| **Student Name:** Stephanie Kwok |
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| **Motion:** This house will ban all political lobbying |
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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 | | | | | |
| 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 5 minutes’ long.]  We need a hook to start the debate!   * We also need signposting and counter set-up BEFORE the rebuttals. Maintain the correct structure.   While there are alternative versions of political donations, individual donors do not gain a political audience with the candidates in the way that lobbyists do! They also don’t have the same amount of capital as lobbyists do.   * You can flip this to your advantage that there is far less money in the alternatives they gave. * What exactly is the impact to political campaigns now that billions will be removed from the funding pool? * Illustrate and ground how the scale of the impact.   + Translate that harm to democracy overall, and why it compromises the ability of voters to gain information and develop political consciousness.   Excellent pushback that voters have greater political consciousness of the evils of corporations.   * Don’t just state this in a vague way, provide the grounding to prove this. re: post-2008 Occupy Wall Street led to many politicians refusing to take money from the Wall Street lobby.   Don’t take the POI right away! Wait for the right time.  Where is the counter set-up?   * Use examples such as Emily’s List to explain that lobby groups aren’t just corporations. Tell me the full range of other lobby groups. * We need to propose regulations on lobbying, borrow the EU model on utilising transparency. * We still need a winning pathway/burden.   We cannot just argue in a vacuum on minorities and special interest groups also need lobbying, how will they have any ability to compete with corporate lobbyists and be heard of MORE?   * Nice argument on why these resources are crucial for the campaigning process. Why are alternatives insufficient to achieve the same ends though?   + Good characterisation on why other means are more labour-intensive overall.   We can utilise transparency in your model!! You cannot wait for the second speaker to propose this.   * Without lobbying, politicians will be enabled under a culture of excessive lying. Voters will experience a lot of voter remorse because their true stances will be found later on. * Why is it worse off if the people cannot tell where the allegiances of the politicians are?   We need a comparative as to why participation overrides representation in a democracy.   * Principally, why is lobbying a fundamental right?   + Explain why special interest groups NEED lobbying in order to be heard.   Please offer more POIs today!  5.15 | | | | | | |