| **Student Name:** Amber |
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| **Motion:** TH prefers a benevolent dictatorship compared to an unstable democracy. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | **4** | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | **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 |
| 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; they exceed expectations for a child of that level. | | | | | | |
| Teacher comments:  Speaking time:   * Hook would be useful here instead of starting with what the motion indicates. * “We use technology everyday”, I am unclear what the direction is. Make your argument headings clearer. If the point is quick = good, this is a high burden and not always recommended. * It's good that you are using pre-emption, e.g., you are pre-responding to your opposition. Especially on the point of there being more voices in a democratic system. * Oftentimes a benevolent dictator would “probably not want what is worse for their country” is not the strongest analysis. What if they are actually bad, or have bad intent? Citing examples of China, and who has how much deepseek/ChatGPT has, does not show direct effect to the motion. * I think that your tone was not as assertive as it could have been; especially when you’re defending something that is seemingly controversial! * Remember that a benevolent leader =/= with a benevolent dictatorship. You gotta be careful to make that distinction! * I think that the flow of the argumentation was a little bit shaky; you gotta go back to the basics and structure them according to CREI! * When you suggested that the principles of democracy may not be the best; why so? I think you first need to make sure that you are actively telling me what these principles look like AND what the value of these principles are. * Moreover, I think that when you are trying to explain what a democracy looks like (e.g., people want to select the bad option in a democratic sense) you need to explain to me why this happens. Because it seems slightly counterintuitive to the average judge! * There are several incentives that you could bring up for a dictator; it's not just that people will choose them, but rather, dictatorships have an incentive to be good to avoid being thrown out of power, etc. * DeepSeek and China are good - but you can make it better by telling us about what is **unique** to authoritarian countries, such that they are able to produce these types of outcomes!   Speaking time: 05:17.42, good work! | | | | | | |

| **Student Name:** Tania |
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| **Motion:** TH prefers a benevolent dictatorship compared to an unstable democracy. |
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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 |
| 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; they exceed expectations for a child of that level. | | | | | | |
| Speaking time:   * Good to take advantage of definition gaps; but this needs more work. Explain why your claims are true. * Nice hook! I think the main thing that you could do is to give us a real example of where this happens. * Good to respond to deepseek analysis with how it could be stolen and so on. But I am unclear why this is relevant to the debate, or how. * Characterization: unstable democracy. Good to point out all four principles of democracy here. * Good to do case-split; eg what your third speaker will do (best/worst case) * I think that you want to be quite clear about talking about the pitfalls of power; power often corrupts because it places you in a position where you are not going to answer to anybody; or at least not until something goes terribly wrong. You want to make sure to tell me how and why this situation will occur. * North Korea and Russia are not “benevolent dictatorships” - these are dictatorships that actively enrich themselves at the cost of their citizens. A better comparison is likely to be a country such as Singapore. * Why does freedom of speech matter? Please give more analysis. * Try to make sure that you tie your characterisation into a larger picture; so, when you tell us about the principles of democracy etc, what do these principles matter and why do we need to have these principles? * Remember to tell me why the power is likely to go to their head! Remember that we are talking about a benevolent government - a benevolent government is a government that **wants** to do the best for the country; that does not mean that they will be successful! You can try to bring up some points here for why people will make the wrong decision - e.g., people are scared to criticise a bad policy, etc.   Speaking time: 06:23.12, good work! | | | | | | |

| **Student Name:** Sonja |
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| **Motion:** TH prefers a benevolent dictatorship compared to an unstable democracy. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | **2** | 3 | 4 | 5 |
| Student offered a point of information. | **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 |
| 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 a child of that level. | | | | | | |
| Speaking time: 04:09.91, good work!   * Hook where; please have a stronger start. * Good to say what you will do in your speech. * Rebuttal on corruption of dictatorship; just saying they will have good intent is not enough. This needs structural analysis on why they will have good intent. * “Political stability is essential for safety”, explain more? How does instability lead to danger, and why is that a big deal? * Do not get distracted and do not start laughing in your speech. * I think that your tone could have been a lot more assertive - it’s really important that you sound solid when the speaker before you does a pretty good job of responding and having a presence! * You can try to explain why a benevolent government is likely to stay uncorrupted; you could say that this is because there is an incentive to maintain financial stability - because without that, your government has no legitimacy! You could also point out that financial theft and corruption might really help the legitimacy of the government and possibly spark a revolution! * Try to explain to me why stability in this form is necessary for the average country; why would investors/businesses want this stability? Is it stable in terms of the government policies, etc? * I think you have a lot of good practical limitations with democracy; but, you gotta also make sure to explain why these limitations exist and will happen to begin with. For example, when you said that not everyone can be heard - why is this true? Could this be because of racial history, etc? | | | | | | |

| **Student Name:** Ari |
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| **Motion:** TH prefers a benevolent dictatorship compared to an unstable democracy. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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 |
| 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 a child of that level. | | | | | | |
| Speaking time: 06:06.10, good work!   * Strong hook, and is illustrative. Shows emotion clearly. * I love the hook; make sure that you kinda make it apparent to us that a benevolent dictatorship is not guaranteed to remain that way! * Rebuttal to: quick growth. Good response that quick growth does not mean quality of life growth. You explained Russia and NK did not grow well, for example. But those countries are just bad dictatorships in the sense that they are not benevolent to their citizens. * I am unclear how “balance of power” works. This needed more analysis. * I think it would be pretty good if you started off immediately and strongly on why the authoritarian country is likely to fail and or not be a great place to be! This helps with your credibility. * I get what you were trying to do with the rebuttals to the general idea of a benevolent dictatorship; but I think you wanna be a bit more direct and specific to what they actually said and what their impact was. * Russia and North Korea are not benevolent dictatorships!! Those countries do not care about their citizens. * I like that you pointed out that democracy can be improved; but how? Give us the direct steps here! This is pretty important for the opposition case. Also, what types of improvements are we talking about here? How do we get to that point? * I think you gotta make sure that you’re being structured Ari - I feel like you have a lot of good content to share, but they aren’t being given to us the judges in a cohesive and coherent manner. I want you to make sure that you’re signposting (Meaning, that you’re telling me what you will be saying and when you will be saying it in your speech.) and that you’re compartmentalising each part of your speech, e.g., rebuttals, characterisation, etc, and that you’re flagging this out loud for the judges! | | | | | | |

| **Student Name:** Aria |
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| **Motion:** TH prefers a benevolent dictatorship compared to an unstable democracy. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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 |
| 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 a child of that level. | | | | | | |
| Speaking time: 06:10.75, good work!   * Hook – good! Good to show a trend of trust going down, for example. This however needs to be said strongly to reach greater effect. * Good that you are attempting the best-worst case in the third speaker. Shows you are trying to use that system. * POI on jeopardizing – good to respond that the chances are “low”. This needs analysis on why it is likely to be low. But the response is good! * POI on dictators with bad intentions – good to answer that they are “benevolent” in nature so they are less likely to have bad intentions. * Try to increase the assertiveness of your tone when speaking - especially at the beginning! * Try to make sure that you’re maintaining the usual parts of having a good presentation; this includes hand gestures, eye contact, etc. * Try not to get distracted by the offering of POI’s - it has nothing to do with the quality of your speech! * Try to tell me why a democracy is going to implement a bad and or destructive idea. You could explain that most politicians want to prioritise what is popular compared to what is right - this makes it likely for the government to prioritise ‘populist’, meaning, popular but not too safe ideas just to win votes! * “Democracies can still be corrupt” – why? Good point but needs analysis! * I think you could have spent a lot more time describing the issues with democracy - I wasn't very sure as to why a lot of the things you were saying (E.g., that the government can focus on the main issues when they happen.) were exclusive. Exclusive means that, why is this something that can only happen on your side? * You could say the following about why you’re likely to get better responses from an authoritarian country - this is because these countries have a significantly higher level of data (Because your right to privacy does not exist.) which means that you can react a lot faster! * It felt a little random for you to bring up issues like a pandemic, etc. Why wouldn’t a democratic country respond quickly anyway? You need to make sure that you are building this up! You could start with an example and try to extract the logic from there. * Clashes could have been a lot better - I felt as though I wasn’t very sure of what was being compared and when. You can’t start your clash at 5:50 Aria!! | | | | | | |

| **Student Name:** Maddie |
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| **Motion:** TH prefers a benevolent dictatorship compared to an unstable democracy. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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** |
| 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 a child of that level. | | | | | | |
| Speaking time:   * Nice hook! Try to slow down though. The projection was on point! * Good signposting! * I think that the call out of the convenience of how democracies become corrupt was good; but you also gotta make sure that you are explaining why the reasons you’re providing for why you’re less likely to be corrupted is more true compared to what the proposition was talking about! * Try to tell me why things can change super easily; is it because these dictatorships often have changes in terms of the leader due to deaths, family politics, etc. * You are being a bit assertive as to why the checks and balances in a democracy are likely to work; but, you also want to make sure to explain why these checks, if they work, are going to work in a way that is good! * Try to also make sure that you’re proving the likelihood of things becoming worse, assuming that a dictator becomes less than benevolent. You also need to make sure that you’re showing me that this is actually going to happen and that it could happen! * Try to make sure that you’re layering; layering means that you are taking the time to provide multiple reasons for why each thing mentioned in your speech is a good thing/that it’s true.   Speaking time: 05:53.75, good work! | | | | | | |

| **Student Name:** Amber |
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| **Motion:** THW replace standardised testing with holistic learning in schools. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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** |
| 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 a child of that level. | | | | | | |
| Speaking time:   * Excellent start! I think you really want to lock in and start framing which issue matters the most right now * Good response to the POI! Try to make sure that the comparative is as clear as possible when you are answering the question. * I think you need a lot more focus and flow; this means that you need to get a direction in your speech that you want to get towards. This direction could be one where you suggest that one skill is more critical compared to another; it could be anything, but you need to make sure that you have this to anchor your speech to! * I feel that there was a lot of explanation on why PBL could be a good thing. This wasn't what was needed; what was needed was a comparison between the two different systems! What skill is PBL exclusively doing better compared to standardised testing? Why is that exclusivity super crucial? * How will the projects continue to develop your skills? I think you need to make sure that you are answering the why of the situation; I need more details for how the process works and goes! | | | | | | |

| **Student Name:** Sonja |
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| **Motion:** THW replace standardised testing with holistic learning in schools. |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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** |
| 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 a child of that level. | | | | | | |
| Speaking time:   * Good overview at the hook! * Good call-out! I want to go deeper on the other side. For example, when you say they don’t have enough details, I need you to tell me why that is such a bad thing! * Good rebuttals in general; but it’s a bit too surface level. I need more depth for your rebuttals, you can do this by giving me at least three rebuttals for each point! Remember this is your only chance to attack the other side, you need to be devastating. * I think the callbacks to your partners are good; but you gotta frame it. This means that you need to go into depth about why the things mentioned by your partners were so helpful to begin with. E.g., telling me what the impact was and how it works! * I think that the biggest issue in this debate was that you were doing clashes, but the clashes weren’t getting resolved. A clash not being resolved in this case means that you are giving me reasons for why the stuff you are talking about is super good - but you aren’t doing the direct comparison for why your argumentation was more valuable! * I like the angle on the personal life of teachers - but remember to tell me how you are upholding that personal life and the impacts of upholding it!   Speaking time: 05:11.69, good work! | | | | | | |