| **Student Name:** Alvina Ng |
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| **Motion**: This house would require politicians and their families to use only public services (e.g. public schools, public healthcare facilities, public transport etc.) |
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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: | NA | | | | | |
| 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:  Let’s move away from the ‘imagine’! We can characterise that the politicians ignore the public outside of this by explaining that politicians are out of touch, that they make empty promises - because they themselves live a life of privilege - and then move on.  When signposting, we should just say: first, set-up, then 2 arguments, the first on x, the second on y; you shouldn’t tell me that you’ll have a conclusion - this is expected!  Set-up   * Don’t take a POI in the middle of set-up! Take it at transition points, so after set-up, before your first argument, or after your first argument, before your second. It means you sound smoother! * When responding to the POI, this highlights the lack of explanation as to WHY currently they’re bad; is it because these are important but not voting issues, they can get away with it; we need to make them personally vested.   Argument 1   * Is the problem belief? For instance, is it that public hospitals are bad, because the elected official doesn’t care, or is it that the public hospital is good, but that because elected officials don’t use them, we just *perceive* them to be bad? The problem identification needs to be clearer! Which argument or impact do you think is more valuable? * We need to explain why they didn’t prior, and are now; many politicians *can* afford private services, but the proposition argues that their *choice* to use them creates a disconnect with the public and undermines their commitment to improving those very services.   + Politicians now have a direct stake in their quality; they experience the consequences of their policy decisions firsthand.   + If a politician's child attends a failing public school, they will face greater pressure to address the issues plaguing that school. * We need to pay attention to the mechanisms - what leads to the change that we claim we get; we should analyse existing incentives of politicians and then how they shift once this requirement kicks in.   Argument 2   * Clear argument about gaining information about the problem; why is this unique?   + Why can’t voters just tell them? Why don’t they listen to voters at present? * Clear identification of fairness; is the impact on the happiness of the poor, or them getting the necessary public services + that they are of quality such that they can prosper/achieve a better life/viable attempt at social mobility?   Clear tone, clear delivery, we need to spend more time thinking about the problem characterisation + uniqueness of our mechanisms.  06:53 - excellent work! | | | | | | |