| **Student Name:** Edna Chow |
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| **Motion**: This House believes that parents should raise their children to prefer to be single |
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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, but 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:  Good opening! Link to how this manipulation occurs, and how all media pushes this message, such that we need to course correct and have parents provide a meaningful counter against this norm.  Set-up   * We need to spell out how through different ages, parents act in specific ways; for instance, they'd praise children for solving problems alone, emphasize individual achievements, and avoid romanticizing fairy tales with marriage endings. At a later age, they could discourage "crushes" by redirecting that energy toward personal hobbies and skills. * Spell out the counterfactual more clearly - personal goals, career advancement, and self-discovery?   Argument 1   * Spell out the thesis of the argument! * Rather than making the argument contingent on relationships ending badly, explain why the focus must be on self-fulfilment even where the relationship is good; otherwise you can be washed out here by closing; see the POI Renee asks you. Why is this exclusive? * On romanticisation - characterise what this looks like, and how overwhelming it is through the rest of society.   + Disney movies teach toddlers that every story must end with a wedding, that true happiness only comes when you find your "other half," and that being alone means being incomplete.   + Romance novels dominate bestseller lists, romantic comedies fill theaters, and even action movies feel obligated to include romantic subplots. * What’s the counterfactual, and why is it better? The positive benefit of your side is missing!   + For instance, your side aims for genuine independence and emotional maturity within children, for when they learn to derive happiness from their own achievements, interests, and personal growth, they develop a stronger sense of self that isn't dependent on external relationships.   05:08  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Ava Yao |
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| **Motion**: This House believes that parents should raise their children to prefer to be single |
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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:  Good opening; explain why it is essential! What is this unique purpose; and is this accessible in a world without this lesson from parents?  Signposting + structure flagging of speech is missing!  Set-up should come before rebuttal!   * How do parents teach their kids? What kind of teachings do they follow?   Rebuttal   * Explain how it is true that media focuses lots on romantic relationships; but that parents need to engage with this, because otherwise media dominates their expectations, rather than rational thought; the analysis you present on negative depictions could hurt your own case down the line. * Divorce and the way it happens is too circumstantial - you can talk about how parents talking about this can mean that there is a better and more nuanced understanding of relationships; parents should prepare their kids for these human experiences and emotions.   You have limited time; will you be able to run all of these arguments? You’re leaving vertical extension space for closing!  Argument 1   * Why do kids engage with these teachings so literally? You can explain why romantic relationships are fulfilling, and parental teaching as to it’s value can lead to better engagement with romance; these provide unique opportunities for emotional development, teaching essential life skills like compromise, deep empathy, conflict resolution, and unconditional love that cannot be replicated through other relationships.   + By discouraging these connections, parents may inadvertently create adults who struggle with intimacy and miss out on one of humanity's most universal and rewarding experiences.   Argument 2   * Isn’t this happening anyways, due to the high cost of raising kids? * Maternal love/paternal love as scientific proof don’t exist! This is pseudoscience.   We need to speak slightly faster + be more realistic with how much content we can fit into 5 minutes.  05:40 - overtime!  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Bernard Chong |
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| **Motion**: This House believes that parents should raise their children to prefer to be single |
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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, but 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 attempts to frame - and does a decent job of it, but needs to be more directly phrased!  Rebuttal   * Frame what the world in this debate looks like; you don’t need to spend such time as you do - you can just link to how this manipulation occurs, and how all media pushes this message, such that we need to course correct and have parents provide a meaningful counter against this norm. * Birth rates - cost of living crisis, or lack of romance from parents?   Don’t say ‘to make a vertical extension’; say - OG tells you x, but never explain why it happens, or why it’s B - and this is criminal because their impact is contingent on this; I will tell you why this is the case, and hence - take it above them.  Why are relationships or partners like this? Rather than making the argument contingent on relationships ending badly, explain why the focus must be on self-fulfilment even where the relationship is good; otherwise you can be washed out here by closing opp; see the POI Renee asks Edna. Why is this exclusive?   * For instance, your side aims for genuine independence and emotional maturity within children, for when they learn to derive happiness from their own achievements, interests, and personal growth, they develop a stronger sense of self that isn't dependent on external relationships.   Explain how there is a distinction between platonic and romantic relationships - to engage with the POI from Renee; explain how romantic relationships are taught/the way in which they’re explained to be important - for instance:   * Disney movies teach toddlers that every story must end with a wedding, that true happiness only comes when you find your "other half," and that being alone means being incomplete. Romance novels dominate bestseller lists, romantic comedies fill theaters, and even action movies feel obligated to include romantic subplots. * Explain how you’re told you are literally incomplete without a romantic partner; are friendships construed in this way?   The same comment on ‘horizontal relationship applies’! You also gave yourself no time to make this.  05:21  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Renee Yang |
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| **Motion**: This House believes that parents should raise their children to prefer to be single |
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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 POIs!  You’re repeating the motion; if this is bad - if it is that this creates loneliness, this needs to be the focus of the opening instead.  On the opening half; explain how it is true that media focuses lots on romantic relationships; but that parents need to engage with this, because otherwise media dominates their expectations, rather than rational thought; the analysis you present on rational engagement means that the unique purpose or value of parents being involved diminishes.  CG: this is contingent on the **nature** of the relationship you’re in; spell out that because of external messaging, children will end up in relationships - this is a debate about whether parents get to influence the **kind** of relationship you end up in or not.  Explain why relationships are good/dependency doesn’t exist - this is just asserted.  Good on washing the heartbreak - bring back your POI here; explain why this is the same **kind** of heartbreak. Why is a world where parents are involved in how to deal with this and move on better. You can talk about how parents talking about this can mean that there is a better and more nuanced understanding of relationships; parents should prepare their kids for these human experiences and emotions.  What gaps? The specific gap + how you fill it is unclear.   * Why do kids engage with these teachings so literally? You can explain why romantic relationships are fulfilling, and parental teaching as to its value can lead to better engagement with romance; these provide unique opportunities for emotional development, teaching essential life skills like compromise, deep empathy, conflict resolution, and unconditional love that cannot be replicated through other relationships. * By discouraging these connections, parents may inadvertently create adults who struggle with intimacy and miss out on one of humanity's most universal and rewarding experiences. * How does this apply to friendships - this is asserted.   05:19  Let’s ask POIs consistently! | | | | | | |