| **Student Name:** Isabella Chau |
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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: | 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:**  [NOTE: Today’s speeches are 5 minutes’ long.]  We could spend time characterising the worst case scena  On the set-up:   * Well done on characterising the benevolence of the dictator and this is a state that enjoys a lot of comforts and privileges.   + However, we cannot caveat that these dictators will be nice and won’t engage in any oppressive policies. * I appreciate the pushback that even democracies have questionable protections on free speech. * Make sure we have a clear burden and winning pathway.   + Explain that we prioritise access to basic necessities more than political freedoms.   On the loss of stability:   * Try not to end with accountability, and focus only on the perverse political incentive that leads to governments not making any long-term planning.   + What are examples or grounding of the kind of long-term policies that society needs in order to progress? * Why is this in a separate part of your speech, and we only fully dived into this argument only at 03:00? Combine it! * Good mechanistic analysis why long-term planning is not politically strategic! * On the efficiency of the dictator, we can explain precisely how political opponents make it impossible for structural reforms to be passed in democracies.   + While I appreciate the examples of benevolent dictators, what are the kinds of policies they passed that couldn’t be done in a democracy?   + We mentioned infrastructural development, but it isn’t clear why democracies won’t be able to allocate sufficient funding to these kinds of policies.     - Point out that fiscally conservative parties will always oppose these big ticket items to limit state spending.   The impacting of the above argument should include the human costs, explain that these policies make a tremendous difference in quality of life.  We should have a 2nd argument as 1st speaker!  Please offer more POIs today!   * Good job asking for one at the right time, good control of your speech.   5.49 - So close to 6 minutes! Wait for the double bell. | | | | | | |