| **Student Name:** Alexander Zhu |
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| **Motion:** This house 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** |
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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.]  Nice hook and signposting today!  Good initial pushback highlighting that the cost of efficiency is the oppression of people.   * But we stopped too early on just the counter-assertion. * Explain why even benevolent dictators are extremely oppressive.   + What is their psyche? What kind of policies do they support?   We have to defend the ability of democracies to be efficient!   * Point out that inefficient democracies are often punished by the voters themselves.   We should do the counter set-up BEFORE the rebuttals. We didn’t end up having any!   * Reset the clash and comparative of the debate. * Give checks and balances to improve the efficiency of a democracy. * Give me a burden/winning pathways.   Well done with the framing of the argument on the stripping of human dignity of voters.   * But we need to explain why well-meaning leaders end up engaging in oppressive practices.   + Explain that any grievances will be viewed as a political challenge, and they prioritise their preservation of power.   + What are the human costs? Explain the degree of suffering. * We stopped too early by just highlighting the democratic structures that exist, actively mechanise why it’s important for these mechanisms to exist because no single government can be completely free of oppression. So it’s important that these tools of participation exist to empower the people.   On the second argument:   * Interesting claim on political vacuum, but surely the dictator would also develop a succession line. * Won’t these forms of instability also occur when democracies result in a hung election? * How does this compare to the instability of the state not making long-term planning as per Prop’s 1st argument? We can make this argument more engaging!   Please offer more POIs today!  5.22 | | | | | | |