| **Student Name:** Isabella Sun |
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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: | 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:  Isabella, is this how we open our speeches? Have we forgotten everything with regards to a hook?   * We’re jumping to how this hurts women - but we haven’t spelled this link out, to highlight how existing narratives of being in a relationship disproportionately target women. * We need to sound more enthusiastic and present! We sound like we’re in pain when we’re speaking - we were doing so well before we took this break! * We have to speak faster as well!   Set-up   * We need to establish how these traditional views exist, and disproportionately target women. * 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? * What happens post 18? Do kids get influenced towards romance in any other way - for instance through media, school, friends etc.? Construct the world of the motion!   Argument 1   * What kind of pressure? Spell out how this pressure manifests, and how it can be very pushy + actually does change behaviour of people; can we drop the odd examples of random people a la Bob; I thought we established a very long time ago that these were not effective! * Rather than he may get trauma, establish why under this atmosphere of pressure, healthy relationships aren’t possible; then spell out how this goes away in your world! * Is this traditional set-up of a relationship still prominent? How do people get coerced into accepting this model, how does it disproportionately affect women? The analysis to get the judge to buy-in to this harm is missing.   We’re asserting this all occurs in a particular way, without establishing why structurally all of this is true. Currently, all your harms are contingent on the relationship being bad - explain why all or most will be this way.  How does this change on your side? What’s the comparative?  04:37  Let’s ask POIs consistently! How many did we ask today? We checked out of the debate after our speech! | | | | | | |

| **Student Name:** Maddie Pang |
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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, 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:  We need to start with a hook! If it is that the child’s choice matters, you can illustrate how parental influence is necessary for righteous guidance.  Rebuttal   * Explain what the harm is - is it that we miss out on relationships when they could actually be very valuable, or you might miss out on positive experiences? * We have to engage with the external influence/pressure point on Prop and explain how if parents just tell you not to, where society says yes - maybe you get into these relationships anyways, and then parents aren’t able to guide children to process emotions?   + We point out how the norm has changed, which is good, but we should also engage with the narrative they present/this is also the response to the POI from Ellie.   + You can point out 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.   Argument 1   * Why do children make good choices/why do these teachings enable them to make good choices? * We identify well what the purpose of parenting is - but we need to point out how this is the best manifestation of how parents can fulfil their duties/purpose. * Don’t say automatically - explain and illustrate how parents teach this lesson (we’re missing counter set-up) - to be able to claim that this is the message that ends up getting internalised. * Why is romance a moral need or urge? If it is wrong to restrict it - you have to spell out its value; we aren’t doing this.   + 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.   We need to ask POIs consistently!  Excellent tone, pacing + clarity. We need to spend more time on process analysis.  05:04 | | | | | | |

| **Student Name:** Ellie Fu |
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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: | 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:  I think we need to first clarify what the narrative/norm around relationships is in the status quo to explain how parents need to act as the counter-balance against this. Maddie says this isn’t true anymore, but you need to specify why this debate shouldn’t take place in that context.   * How does the norm disproportionately target women? You assert this, without characterising and illustrating how this norm manifests. * How does it enable misogyny?   Rebuttal   * The coercion response is contingent on the above clarification; why does Opp have to defend this really extreme relationship?   + Why is MAGA enough for you to claim that feminism is dead? Is this a fair rebuttal, or are you just counter asserting? * Explain why this choice is illegitimate beyond saying no mental capacity; explain how pressure to get into a relationship exists. * Punish them for never explaining what the unique value of romance is. * Explain how there is a distinction between platonic and romantic relationships; explain how romantic relationships are taught/the way in which they’re explained to be important - for instance that you’re told you are literally incomplete without a romantic partner; are friendships construed in this way?   Argument 1   * Is this the only way or method to prevent this? Is teen pregnancy occurring as a consequence of younger people getting into relationships, or other factors? You have to specify uniqueness - we also don’t really explain how this change occurs, and why your CF is better?   05:13  In the POI we ask Sophia, what is the strategic purpose of asking this question? What does it prove or achieve? | | | | | | |

| **Student Name:** Sophia Tan |
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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: | 70.5 | | | | | |
| 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:  This is actually a great opening! Specify how when our parents take stances against things, we think we can’t speak to them about it - but they are the most necessary people we should have been able to speak to.   * We have to engage with the external influence/pressure point on Prop and explain how if parents just tell you not to, where society says yes - maybe you get into these relationships anyways, and then parents aren’t able to guide children to process emotions? * You can point out 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.   Rebuttal   * Explain why saying ‘MAGA’ isn’t enough to engage with the changing norms around feminism and female empowerment. Point out how this takes out most of the harms they specify; the same applies to teen pregnancy - other narratives engage with this and solve this problem. * Flag more strategically the point: this isn’t a debate where people should or should not get into relationships; kids are kids - they will! It is a debate about whether or not parents should be involved. * On where women are safer - it is probably where they can engage with their parents; versus where they think they can’t speak to their parents or explain themselves to them. * On the POI on distractions - ask what the difference really is between platonic or romantic relationships in terms of being caught up.   Argument 1   * What is the thesis of this argument? We established that parents might be bad actors, but where is this going? Is it the point above on where we these teachings enable children to make good choices? We identify well what the purpose of parenting is - but we need to point out how this is the best manifestation of how parents can fulfil their duties/purpose. * You have to unpack this explicitly: parents talking about relationships can mean that there is a better and more nuanced understanding of relationships; parents should prepare their kids for these human experiences and emotions.   We need to ask POIs consistently! And keep them below 15 seconds - it has to be a Q!  05:26 | | | | | | |

| **Student Name:** Valerie Shek |
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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: | 70.5 | | | | | |
| 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; clear on what your stance is + what the extension will be. Explain why the push on distraction is the most important? *Where is the commentary on what the opening half did?*   * OG says: relationships are horrible, parents should get them out of it; OO says no, relationships are great, parents should talk to their kids and explain what happens. * You can say - most of OG’s harms are dealt with by OO + just common sense on how norms interact with each other and cancel each other out; OO says the same - but also never explain what the unique value of romance is - this is what we do; we explain that relationships are distracting etc.   Don’t rebut OG! Just rebut OO - and then move onto the extension!  Why is hard work the most important/why is this a unique benefit of this teaching/parenting strategy?   * Spell out how demanding academics are; explain how the rat race, competitive admissions etc. mean that attention is really important; then explain how relationships are distracting + aren’t serious or committed. * We’re asserting this all occurs in a particular way, without establishing why structurally all of this is true. Currently, all your harms are contingent on the relationship being unserious or distracting - explain why all or most will be this way.   + Emotional drama consumes mental energy needed for studying; time spent texting, calling, and hanging out directly competes with studying time; relationship conflicts create stress that impairs academic performance. * On the flip - 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. * On choice - why do you preserve choice/trade it off? Why does it matter less?   05:21  Good attempt at extension! We need to spell out the strategic commentary more explicitly!  Let’s try to ask POIs consistently. | | | | | | |

| **Student Name:** Tiffany Chan |
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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:  This is actually a great opening! Specify how when our parents take stances against things, we think we can’t speak to them about it - but they are the most necessary people we should have been able to speak to.   * Note it isn’t just Gov bench; what does OO do? What new material are you adding? The strategic commentary on the value add of your extension is missing. * OG says: relationships are horrible, parents should get them out of it; OO says no, relationships are great, parents should talk to their kids and explain what happens. * You can say - most of OG’s harms are dealt with by OO + just common sense on how norms interact with each other and cancel each other out; OO says the same - but also never explain what the unique value of romance is - this is what we do; we tell you what the value of relationships are + provide a counterfactual.   Rebuttal   * POI - if it is just encouraging - then do their benefits, which are contingent on not engaging still apply? * Good response on teen pregnancy. * Flag more strategically the point: this isn’t a debate where people should or should not get into relationships; kids are kids - they will! It is a debate about whether or not parents should be involved. You can point out 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.   Extension   * 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. * You can also explain how there is a distinction between platonic and romantic relationships; explain how romantic relationships are taught/the way in which they’re explained to be important - why is there unique value add?   I do think a lot of the material here is derivative to OO; what’s new? You aren’t flagging what is new either!  05:09  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Angela Qian |
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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: | 70.5 | | | | | |
| 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 re-characterising what this parental engagement looks like; spell out how parental support in this regard is the single-most important contribution (but what is your extension..)   * You can say - most of OG’s harms are dealt with by OO + just common sense on how norms interact with each other and cancel each other out; OO says the same - but also never explain what the unique value of romance is - this is what we do; we explain that relationships are distracting etc.   OG   * Don’t say it’s wrong; say - this is fair, but realistically, existing norms + narratives engage with this; our contribution matters more because academic tension + distraction aren’t mitigated by other narratives.   OO   * We aren’t engaging with their benefits on parental advice + influence; explain why this can’t be true in the society we live on/likely parents make this advice worse/why they can’t do this well such that this advice can be co-opted in your world. * Freedom of choice - do they ever explain what the value of romantic relationships even are? You must ask what the difference between platonic and romantic relationships are. * Why is hard work the most important/why is this a unique benefit of this teaching/parenting strategy?   + Spell out how demanding academics are; explain how the rat race, competitive admissions etc. mean that attention is really important; then explain how relationships are distracting + aren’t serious or committed. * Currently, all your harms are contingent on the relationship being unserious or distracting - explain why all or most will be this way. Emotional drama consumes mental energy needed for studying; time spent texting, calling, and hanging out directly competes with studying time; relationship conflicts create stress that impairs academic performance. * On the flip - 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.   On CO - they’re derivative! Call them out on this! What new material did they offer?  We need to spend more time spotlighting the extension; explicitly saying we take it above OG/OO for xyz reason etc. in the concluding summary.  05:18  We need to ask POIs! | | | | | | |