| **Student Name:** Amanda |
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| **Motion**: TH prefers a benevolent dictatorship 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** |
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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:   * Nice start! I think that you could have taken a tone that was slightly more assertive; this means, adopting a speaking tone that is sharper! * Good signposting! * Definitions - Government that is authoritarian, absolute control over political power - I think you want to make sure to give some examples here of how this may work. Is this a complete control and power over the police, lawmakers, etc? * For the corruption element, I understand that a benevolent dictator could prevent this; but you need to make sure that you are proving this first! Just because a benevolent dictator exists today, that does not mean that they exist forever. * I think you wanna make sure that you’re structuring your speech in a bit more of a clearer way; for example, you wanna make sure that you’re going: Claim - Reasoning - Evidence - Impacts, etc. This helps me to know where you are and what you are proving! * A lot of the arguments right now feel like they are random observations of certain things that are done by certain authoritarian countries compared to others. But this isn’t enough nor the burden of the debate – the burden of the debate is for you to compare these countries on a structural level. This means, looking at the general system and dealing with that as compared to just dealing with one to two examples of things being successfully done. * I understand that Singapore is pretty successful; but can what happened in Singapore really be replicated by the average regime? There are a few things that make it unique, such as its wealth and small territory and population. * Try to make sure that you’re impacting; this means telling me what is going to happen!   Speaking time: 05:16.22, good work! Let’s aim for 6 minutes. | | | | | | |

| **Student Name:** Alvina |
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| **Motion**: TH prefers a benevolent dictatorship 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 |
| Competition Score: | 72 | | | | | |
| 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:   * Good start to the speech; but I felt like you could have sounded a ton more confident and assertive! Try to make sure that you adopt this sharper tone. * I like that you directly went to a comparison between the two countries; but try to make sure that you are telling me what types of rights we are talking about and why those rights are super important! * Good information on Singapore; but try to make this a bit more general because there are more benevolent dictatorships around! Also for the rebuttal, try to make sure that you are focusing on the main logic that Amanda gave out. The main logic that Amanda had was essentially that democracies are too slow in implementing policies; try to call this out directly! * Smart angle of instability in dictatorship; succession issues. You could also explain that when a dictator dies, there is quite likely to be a scramble for power. This means that the potential for conflict is very high! Libya is a great example. * Corruption within the party; firstly, try to make sure that you show me as to why corruption doesn’t happen/happens less in a democracy. Then, you need to tell me why corruption would exist to begin with; is this because that dictator might agree with or benefit from the corruption? * You could also go on a more basic level for why a dictatorship is a bad idea; you could say that this is because nobody dares to disagree with the dictator, therefore, they don’t get the right information when they need to be corrected - because people are terrified of the consequences! * I don’t think you gave me enough information about why a democracy is good - remember that this is your comparative! Make sure that you are layering and expanding on this. | | | | | | |

| **Student Name:** Bea |
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| **Motion**: TH prefers a benevolent dictatorship 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** |
| Competition Score: | 72 | | | | | |
| 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 don’t like that you didn’t have a hook; but your tone and clarity made up for it! * I think it’s the case that you do have freedom; but just a different kind of freedom. You have the freedom to be safe, make a living, etc. You could compare these freedoms with the ones that are likely to be lost if we adopt a benevolent dictatorship. * Remember that this debate is not an actor debate about Singapore!! Also, try to go for a more general logic here. Using Singapore as an example is OK, but remember to not argue through Singapore alone as not all countries are like Singapore! * Try to extract the harms of presidents and parties changing; the harms include things like, a lack of long term policies, politicians building for the short term and for mere political benefit, and that each politician wants to make a legacy for themselves; therefore, they have an incentive to not continue a predecessors legacy policies, even if its good! * I’m not so sure if Nixon was the best example; he was held accountable by a democratic system after all! * Good work for explaining gridlocked; but you need to explain the logic of why gridlock and etc is gonna happen. Is this because political parties have an incentive to prevent each other from doing well? Why so? * Good example of obstructionism! (Obama Presidency Example.) * I like the idea that there is some opposition; but perhaps you could also talk about why the benevolent dictator will hire good people to run the country!   Speaking time: 06:15.32, good work! | | | | | | |

| **Student Name:** Davian |
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| **Topic:** TH prefers a benevolent dictatorship 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 |
| Competition Score: | 72 | | | | | |
| 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 start and good tone to the speech! Try to make sure that you are actively making some eye contact though. * Good standard! Try to make sure to prove that it is the most important one first though. (E.g., what this debate is about.) * Good identification for what the other side is reliant on; why isn’t this unstable democracy likely to be that bad? Perhaps you could first say that places like an unstable democracy are likely to feature civil servants that are competent and can keep the administration running despite the instability. * Try to make sure that you are linking these democratic policies to things that are important; for example, when you say that in a dictatorship there is no freedom to critique the government, why is that important? Is it because this is how the government figures out what people want and need, etc? * Good response to the POI! * Try to make sure that you are also comparing the impacts between the two of you though - the side of the government seems to have the exclusive benefit of providing stability and a good life. Don’t let them get away with that! * Social contract; good build up of why we should care - but try to make sure that you show that the rights are super important first though, before making the protection of these rights the main thing that you use to defend the point! * Try to be more structured Davian; this means, signposting and guiding me through each portion of your speech and your rebuttals! * Might have been better if you added the stakeholder analysis at the beginning of your argument compared to the very end!   Speaking time: 07:41.34, good work! | | | | | | |

| **Student Name:** Oscar |
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| **Topic:** TH prefers a benevolent dictatorship 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 |
| 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:   * Try to make sure that you are starting with a much clearer and louder tone though! The content was fine, but you gotta make sure that the tone matches! * Very fair question and good rhetoric for why the rights offered in a democracy don’t matter as much compared to an unstable democracy. * Try to tell me what the standards and or the most important issues in the debate are likely to be; be sure to also frame this to be good for your side as compared to the other side! * Nice critique of the other side; try to make sure that you are telling me why these problems you have found (E.g., partisanship, etc.) are not fixable! * Remember that this debate is not an actor debate about Singapore!! Also, try to go for a more general logic here. Using Singapore as an example is OK, but remember to not argue through Singapore alone as not all countries are like Singapore! * Try to extract the harms of presidents and parties changing; the harms include things like, a lack of long term policies, politicians building for the short term and for mere political benefit, and that each politician wants to make a legacy for themselves; therefore, they have an incentive to not continue a predecessors legacy policies, even if its good!   Speaking time: 05:40.18, good stuff! | | | | | | |