| **Student Name:** Oscar |
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| **Motion**: THBT that a centralised government is better compared to a government with separate branches of powers. |
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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: | 68 | | | | | |
| 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:   * I like the historical hook you gave me! The comparison to China was pretty apt. * Don’t forget to do your set-up! Remember that you need to tell me and give me a characterisation of what exactly these centralised governments look like and how they are likely to act. * When you said that resources are likely to be better allocated, you need to tell why this is the case; is it because the government no longer has to pander to all of the political interests that previously applied in the US for instance? * I like the idea of stability; but you need to first quantify what this means and what its impact is! Otherwise, I’m not so sure of how and why this is likely to persist and happen. * I also think you need to start by talking about the structural and main problems associated with democracy first before you get into the main outcomes and issues of the debates!   Speaking time: 03:56.29, good work! Please speak to 4:00 next time. | | | | | | |

| **Student Name:** Louca |
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| **Motion**: THBT that a centralised government is better compared to a government with separate branches of power. |
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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 |
| 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:   * Nice hook! Excellent historical analysis for why a centralised government can be dangerous. I also really like the way you were framing what was important to the average person in your speech. * Good signposting! * Rebuttal; I like that you were willing to consider what the other side was saying. I also think you can go further to say that the debate cannot just be about one single country; this system working well in China does not guarantee that the system will work elsewhere! You can prove this by pointing out differences that China has compared to the rest of the world. * Excellent first argument! Please make sure to tell me what the value of holding different branches of government is likely to be first; how might these separate branches hold the state accountable? * You could also go into quite a bit more detail as to why the freedoms promised are important; do they help us find/get things we want in life? | | | | | | |

| **Student Name:** Bea |
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| **Motion**: THBT that a centralised government is better compared to a government with separate branches of powers. |
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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:   * Nice hook; I like that you were clarifying that the authoritarian version of government wasn’t always 100% bad. * Good signposting! Don’t go too far with lambasting your opponents though; you gotta attack the idea versus the person! * Railroads: I think as compared to talking about industrialisation, you could actually go ahead and talk about how it was less about the example, more about the analysis! * I think there are a lot of academic terms that are being said out in your speech; e.g., McCarthyism, etc. Try to avoid jargon! * I understand that China was pretty quick at shutting down the pandemic, etc. But don’t argue via examples! Give me the logic of why things were difficult to track; is it because people were in different government branches and people were thus then not communicating well, etc? * Excellent work on the examples though!   Speaking time: 05:44.27, good work! | | | | | | |

| **Student Name:** Giselle |
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| **Motion**: THBT that a centralised government is better compared to a government with separate branches of powers. |
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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 |
| 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:   * Thanks for having a hook; but you gotta make sure to not make it about the worst possible alternative! North Korea is a bit extreme. * I like that you identified that they were only talking about the economic arguments; it would be better if you told me there and then as to why it is not important to only consider economic arguments! * I like the illustrations of how bad a dictatorship could be; try not to make it so much about the North Korean state because that is the worst possible example! There are also really good centralised governments like China and or Singapore. * Try to give me the logic for why a bad actor may end up taking power; How might a system without any checks and balances allow for this to happen? * Try to also deal with your worst case; it is fine if we don’t have economic power if it means we have some freedom to be able to determine how we would like to live, etc.   Speaking time: 04:25.05, good work! | | | | | | |

| **Student Name:** Alvina |
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| **Motion**: THBT that a centralised government is better compared to a government with separate branches of powers. |
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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:   * Amazing start to the speech Alvina! * Rebuttals: Good work for catching the contradiction on the other side; you gotta make sure that you are also telling me what the harm of this is though - does it basically prove that their arguments aren’t that credible, and or prove yours a lot more? * Good analysis on why parties will hurt each other to win; but make sure that you are also actively dealing with the best case - the best case scenario is that people can have different parties with different types of interests and different types of abilities to lead the country in different ways. * Good call out on extreme examples! You need to make this more painful for the other side though - what does it mean that their case is fully based on extreme examples? Does it mean that their case is based on one small problem? * That was a really smart way to say that democracy only works when you’re fully in charge! * Centralised governments may not be voted in, but they will try to fix things because of caring for the country and or the fact that they are only in power because they are good at governing!   Speaking: 05:49.22, good work! | | | | | | |

| **Student Name:** Amanda |
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| **Motion**: THBT that a centralised government is better compared to a government with separate branches of powers. |
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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 |
| 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:   * Nice hook! * I think you hit something really effective; which is that this system only works in a world whereby the people are pretty much the same on a ethnic, religious, belief, etc, level. * Vladimir Putin is still in charge! You could also do more for this speech by extracting the logic as to why he was able to do all the things he was able to do; it’s mostly on account of the fact that nobody could really hold him accountable. * Good examples! Re: Mugabe, etc. * Good projection of confidence! I could not tell that you were scared. * I understand that you can put the needs of the government first, but how will this actually happen in real life? There were quite a few reasons as to why the state might be paralyzed and or not be functional. * You gotta impact having accountability; does this mean that we have many more people who are willing to report crimes, abuses of powers, and or do these abuses even happen if people understand that they will be held accountable? * How will the people be heard? You gotta mechanise this for me; because even in the most democratic states today, people are left out and not listened to!   Speaking time: 05:25.39, good work! | | | | | | |