| **Student Name:** Vania Wong |
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| **Motion:** This house would create term limits for heads of state |
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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: | 71 | | | | | |
| 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:**  [NOTE: Today’s speeches are 6 to 7 minutes’ long.]  I like the call-out on the arrogance of Prop in infantilising the democratic choices of the voters.   * Rather than compound all of the lack of analysis coming from Prop, pick the biggest one and then immediately prove the opposite such as the one you did on why voters are capable of scrutinising their own leaders. * Very good start on why voters have agency and can make a good choice especially during a crisis, but it’s not comparative to any of Prop’s reasoning on controlling streams of information means they don’t have the full scale of information.   On the counter set-up:   * Good job highlighting elections itself as a check-and-balance, we need to pile on even more mechs.   + Media scrutiny and opposition scrutiny would intensify over time if these leaders are not doing well.   + There are constitutions that prevent the erosion of democratic practices.     - So when the leaders are re-elected, it’s because their policies work! * Where is the case framing? We’re highlighting democratic choice as your winning pathway, but WHY is it the most important thing in the debate?   We cannot just say that the checks-and-balances exist, we need to ground it and mechanise precisely how fool-proof these mechanisms are to protect democracy against bad leaders.  We need to rebut her second argument on policy stagnation!   * Explain to me why politicians have an active incentive to evolve their platform every time in order to garner more votes, or to reach to the grievances of the people.   On democratic choice, there was no principle analysis on the importance of the choice of people being respected!   * How does it erode the functions of democracy to remove the best choice available?   + Does this ruin participation rate?   + Does it undercut representation and what are then the harms of this?   + Does this undermine goodwill and collaboration with the new elected government? * I like the counter-characterisation that a long-term incumbent could be reflective of the success of those politicians.   + While this COULD be a possibility, on both sides, it could be a good politician or a bad politician. Which is more likely to be true? Move forward to a likelihood analysis.   Our arguments on longtermist outcomes is not an opposition against term limits per se. Are you suggesting that if someone was voted out after one term, then that was a bad choice and a nett harm to democracy?   * Bear in mind that Prop allows for double 4-year terms, so 8 years is pretty long-term to counter your analysis!   Good job offering POIs today!  7.05 | | | | | | |