



	Criteria / Grade	A	B	C	D	E
<b>Quality of Argument</b>	<ul style="list-style-type: none"> <li>proposes and delivers logically structured arguments for/against conscription</li> <li>addresses the overarching inquiry question</li> <li>includes a clear supporting example</li> <li>anticipates possible arguments from the opposition and presents rebuttal points</li> </ul>	Proposes an argument that addresses the inquiry question and all of the elements of a successful argument	Proposes an argument that addresses the inquiry question and most of the criteria	Proposes an argument that addresses the inquiry question and is supported by an example	Proposes an argument but does not address the overarching inquiry question and/or lacks logical structure, supporting example, or clarity	Does not propose an argument
<b>Quality of Research</b>	<ul style="list-style-type: none"> <li>uses source material to support arguments</li> <li>includes statistical information, facts and events from the Second World War period that support their understanding of the debate topic</li> </ul>	Goes beyond the provided sources and integrates own research in supporting their arguments	Makes use of multiple sources, includes statistical information and/or events to support arguments	Makes use of multiple sources	Makes use of only one source	Does not use source material or research information
<b>Quality of Teamwork</b>	<ul style="list-style-type: none"> <li>makes use of the 'Team Line', the connecting thread, for a coherent and connected team argument</li> </ul>	Arguments all connected under the 'Team Line'; arguments complement each other	Arguments all connected under the 'Team Line'	Arguments are connected but the team lacks coherency overall	One or more arguments are not connected to the others	No collaboration evident; arguments are completely disconnected
<b>Quality of Presentation</b>	<ul style="list-style-type: none"> <li>uses body language, eye contact, and visual aids to convince the audience</li> <li>speaks clearly and fluently with appropriate volume and pace</li> <li>uses vocal expression</li> <li>uses rhetorical language to emphasise points</li> <li>uses palm cards with notes</li> </ul>	Meets all the elements of quality presenting	Meets most elements of quality presenting	Meets multiple elements of quality presenting	Only meets one element of quality presenting	No evidence of making an effort in presentation



TEAM 1 Affirmative	Criteria / Demonstrated	Student 1 (Score 1-3)	Student 2 (Score 1-3)	Student 3 (Score 1-3)	Student 4 (Score 1-3)
<b>Quality of Argument</b>	<ul style="list-style-type: none"> <li>proposes and delivers logically structured arguments for/against the debate topic</li> <li>addresses the overarching inquiry question</li> <li>includes a clear supporting example</li> <li>anticipates possible arguments from the opposition and presents rebuttal points</li> </ul>				
<b>Quality of Research</b>	<ul style="list-style-type: none"> <li>uses source material to support arguments</li> <li>includes statistical information, facts and events from the Second World War period that support their understanding of the debate topic</li> </ul>				
<b>Quality of Teamwork</b>	<ul style="list-style-type: none"> <li>makes use of the 'Team Line', the connecting thread, for a coherent and connected team argument</li> </ul>				
<b>Quality of Presentation</b>	<ul style="list-style-type: none"> <li>uses body language, eye contact, and visual aids to convince the audience</li> <li>speaks clearly and fluently with appropriate volume and pace</li> <li>uses vocal expression</li> <li>uses rhetorical language to emphasise points</li> <li>uses palm cards with notes</li> </ul>				
	<b>Subtotals:</b>				

**Total**



TEAM 2 Negative	Criteria / Demonstrated	Student 1 (Score 1-3)	Student 2 (Score 1-3)	Student 3 (Score 1-3)	Student 4 (Score 1-3)
<b>Quality of Argument</b>	<ul style="list-style-type: none"> <li>proposes and delivers logically structured arguments for/against the debate topic</li> <li>addresses the overarching inquiry question</li> <li>includes a clear supporting example</li> <li>anticipates possible arguments from the opposition and presents rebuttal points</li> </ul>				
<b>Quality of Research</b>	<ul style="list-style-type: none"> <li>uses source material to support arguments</li> <li>includes statistical information, facts and events from the Second World War period that support their understanding of the debate topic</li> </ul>				
<b>Quality of Teamwork</b>	<ul style="list-style-type: none"> <li>makes use of the 'Team Line', the connecting thread, for a coherent and connected team argument</li> </ul>				
<b>Quality of Presentation</b>	<ul style="list-style-type: none"> <li>uses body language, eye contact, and visual aids to convince the audience</li> <li>speaks clearly and fluently with appropriate volume and pace</li> <li>uses vocal expression</li> <li>uses rhetorical language to emphasise points</li> <li>uses palm cards with notes</li> </ul>				
	<b>Subtotals:</b>				<b>Total</b>