| **Student Name:** Renee Yang |
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| **Motion**: This house opposes the narrative that sacrifice is necessary for achieving one's dreams |
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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: | 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:  Our opening needs to be more closely tied to the motion; you don’t need to repeat the motion itself, but tell me how this young entrepreneur feels - and how this narrative affects them.  Set-up   * Don’t just say we frame it to be about students and young adults. What does this achieve? * You need to spend time characterising the way in which this narrative impacts people in status quo to pinpoint what the problem characterisation is. Is it that people make bad decisions, or they glorify suffering because they think this is just part of the process? * Focusing solely on sacrifice can lead to burnout, resentment, and an unhealthy obsession with the end goal. You could push the counterfactual of a balanced approach that prioritizes well-being and enjoyment is more sustainable and ultimately more likely to lead to success.   Our signposting is too long! Your argument titles are run on sentences and hence confuse me rather than clearly establishing your case.  Argument 1   * Good work identifying it is taught at school; what is the implication of this? * Good on reasonable hard work versus sacrifice; but what does this lead to? What impact actually occurs? What kinds of decisions do people make and how is this bad and what we do not want on our side?   Argument 2   * Where does family come from? They are one instance of what people might believe has to go out the window, but why the ‘family first’ narrative is inherently better is just unclear? * If it cancels it out, why do you oppose this narrative?   We can argue how this narrative disproportionately hurts the underprivileged - people are led to believe equal amounts of sacrifice go in, but how true is this?  What one person considers a sacrifice, another might view as an opportunity cost or a simple choice. You could argue that the narrative of "necessary sacrifice" puts undue pressure on individuals and promotes a narrow view of success.  We should have one argument on how this narrative is/isn’t true, and one to two arguments on the impacts of this narrative on people.  04:29 | | | | | | |

| **Student Name:** Jacky Xu |
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| **Motion**: This house opposes the narrative that sacrifice is necessary for achieving one's dreams. |
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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:  Good opening, but our delivery is super choppy. You have to get in more speech practice, either with the school debate team or through spars to fix your flow! The good point you are trying to make is completely obscured because of the pauses and uhhhs.  We need to do set-up first. What does your side support instead? Characterise this narrative for me.  Rebuttal   * Your first attack should be how their second argument acknowledges there are other narratives which balance this out, which means that no one is making the crazy sacrifices they don’t want people to make in the first place. * POI - what are these sacrifices? Why aren’t you explaining what these are up top?   You need to explain how this narrative is necessary in the status quo - that people think dreams are easy to achieve, and throw their all into them without thinking of what the consequences will be. Your side checks them and holds them accountable.  When did we transition from our rebuttal into our argument? This is unclear. What is the structure of this speech?  We need to work on our enunciation and clarity. You have to focus on sounding as persuasive as possible!  We should have one argument on how this narrative is/isn’t true, and one to two arguments on the impacts of this narrative on people.  04:51  Maintain decorum during the debate. You don’t get to make commentary on what the other side is saying. If you disagree, ask a POI. | | | | | | |

| **Student Name:** Jenny Zong |
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| **Motion**: This house opposes the narrative that sacrifice is necessary for achieving one's dreams. |
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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: | 67.5 | | | | | |
| 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:  The opening is unclear. If people confuse this for misery - isn’t that the point? That this narrative makes people feel horrible, and that their dreams are out of reach - when this isn’t necessarily true?  On the POI - don’t just call them out for a non-answer, you need to explain the implication of this - reinforce your characterisation here, or build it out - you have to respond, not criticise. What does the criticism achieve?  Did we engage in any rebuttal? The other side points out how people would make bad decisions without this narrative, and that it makes them think through their actions more. Did we ever challenge this?  Argument 1   * Are there no other narratives that would engage with this? * Why do they buy-in to the narrative in the manner that you claim? * You need to spend time characterising the way in which this narrative impacts people in the status quo to pinpoint what the problem characterisation is. Is it that people make bad decisions, or they glorify suffering because they think this is just part of the process? * Focusing solely on sacrifice can lead to burnout, resentment, and an unhealthy obsession with the end goal. You could push the counterfactual of a balanced approach that prioritizes well-being and enjoyment is more sustainable and ultimately more likely to lead to success.   We can argue how this narrative disproportionately hurts the underprivileged - people are led to believe equal amounts of sacrifice go in, but how true is this?  What one person considers a sacrifice, another might view as an opportunity cost or a simple choice. You could argue that the narrative of "necessary sacrifice" puts undue pressure on individuals and promotes a narrow view of success.  04:32  We have to ask POIs! | | | | | | |

| **Student Name:** Edna Chow |
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| **Motion**: This house opposes the narrative that sacrifice is necessary for achieving one's dreams. |
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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: | 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:  Your first attack should be how their second argument acknowledges there are other narratives which balance this out, which means that no one is making the crazy sacrifices they don’t want people to make in the first place.  You need to explain how this narrative is necessary in the status quo - that people think dreams are easy to achieve, and throw their all into them without thinking of what the consequences will be. Your side checks them and holds them accountable.  Rebuttal   * Challenge this - why does family matter more? Any narrative that just tells people to value x or y is bad; all narratives need to be engaged with critically. The clincher is that if it is true that this exists in their world, why do they oppose this narrative? They balance each other out. What’s the comparative? Why does your side achieve balance? * POI - explain why people behave in this way. Why is it being explained later if the question is being asked now?   Argument 1   * Good identification of this specific stakeholder. Explain why they would buy into this narrative in this way. * How does it prepare them? What would their behaviour be like in the counter-factual? * What is the impact of this argument?   05:02  Ask POIs diligently. | | | | | | |

| **Student Name:** Bernard Chong |
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| **Motion**: This house opposes the narrative that sacrifice is necessary for achieving one's dreams. |
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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: | 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:  Explain why the narrative makes them do this. You’re not linking the action being taken as a consequence of believing in this narrative.  What is the purpose of this extraneous response?   * Explain why people engage with this narrative uncritically - so why will they always end up miserable because of the rampancy of this narrative?   Clash 1   * Needed; link this to the narrative! Are there no other narratives that would engage with this? Why do they buy-in to the narrative in the manner that you claim? * You need to spend time characterising the way in which this narrative impacts people in the status quo to pinpoint what the problem characterisation is. Is it that people make bad decisions, or they glorify suffering because they think this is just part of the process? * Focusing solely on sacrifice can lead to burnout, resentment, and an unhealthy obsession with the end goal. You could push the counterfactual of a balanced approach that prioritizes well-being and enjoyment is more sustainable and ultimately more likely to lead to success. * What one person considers a sacrifice, another might view as an opportunity cost or a simple choice. You could argue that the narrative of "necessary sacrifice" puts undue pressure on individuals and promotes a narrow view of success.   Clash 2   * Is this not an impact of the first clash? How is this distinct?   04:58 | | | | | | |

| **Student Name:** James Gao |
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| **Motion**: This house opposes the narrative that sacrifice is necessary for achieving one's dreams. |
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| 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:  You have to have an opening. You cannot just jump into rebuttal. Your first attack should be how their second argument acknowledges there are other narratives which balance this out, which means that no one is making the crazy sacrifices they don’t want people to make in the first place.  You need to explain how this narrative is necessary in the status quo - that people think dreams are easy to achieve, and throw their all into them without thinking of what the consequences will be. Your side checks them and holds them accountable.  POI: Point out how your narrative keeps people humble; it’s not easy to secure your dreams like Elon Musk; your narrative is the one that protects people.  Don’t call it mental problems! Mental health problems is okay, but be mindful.  Clash 1 - Family   * Challenge this - why does family matter more? Any narrative that just tells people to value x or y is bad; all narratives need to be engaged with critically. The clincher is that if it is true that this exists in their world, why do they oppose this narrative? They balance each other out. What’s the comparative? Why does your side achieve balance?   Clash 2   * Explain what the implication is here. Why does this being true mean the narrative should be strong and present in society? This is not just a debate about whether or not this narrative is true!   04:35 | | | | | | |