| **Student Name:** Karin Yeung |
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| **Motion**: THW eject national sports teams from international competitions if their fans or players are found to have committed racist or offensive acts during matches |
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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 | | | | | |
| 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 could be a little bit more urgent - explain how and why the policy in the status quo doesn’t work - and then explain how this is negative, rather than saying it is. I believe you, but you could present this in greater urgency; we want to set the problem up as far as possible.  Clarification should be in set-up! Model out how this would work for me; explain who this applies to and where. We need to explain why present policies aren’t enough - such as yellow or red flags. What is an offensive act?  Argument 1   * Good work exploring the motives behind/underlying such actions. Explain why they are unlikely to change behaviour in the status quo. You need to build up the problem/lack of present regulation to be able to justify a NEED to do this. * What is the mindset and manner of the fan such that they will choose to behave in this way; what are their differing incentives, and why is ensuring their team stays and play the governing incentive? We need to apply the steps to characterise what we learned about today. * On the players - good identification. Explain how this is a unique solution on your side.   Argument 2   * Fair of importance to players; is your side the one that preserves the chance to play constantly, or do you weigh something else above this. What about the victim of these offences? * Is it that no player is racist or offensive in status quo?   05:05 | | | | | | |

| **Student Name:** Tongtong Lai |
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| Teacher comments:  Good call-out up front; explain what the implication of this is. Don’t just move on!  Signposting could be more direct.  Rebuttal   * Good work summarising up top. * Good on existing mechanisms - but this should come out in counter set-up. You should explain to me what your side pushes there, rather than through here. * POI - don’t start to defend the action as supportive; rather, explain why the status quo will not be perfect, but it is the alternative we prefer because we don’t want group punishment. * On fans - say you’ll kick them out! Our lack of counter set-up leads to our comparative being super messy.   Argument 1   * What is responsibility? Why don’t the others have responsibility; consider if the team chooses its fans, if they have control over the fans behaviour. * We need to explain why the status quo works. Analyse what the incentives of this person are, and how they change/get held accountable. * On if they don’t mean it - consider if intent exists and to what extent we can punish the whole group if intent to be malicious doesn’t exist. * On hate - how does your side protect them from it? Why do we care so much about the athlete here?   05:29 | | | | | | |

| **Student Name:** Wendy Zhang |
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| Teacher comments:  We need to start with a hook! You need to start by pointing out what the most important issue at this moment in the debate is at the moment.  Rebuttal   * Is this about racism being good or bad? Good on warnings not working if angry - analyse this in greater detail; do they currently have an incentive to moderate their anger and watch themselves at all? Analyse what the incentives of this person are, and how they change/get held accountable. * Did we engage sufficiently? We need to engage on the principle argument Tongtong presents! We need to explain why the responsibility has to spread equally and be so extreme.   Argument   * What is new about this argument? I don’t want an extension, I want a NEW argument. * On shame - analyse this in greater detail; tell me how a fan thinks and what they care about; where they are forced to curb their language and behaviour; we care less about why they’re racist and more about incentivizing them not to be. Explain how irrational these feelings can be, which means they are difficult to control. * We also need to explain why present policies aren’t enough - such as yellow or red flags. Why is there leniency or a gap at present? You’re comparing your model to a very vague comparative. Push a comparative for Opp to have to defend.   03:13  Good work asking a POI! | | | | | | |

| **Student Name:** Sophia Tan |
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| Teacher comments:  Good opening! Please deliver this with more volume and more gusto; you’re highlighting how the environment leads to this occurring; fair - but does this mean it is okay? We need to transition from our opening into our signposting pretty quickly - we spent a minute up top.  Rebuttal   * Rather than repeating the point on warnings, explain why these are sufficient. We need to explain why the status quo works. Analyse what the incentives of this person are, and how they change/get held accountable. * POI - On if they don’t mean it - consider if intent exists and to what extent we can punish the whole group if intent to be malicious doesn’t exist. * Don’t say it’s okay to commit these offences because of the environment, but instead explain why the status quo will not be perfect, but it is the alternative we prefer because we don’t want group punishment. * Why will the living conditions worsen? Is this a realistic claim to make? I do buy there will be backlash - but why is this backlash so bad? ‘Affect the person’ is very vague!   Argument 1   * Why do they change their behaviour? Why does your solution work, and how does your side cater to the victim of this offence? Our focus is almost entirely on the team. * We’re impacting fairness here, in terms of who gets left. Explain why they still deserve to play despite the circumstances.   05:11 | | | | | | |