| **Student Name:** Isabella Sun |
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| **Motion:** This house believes 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: | 70.5 | | | | | |
| 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 child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are 6 minutes’ long.]  Nice hook highlighting that power often corrupts!  Be mindful to not quote very precise statistics, it sounds like we conducted research during prep time.   * We can still explain that most democracies don’t end in an exact landslide without relying on that fact, to then prove the same point of check-and-balance. * While I appreciate your conclusion that half of the country’s votes should not be ignored, this may fit exactly into Prop’s characterisation of the polarisation of the country leads to a lot of in-fighting and inefficiency. * To rebut the point of inefficiency:   + Explain how the branches of power can also execute their authority speedily when there is need to do so, such as in a crisis.   + The loss of time is the price we pay to ensure that the state does their job without any abuses, this is far more important.   Good pushback on the abuse of power potentially happening on Prop, explain the incentives as to why this is LIKELY to happen. Why do political actors always have an incentive to abuse power?   * What is the weighing as to why abuse is more important than efficiency?   + We are lacking grounding to imagine what the human costs are here!   We should’ve called out the 2nd Proposition for essentially proposing an authoritarian regime in order to achieve stability.   * We finally made the accusation later on in the argument, well done!   Instead of going back-and-forth with the person asking the POI, just make an interpretation of what she’s trying to say and answer it, rather than concede that you don’t know what she’s talking about.  Strong argument on checks and balances!   * But the essence of the argument is based on democratic representation, and mixed in with corruption. * Pick one claim next time and center the analysis on that. * Well done on the mechanistic analysis, but we are missing all of the impact analysis!   + Why is corruption and oppression the worst possible harms that could occur in a democracy over the lack of efficiency?   Please offer more POIs today!  6.12 - Well done today! | | | | | | |