| **Student Name:** Josephine She |
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| **Motion:** TH prefers a world where technocrats ran the government, compared to elected representatives |
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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 7 minutes’ long.]  On rebutting electoral accountability, we need to explain precisely why voters continue to reward inefficient states.   * Point out that they can distract electoral campaigns and use other voting issues to get elected. * Or explain what KIND of politicians are typically successful, it’s often the charismatic demagogues who have terrible policy backgrounds get elected.   + We need to analyse why exactly voters are so incapable in a democracy that they tend to elect under-qualified, ‘idiotic’ representatives. Characterise their emotional psyche and why they tend to rally behind politicians who take advantage of their vulnerable state of anger and fear.   I appreciate the reinforcement that public policies are better off when there’s more data.   * But the Opposition doesn’t contend with this, they are saying that experts can also exist in a democracy. So we have to analyse why politicians DO NOT listen to technocrats in the status quo.   + Use the Anthony Fauci example I gave you and provide a reasoning as to WHY politicians will prioritise their moral beliefs over objective facts. * We can take this impacting further to explain what kind of public policy will be disastrous if they are guided by biased ideologies, instead of facts.   + E.g. We see this happen with economic policies. The biased capitalists elected in the US government allowed the deregulation of the financial industry, which led to the massive 2008 global financial crisis.   Our argument is relying a lot on the previously argued material in Dana’s speech.   * We need to add value and explain what are the kinds of popular policies that exist in the status quo that are entirely ineffective! And data would’ve led to easy and effective solutions.   + When you mentioned crime rates, explain the societal stigma against criminals is what leads to tough-on-crime policies and mass incarceration, which ironically worsens the rate of crime in society.   + Explain clearly here why voters and politicians will never listen to data, and instead prioritise these popular biases.     - Because the popular biases make them more electable, and they are only interested in their preservation of power.   + Good job on flipping that technocrats will try to achieve the policy goals in order to maintain their position of power.   In terms of our speech delivery, we can practice achieving better fluidity. Less stops-and-starts in your speech would greatly boost the persuasiveness of your content.  Please offer more POIs today!  7.35 - Please watch for time! | | | | | | |