| **Student Name:** Davian Hung |
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| **Motion**: This house would introduce a minimum racial quota in the police force |
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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:  Good work establishing what the purpose of the police should be, and how this is going unachieved in the status quo. We want to curate our problem, linking it specifically to the problem of racism as a consequence of a lack of diversity in the police force. Why is the lack of diversity the defining cause for brutality?  Set-up   * We list statistics from the video we watched, which is good; good link to the cause of racial homogeneity in the force. Establish further why this is the case; is it because people don’t apply? Is it because they do, but don’t make it through? The latter is more strategic; we are now carving out space for the people who are already interested/enthused by this. * Good caveat on inclusivity in higher ranks. Explain what the upshot of this is. * We need to explain if we’ll do anything else - will we change training, will we change the equipment carried or tactics used?   Argument 1   * We need to establish how brutality occurs as a consequence of racial homogeneity; how does this subconscious discrimination manifest?   + Is it just a superiority complex, or is it the entrenchment of racism in crime statistics, is it that they see them as problems that need to be solved?   + Explain why this mindset persists; is it because they don’t engage with POC outside of handling them as criminals? * Good work establishing the loop, even if the language we’re using here could be higher impact and more direct. This is the POI Ellie ends up asking.   Argument 2  Why does this change when we hire diverse co-workers for these people? Is it the case that they are kept isolated and hence are racist? How do we change racist mindsets? We have to explain HOW this change occurs.  Why do the opinions of these new officers get respected? Won’t it be a racist, hostile workplace? Why and how do these opinions get reflected in policies or operating protocols? We need to explain how we’ll pair this policy with changes in training, communication, de-escalation techniques etc.   * + Explain how it may help break down stereotypes and foster empathy and respect.   + Explain how these minority officers may serve as advocates for their communities, and hence can bring attention to problems that may be otherwise overlooked.   Why is this an exclusive solution? Why is the quota the only way to achieve any of the impacts you talk about? Why are organic hiring efforts insufficient?  06:25 - good work asking POIs! | | | | | | |

| **Student Name:** Ethan Woo |
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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:  Good work calling out racial diversity; immediately point to training, equipment and militarisation; explain what the root cause is immediately, if calling them out for not addressing it. Otherwise, this remains a question in the mind of the judge.  Set-up   * You can co-opt their benefits by doubling organic hiring efforts; don’t need to create a quota specifically. * On awareness - why is this exclusive? * On de-militarisation and accountability - the fiat required to pull this off is significantly higher than that of a racial quota. Does your side have the political capital to do all this? * I would suggest focusing on improving recruitment and hiring practices, and promoting changes in training and development, and promoting accountability and transparency.   Rebuttal   * Good on the influence of politicians. * Challenge if racial diversity just does away with systemic racism. We should question how this is going to be implemented! Will it occur meaningfully, or will it occur in a tokenistic fashion?   + Ask why organic hiring isn’t happening, or can’t happen; then you can say that this may mean we have a less meritocratic approach, which drives an impression that these new officers of colour are underqualified, perpetuating hate and discrimination further.   + Ask if police officers just become less racist because they mix with people of colour. Presumably they already do? Even if they don’t, why do these people of colour mix well with the existing force? Why do their opinions change/why do the suggestions of these new officers going to be integrated into the policies? * You have to explain why mixing doesn’t change racism that’s been cooked into people’s brains since before they were even born.   Argument 1   * Where is the thesis? When you jump straight into analysis without this, you’re giving me analysis I have to hold onto mentally, without knowing where it will go. * Good work breaking down what police brutality is; good work establishing how militarisation leads to it. Here, we need to note why even if we have racial diversity, without training/proper resources, brutality continues, because even people of colour can also be negligible - rephrase the first layer of this argument into talking about how systemic racism works - and how training and tactics are the issue - highlight the harm done, and then point to your counterfactual. * Good on how accountability leads to change - but unsure if this actually happens on your side.   06:09 | | | | | | |

| **Student Name:** Emilia Lau |
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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:  You need to deal with what is most lethal to your case right now, as opposed to basically saying police brutality is bad, and minorities are suffering - which isn’t contentious. You need to immediately deal with what the causality of police brutality is/or why even if the cause isn’t racism of individual officers/the police force - the only implementable policy/possible policy is the one you support.  Rebuttal   * We spent close to 30 seconds just summarising the entirety of their case; you have to be more concise here. * On defending qualified immunity - we had one line on this, which is a fine response; but you need to do more. Explain why the capital both sides have to implement a solution is limited instead; so they can only change something of symmetric size to a quota - they can’t defund the police, or do away with militarisation. Is there too much capital required to achieve this? * Why is representation not possible at the moment? Is organic hiring of diverse officers possible? Is it that the police self-select/is discriminatory in hiring? Characterising this means Opp can’t just say POC have no interest; make it so that they do have interest, just that they don’t get hired right now. * We needed to explain how we’ll pair this policy with changes in training, communication, de-escalation techniques etc.   Argument 1   * How is this distinct from what your first speaker says in his arguments? I buy the characterisation of police officers as violent, and that this being a consequence of training etc. * You have to mechanise the change in much further detail; note that you’re claiming you do away with all racism, which is a pretty high burden.   + Why do the opinions of these new officers get respected? Won’t it be a racist, hostile workplace? Why and how do these opinions get reflected in policies or operating protocols?   + Explain how it may help break down stereotypes and foster empathy and respect.   + Explain how these minority officers may serve as advocates for their communities, and hence can bring attention to problems that may be otherwise overlooked.   Do we do away with political influence? Is this something we can stop with our quota? We didn’t curate the problem at all - we are trying to solve all the issues affiliated with the police, rather than framing racial homogeneity as the key cause of police brutality.  We need to ask POIs more consistently!  06:08 | | | | | | |

| **Student Name:** Ellie Fu |
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| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | **3** | 4 | 5 |
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| 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 challenging their problem statement - break this down immediately; point to training, equipment and militarisation; explain what the root cause is immediately, if calling them out for not addressing it. Otherwise, this remains a question in the mind of the judge.  Rebuttal - the organisation is slightly messy. Take a moment to order these properly before you speak.   * Question first if diversity even translates into mindset change. Ask if police officers just become less racist because they mix with people of colour. Presumably they already do? Even if they don’t, why do these people of colour mix well with the existing force? Why do their opinions change/why do the suggestions of these new officers going to be integrated into the policies? * Good on how people of colour can still engage in brutality. We do mostly assert this - explain why this happens instead.   + Good reference to internalised racism.   + Talk about how systemic racism works - and how training and tactics are the issue - highlight the harm done, and then point to your counterfactual. * Challenge if racial diversity just does away with systemic racism. We should question how this is going to be implemented! Will it occur meaningfully, or will it occur in a tokenistic fashion? * Ask why organic hiring isn’t happening, or can’t happen; then you can say that this may mean we have a less meritocratic approach, which drives an impression that these new officers of colour are underqualified, perpetuating hate and discrimination further. * You have to explain why mixing doesn’t change racism that’s been cooked into people’s brains since before they were even born.   Argument 1   * There is overlap from rebuttal here, on how training is the crucial issue, and how internalisation/buying into the mentality and ideology of the police force means people of color aren’t just immediately better cops/good influences away from brutality etc. * Clear response to the POI.   Note, you can also co-opt their benefits by doubling organic hiring efforts; don’t need to create a quota specifically.  06:05  Let’s ask POIs more consistently! | | | | | | |