| **Student Name:** Edna Chow |
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| **Motion**: This house, as a socially conscious and famous singer, would choose to actively share their political beliefs. |
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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:  Our opening can’t be that this could be a sensitive topic, but rather why this is a need for them, or that it will be done in a good way where there isn’t backlash. Don’t have an uncertain starting point in the debate.  Set-up   * Good work setting up what it means to be socially conscious - can we provide examples of things they would speak up about in this instance? For instance examples of issues or social movements they would support, such as feminism, or the environmental movement etc.? * Good work breaking down incentives - we should use examples to ground this! * Explain what the burdens of this round are; both sides need to prove we achieve what outcome?   Argument 1   * Thesis of the argument? * I think we need to frame this as a hot issue that requires them to speak up + their reputation as socially conscious on the line if they do not. Explain why there is almost a need or imperative for them to speak up - what are the consequences for them if they don’t. * What is the impact of ‘understanding other people’s feelings’ or ‘gaining empathy’? Is this the highest impact claim in the round? * We need to safeguard against potential harms such as financial risk, alienation and backlash - why will the singers, when they choose to do so, make good decisions + enact them well. This analysis is missing!   We need to vary our tone more. Speak slower, speak louder, use pauses!  05:30  Let’s ask POIs! | | | | | | |

| **Student Name:** Jacky Xu |
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| **Motion**: This house, as a socially conscious and famous singer, would choose to actively share their political beliefs. |
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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: | 69.5 (-0.5 for no POI) | | | | | |
| 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, use an example to showcase how or where these kinds of injuries have occurred. Where did someone speak out and have it backfire? Use a clear example to highlight this and then go straight into signposting.  Set-up   * What do you characterise as the incentives and motivations of these singers, and how does taking this action undermine their capacity to do so?   Set-up has to occur before rebuttal. What does your side support? This is unclear unless you do set-up prior to rebuttal.  Rebuttal   * Explain why this issue is fundamentally controversial - people don’t even have to be extremists to be angry or irritated. Explain why there can never be a perfect explanation or resolution. We need to be able to explain why this aligns with the socially conscious nature of this singer. What could they do to fulfil their social consciousness otherwise? What counterfactual do we support?   Argument 1   * Danger is an extreme starting point; characterise the nature of politics in the first place. We eventually do this, but this is where we should begin the argument instead. * Clear link to reputation. Explain how complex political issues can be easily oversimplified or misinterpreted, especially in the world of social media. A singer's message might be taken out of context, leading to unintended consequences and misrepresentation of their views. * We can also argue the quality of their stance might be bad - singers may not possess the necessary expertise to offer informed opinions on complex policy matters. Speaking out without sufficient knowledge can undermine their credibility.   Focus on your delivery! I think we need to consider signing up for the spars and practice sessions so we can fix this issue, improve our analysis and move up as quickly as possible.  06:00  Let’s ask POIs! | | | | | | |

| **Student Name:** Renee Yang |
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| **Motion**: This house, as a socially conscious and famous singer, would choose to actively share their political beliefs. |
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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 |
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| 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:  Explain why it is extreme and unlikely to happen. Don’t just call it extreme!  Rebuttal   * We need to explain why there will be buy-in to this; why will the singer do this well - for instance, have the correct takes, or share the view well - and why people will respond to it well. You have to prove this for any of your benefits to occur. Either explain why backlash doesn’t matter to this singer who you can argue prioritises social impact, or explain why backlash doesn’t occur. * Why does the singer care about social impact to the extent you claim? Why are profit or fame not more important to them?   Argument 1   * This is an argument that has strong net benefit, on young people being exposed to political news and information - but why is this in the interest of the singer? * This is an actor debate! You have to keep this in mind; why is it that people are so intrigued and buy into this singer because of this reason, as opposed to the flip of getting angry and not liking the takes of this singer? * You could argue that due to the political atmosphere they have to speak up otherwise they are seen as hypocrites, or might get cancelled - use this to explain why backlash doesn’t occur - but rather is more likely on their side.   We have to ask POIs!  06:05 | | | | | | |