| **Student Name:** Isabella Sun |
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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: | 70.5 | | | | | |
| 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 5 minutes’ long.]  Nice hook and signposting today!  On rebutting political gridlock, when you concede that democracies are unstable, reframe that these are the same structures that are utilised to protect minority rights and political freedoms.   * When we explained that it will improve, tell me precisely HOW democracies can improve over time.   + Point out that inefficient democracies are often punished by the voters themselves. So checks and balances exist. * Good job pointing out that it’s much worse in dictatorships when people cannot fight back. * Explain why even benevolent dictators are extremely oppressive.   + What is their psyche? What kind of policies do they support?   We need to engage with Prop’s argument on loss of stability and the efficiency of dictators.  On your argument:   * I like the angle that benevolent dictators can still give way to malevolent dictators. * Rather than saying power corrupts, this could also apply to politicians in a democracy. We need to explain why well-meaning dictators still 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. * On voters not being able to voice out, tell me what is the political climate in a dictatorial state? * Good job using the example of Navalny being oppressed and killed in dictatorial Russia.   + Expand the cycle of oppression even more because civilians can never fix the broken system.   + What are the kind of terrible policies they suffer from in Russia?   We are lacking any clear defense on democracies!   * Highlight the democratic structures that will ensure the protections of civilians even in instances of inefficiencies.   Good job offering POIs to P3, you could offer even more POIs today!  5.22 | | | | | | |