| **Student Name:** Ethan Woo |
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| **Motion**: This house believes that rehabilitation should be the only consideration in criminal sentencing. |
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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: | 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:  Our opening shouldn’t be on the Opposition's terms; make it about rehabilitation and its importance instead. Your opening should clearly identify the problem in the round, that the motion is trying to solve. In this case, it is that punitive approaches to criminal justice, focused on retribution and punishment, create a self-fulfilling prophecy of violence by subjecting offenders to dehumanizing conditions and denying them opportunities for growth and reintegration. Rehabilitation, in contrast, offers a path forward that breaks this cycle, reduces recidivism, and enhances community safety.  Set-up - must be more pointed, direct, and structured. Every additional observation needs to have a strategic value add to it .   * Good on economic need; point out that this means this is not a debate about serial killers - who are presumably beyond rehabilitation and would be given a life sentence/death penalty anyways. We are inefficient from a time + word economy point of view when establishing crimes occur due to economic need. We should also be more expansive - it isn’t just poverty, but also addiction, lack of education, and trauma. Link this to how the prison system changes to accommodate this - for instance, by offering therapy, job training, educational opportunities, and substance abuse treatment. * We need to establish the kinds of prisons we would support; for instance, where they are still part of society, where we focus on upskilling and vocational training etc. We try to add detail, but do it in vague terms rather than being specific through the use of context or examples.   Argument 1   * Good on this being either/or - why is this true? * We need to establish what rehabilitation is, and what a justice system where rehabilitation is the priority looks like. What do prisons look like in the status quo, and how does this change? * We need to establish, beyond that rehabilitation works, that the primary goal of the justice system should be to reduce crime and improve society. Then, explain how rehabilitation offers the best chance of achieving this by addressing the root causes of criminal behavior and equipping individuals with the skills and support they need to become productive members of society. We need to analyse WHY people commit crime here. You can’t just ensure rehabilitation will always work and it’ll all be good. * Good on hatred, and the path retribution leads down. Analyse WHY this creates resentment - harsh prison conditions, including overcrowding, isolation, and lack of access to education and rehabilitation programs, are what have a dehumanizing effect on individuals. This dehumanization is what then leads to increased anger, resentment, and a greater propensity for violence upon release.   05:51 - hit 6!  We need to ask POIs consistently! Word them carefully! It’s a short question. | | | | | | |

| **Student Name:** Davian Hung |
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| **Motion**: This house believes that rehabilitation should be the only consideration in criminal sentencing. |
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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: | 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:  Why would this be the world that occurs? Why would rehab work in this way? Why would judges make bad decisions in this capacity? They don’t model this out, which is wrong - but call them out for it, rather than assuming implementation just occurs poorly.  Framing - the point or purpose of framing needs to be crystal clear. The word economy/strategic clarity here also needs attention.   * On rehab - what does this observation do in the context of the round? Is it that it can be accessed in your world as well? Explain instead how rehab is just one part of a greater list of factors - because sentencing must be context dependent. For instance, that some are beyond rehab, but others are not.   + Don’t just list out the pillars here - apply them contextually. For instance, have there been prior convictions? What is the nature of these convictions? Repeat offenders often receive harsher sentences.   + Certain factors might lessen the severity of the sentence, such as the defendant's age, mental health, history of abuse, or cooperation with authorities. * Don’t list burdens for the sake of them!   Rebuttal - started at 02:50, which is too late.   * The same comment re convenient response on psychopaths applies here. Instead, consider that some may be too violent to change? This is important, and we need to break this down in greater detail! For instance, ​​for some, violence has become a deeply ingrained pattern of behavior, learned through repeated exposure and reinforcement. Unlearning these patterns can be incredibly difficult, especially if the individual's environment continues to reinforce violent behavior.   Argument 1 - at 05:02…   * Why is punishment the correct moral system/why would it achieve what your side claims it will?   + Maybe it is because victims and society deserve to see that those who commit crimes are held accountable for their actions.   + Victims and society deserve to see that those who commit crimes are held accountable for their actions. * If we do go down this path, why do victims matter so much? In some instances, incapacitation must be the priority - how do we save other people; if they can’t be rehabilitated - future victims must be protected in this way instead.   We need to ask POIs consistently!  06:16 | | | | | | |

| **Student Name:** Ellie Fu |
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| **Motion**: This house believes that rehabilitation should be the only consideration in criminal sentencing. |
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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: | 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:  How does it change their mindset? Identify the biggest problem with the speech before you - which is that we’re told retribution matters without any detail re what retribution looks like - build this out - explain how retribution and punishment creates a self-fulfilling prophecy of violence by subjecting offenders to dehumanizing conditions and denying them opportunities for growth and reintegration. Rehabilitation, in contrast, offers a path forward that breaks this cycle, reduces recidivism, and enhances community safety.  Rebuttal   * Expand on bad people being stuck in the same place - why are prisons violent places that inculcate violence instead? Good on hatred, and the path retribution leads down. Analyse WHY this creates resentment - harsh prison conditions, including overcrowding, isolation, and lack of access to education and rehabilitation programs, are what have a dehumanizing effect on individuals. This dehumanization is what then leads to increased anger, resentment, and a greater propensity for violence upon release. * We need to establish, beyond that rehabilitation works, that the primary goal of the justice system should be to reduce crime and improve society. Then, explain how rehabilitation offers the best chance of achieving this by addressing the root causes of criminal behavior and equipping individuals with the skills and support they need to become productive members of society. We need to analyse WHY people commit crime here. You can’t just ensure rehabilitation will always work and it’ll all be good.   Argument 1   * On crimes of malice - are these more or less likely for rehab to occur…? For instance, is it easy to rehabilitate a murderer? Is this debate most strategically occurring for these types of crimes? Ethan focused on economic need - and this is probably more strategic because it is difficult to defend serial killers who change their mind - who are presumably beyond rehabilitation and would be given a life sentence/death penalty anyways. * Are you proving here that rehabilitation works? We need to establish what rehabilitation is, and what a justice system where rehabilitation is the priority looks like. What do prisons look like in the status quo, and how does this change?   + Alternatives to incarceration, such as community-based programs, probation, and restorative justice initiatives, are prioritized for non-violent offenders and those deemed low-risk.   + Sentencing and programming are tailored to the specific needs and circumstances of each individual, rather than relying on one-size-fits-all approaches. * Do you prove this outcome?   06:14  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Emilia Lau |
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| **Motion**: This house believes that rehabilitation should be the only consideration in criminal sentencing. |
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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:  Good opening - explain why this is important; why do victims matter so much? Is the CJS about existing and future victims? Why are crimes even bad - because they hurt people and create victims? Go into more detail here.  Rebuttal - why did we do speaker by speaker?   * Ethan does push need; Ellie then pushes malice - ask which one it is; ask if you can even change these people? Consider that some may be too violent to change? This is important, and we need to break this down in greater detail! For instance, ​​for some, violence has become a deeply ingrained pattern of behavior, learned through repeated exposure and reinforcement. Unlearning these patterns can be incredibly difficult, especially if the individual's environment continues to reinforce violent behavior. * On rehab - is it that it can be accessed in your world as well? Explain instead how rehab is just one part of a greater list of factors - because sentencing must be context dependent. For instance, that some are beyond rehab, but others are not.   + Don’t just list out the pillars here - apply them contextually. For instance, have there been prior convictions? What is the nature of these convictions? Repeat offenders often receive harsher sentences.   + Certain factors might lessen the severity of the sentence, such as the defendant's age, mental health, history of abuse, or cooperation with authorities.   Argument 1   * Why is punishment the correct moral system/why would it achieve what your side claims it will?   + Maybe it is because victims and society deserve to see that those who commit crimes are held accountable for their actions.   + Victims and society deserve to see that those who commit crimes are held accountable for their actions. * If we do go down this path, why do victims matter so much? In some instances, incapacitation must be the priority - how do we save other people; if they can’t be rehabilitated - future victims must be protected in this way instead. * Point out that a responsible justice system must strike a balance between rehabilitation and public safety; rehabilitation cannot come at the expense of protecting potential victims. * The argument needs tighter organisation internally - what chain of logic are you following here?   We need to ask POIs consistently.  06:21 | | | | | | |

| **Student Name:** Tongtong Lai |
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| **Motion**: This house believes that rehabilitation should be the only consideration in criminal sentencing. |
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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:  Good work identifying how retribution doesn’t work - push this world onto them - this is what they had to defend and run away from; explain how retribution and punishment creates a self-fulfilling prophecy of violence by subjecting offenders to dehumanizing conditions and denying them opportunities for growth and reintegration. Rehabilitation, in contrast, offers a path forward that breaks this cycle, reduces recidivism, and enhances community safety.  Signposting? Where are the clash titles?  Rebuttal   * On victims - you need to explain how the rights of victims need to be weighed; excellent on the trade-off between the future and the present. Explain how rehabilitation is the only way to prevent future victims from being created. * We need to establish, beyond that rehabilitation works, that the primary goal of the justice system should be to reduce crime and improve society. Then, explain how rehabilitation offers the best chance of achieving this by addressing the root causes of criminal behavior and equipping individuals with the skills and support they need to become productive members of society. We need to analyse WHY people commit crime here. You can’t just ensure rehabilitation will always work and it’ll all be good. * Ethan said this is about crimes of need, Ellie said this is about crimes of malice. Emilia says some people are past rehabilitation. How do we engage with this? The most strategic option is to say this isn’t about serial killers, who are presumably beyond rehabilitation and would be given a life sentence/death penalty anyways. * POI - they can’t claim to want people to suffer, and then want to rehab them at the same time.   Clash 1 - nearly 4 minutes in?   * Good on hatred, and the path retribution leads down. Analyse WHY this creates resentment - harsh prison conditions, including overcrowding, isolation, and lack of access to education and rehabilitation programs, are what have a dehumanizing effect on individuals. This dehumanization is what then leads to increased anger, resentment, and a greater propensity for violence upon release.   Clash 2   * Are you proving here that rehabilitation works? We need to establish what rehabilitation is, and what a justice system where rehabilitation is the priority looks like. What do prisons look like in the status quo, and how does this change?   + Alternatives to incarceration, such as community-based programs, probation, and restorative justice initiatives, are prioritized for non-violent offenders and those deemed low-risk.   + Sentencing and programming are tailored to the specific needs and circumstances of each individual, rather than relying on one-size-fits-all approaches.   06:10 - We need to ask POIs consistently! | | | | | | |