of crime suspects and convicted criminals in their reporting. |
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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 - it shouldn’t be that people need to know, it is that the media is objective. Are they? This is the point you are also making with the examples of Fox and CNN you use!  Rebuttal  Good work pointing out how unrealistic it is that people will be good and look past their bias. Explain the comparative - why does your side deal with this issue? This is where you should reiterate and reinforce the positive case of your side. Remember a full response is - not true, not important, even if, comparative and then weighing!  Impact out how minorities are impacted - how are their lives materially worse? How does racism and racial profiling hurt them?  Good on over policing. What is the implication of this?  Argument 1   * The media behaving in this way needs to be explained in greater ways; explain how there is a racist portrayal and depiction. We jump to the impact of gerrymandering and murder. Build up to this! You can characterise depiction in the following ways - focusing on criminality, frequently depicting members of certain ethnic groups as impoverished, reliant on welfare etc.   + We need to explain how or why it is currently just a limited few who commit crimes, but why these stereotypes and biases have gotten blown up. * Good on the role the media plays in perpetuating these harms. * Why does your side suddenly flip racist beliefs? You need to explain this in far greater detail; do you get people to suddenly become less racist? Or is it a more realistic impact you need to build towards?   Explain how there is an overpolicing of ethnic minorities in the status quo. Explain how existing biases and stereotypes have led to this, and this debate is about the best way to dismantle this. Mechanise how repeatedly highlighting the ethnicity of criminals can create an unwarranted fear and mistrust of entire communities.  We should also explain how it actually exacerbates racial bias in the justice system. Publishing the ethnicity of suspects can influence public opinion and potentially bias juries, leading to harsher sentences for individuals from certain ethnic backgrounds. This contributes to systemic racism within the justice system and undermines the principle of equal treatment under the law. Furthermore, focusing on ethnicity distracts from the actual details of the crime and the pursuit of true justice.  05:07 | | | | | | |

| **Student Name:** Theo Lee |
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| **Motion**: This house would ban media from publishing the ethnicity of crime suspects and convicted criminals in their reporting. |
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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: | 70.5 | | | | | |
| 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:  I want a stronger opening! You need to engage on the media, and whether or not their reporting will be objective. This is what your side depends on proving to win!  Rebuttal   * Public perception - if people are so racist, will media depictions change their opinions? Are they rational? How will they respond to such a policy - will they gain trust or lose trust in the media/ethnic groups. How does it worsen their perception of minority groups? * Fair call out on lowering crime rates. You need to explain why the stereotype doesn’t go away! * We can’t fiat objectivity - are these channels objective? * You should model how your side is happy to regulate media coverage to make sure it is good quality coverage! We need to mech out what good media portrayal of ethnicity looks like. We can explain how we would avoid generalisations, contextualise information, and make sure there is balanced representation to avoid stereotypes. Explain how this solves the problem Prop highlights properly! * Good mitigation on what people need to know + safety; what does this mean they think of ethnic minorities - do they still view them as dangerous? How can responsible reporting solve the problem of racial profiling on Prop even better?   Argument 1   * We need to explain why this information is necessary; don’t make the value of this information neutral, but actively positive. Withholding information about a suspect's ethnicity hinders transparency and can lead to public distrust in the media and law enforcement. The public has a right to know the full details of a crime, including the description of the suspect, to aid in their apprehension and to hold law enforcement accountable. * Publishing a suspect's ethnicity can be crucial in identifying and apprehending the perpetrator. It allows witnesses to come forward with relevant information and assists law enforcement in narrowing down their search. Restricting this information could hinder investigations and jeopardize public safety. * We need to explain what the right of the public to know is, alongside where the public are likely to be safer.   05:01 | | | | | | |

| **Student Name:** Ellie Fu |
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| **Motion**: This house would ban media from publishing the ethnicity of crime suspects and convicted criminals in their reporting. |
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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:  Our opening needs to be clearly worded. The observation itself is fine - back it up with an explanation as to how the flip is true. How are these portrayals inherently racist? Why is it that we need to prevent this information from being shared!  Clash 1: Minorities  We need to unpack how the media is not objective, and how people are racist themselves. The media behaving in this way needs to be explained in greater ways; explain how there is a racist portrayal and depiction. You can characterise depiction in the following ways - focusing on criminality, frequently depicting members of certain ethnic groups as impoverished, reliant on welfare etc. We need to explain how or why it is currently just a limited few who commit crimes, but why these stereotypes and biases have gotten blown up.  Explain the comparative - why does your side deal with this issue? This is where you should reiterate and reinforce the positive case of your side. Remember a full response is - not true, not important, even if, comparative and then weighing!  Impact out how minorities are impacted - how are their lives materially worse? How does racism and racial profiling hurt them?  Why does your side suddenly flip racist beliefs? You need to explain this in far greater detail; do you get people to suddenly become less racist? Or is it a more realistic impact you need to build towards?  Clash 2: Fact or Perception  Explain how there is an overpolicing of ethnic minorities in the status quo. Explain how existing biases and stereotypes have led to this, and this debate is about the best way to dismantle this. Mechanise how repeatedly highlighting the ethnicity of criminals can create an unwarranted fear and mistrust of entire communities.  We should also explain how it actually exacerbates racial bias in the justice system. Publishing the ethnicity of suspects can influence public opinion and potentially bias juries, leading to harsher sentences for individuals from certain ethnic backgrounds. This contributes to systemic racism within the justice system and undermines the principle of equal treatment under the law. Furthermore, focusing on ethnicity distracts from the actual details of the crime and the pursuit of true justice.  We need to ask POIs! How many did we ask?  05:06 | | | | | | |

| **Student Name:** James Gao |
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| **Motion**: This house would ban media from publishing the ethnicity of crime suspects and convicted criminals in their reporting. |
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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:  I want a stronger opening! You need to engage on the media, and whether or not their reporting will be objective. This is what your side depends on proving to win! You should model how your side is happy to regulate media coverage to make sure it is good quality coverage! We need to mech out what good media portrayal of ethnicity looks like. We can explain how we would avoid generalisations, contextualise information, and make sure there is balanced representation to avoid stereotypes. Explain how this solves the problem Prop highlights properly!  Clash 1: Need - just one clash?   * We need to explain why racism won’t occur? We just assert we can report other things - why will this work? Similarly, people being racist is the problem, as per Proposition! Your reporting can be as objective as possible, but that means your facts don’t alter their opinions… * If people are so racist, will media depictions change their opinions? Are they rational? How will they respond to such a policy - will they gain trust or lose trust in the media/ethnic groups. How does it worsen their perception of minority groups? * POI - see above. The same comment applies! * On the purpose of news - we need to explain why this information is necessary; don’t make the value of this information neutral, but actively positive. Withholding information about a suspect's ethnicity hinders transparency and can lead to public distrust in the media and law enforcement. The public has a right to know the full details of a crime, including the description of the suspect, to aid in their apprehension and to hold law enforcement accountable. * Publishing a suspect's ethnicity can be crucial in identifying and apprehending the perpetrator. It allows witnesses to come forward with relevant information and assists law enforcement in narrowing down their search. Restricting this information could hinder investigations and jeopardize public safety. * We need to explain what the right of the public to know is, alongside where the public are likely to be safer.   We need to explain what the right of the public to know is, alongside where the public are likely to be safer.  We need to watch our language. We can’t end up calling the other side racist; we can call people in their world racist, but not them. Be careful next time.  03:52  We need to ask POIs! | | | | | | |

| **Student Name:** Tongtong Lai |
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| **Motion**: This house would ban media from publishing the ethnicity of crime suspects and convicted criminals in their reporting. |
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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:  You need to engage on the media, and whether or not their reporting will be objective. This is what your side depends on proving to win! You should model how your side is happy to regulate media coverage to make sure it is good quality coverage! We need to mech out what good media portrayal of ethnicity looks like. We can explain how we would avoid generalisations, contextualise information, and make sure there is balanced representation to avoid stereotypes. Explain how this solves the problem Prop highlights properly!  What is the structure of this speech? Give me either clashes, or clear cut reasons as to why your side wins!  Good on purpose being information; we need to explain why this information is necessary; don’t make the value of this information neutral, but actively positive. Withholding information about a suspect's ethnicity hinders transparency and can lead to public distrust in the media and law enforcement. The public has a right to know the full details of a crime, including the description of the suspect, to aid in their apprehension and to hold law enforcement accountable. Publishing a suspect's ethnicity can be crucial in identifying and apprehending the perpetrator. It allows witnesses to come forward with relevant information and assists law enforcement in narrowing down their search. Restricting this information could hinder investigations and jeopardize public safety.  Your reporting can be as objective as possible, but that means your facts don’t alter their opinions… If people are so racist, will media depictions change their opinions? Are they rational? How will they respond to such a policy - will they gain trust or lose trust in the media/ethnic groups. How does it worsen their perception of minority groups?  We need to explain what the right of the public to know is, alongside where the public are likely to be safer.  We need to ask POIs! How many did we ask today?  03:22 | | | | | | |