| **Student Name:** Shawn Nip |
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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: | 69.5 | | | | | |
| 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:  Give me a proper hook explaining where, when and how this is valuable, or how democracies are failing, or some issue based start!  Set-up   * What is benevolence? You need to unpack this in terms of examples, as well as the kinds of outcomes the state is likely to prioritise, and deprioritise. What kinds of rights and freedoms get sacrificed, what kinds of rights and freedoms are protected? The point to make is that economic goods and services are provided - and that one’s material quality of life matters the most. * We need to spend time framing what unstable democracies are like, and what trade off these mandates!   Argument 1   * The central thesis of the argument needs to be as clear as possible; the judge should not be spending time trying to connect the dots whilst you are delivering your argument! * On the lack of representation, and specifically minority representation, do you get this on your side? We eventually wash this out, but this is an odd way to characterise these democracies. The first part of this argument should be about the most important things that make up a good life, and then an explanation of how unstable democracies do not achieve this, and then how benevolent dictatorships do. * Good work establishing poverty, food and such needs as the most valuable. We aren’t spending enough time talking about the inability of these democracies to get better. We need to safeguard against the obvious Opp push on our inability to check the benevolence of democracy - for we are contingent on their good will. * We can help them, or we will help them? Phrasing and outcome proof matters!   04:58  Excellent POI to Lilianna! | | | | | | |

| **Student Name:** Jennie Jung |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 69 | | | | | |
| 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:  Our opening needs to start with our biggest response to the other side! In this case, it is that we cannot control this benevolence - we are fully dependent on their good will. What does Prop do when this benevolence goes away? What checks and balances exist? This rebuttal takes Prop at their best, assuming that all goods are provided.  We didn’t do any set-up, explaining what an unstable democracy is, and what path to recovery it has. We also needed to frame what these countries look like, what life within them is like. We must emphasize that democratic systems, through free elections, independent judiciaries, and a free press, possess mechanisms for identifying and correcting their flaws. Citizens can hold leaders accountable, advocate for reforms, and ultimately steer the country towards greater stability and justice. Dictatorships lack these crucial corrective mechanisms, making it nearly impossible to address abuses of power or change course when things go wrong. The path to improvement is built into the system.  Rebuttal   * We need to explain why it is possible for democracy to achieve these outcomes as well - or we need to explain why freedom, even living in poverty, is more important than these outcomes. We assert that our opinion matters more, but aren’t spending time justifying why this is true! * Did we engage in sufficient rebuttal? Did we disprove the first argument from 1st Prop?   Argument 1   * The central thesis of the argument needs to be as clear as possible; the judge should not be spending time trying to connect the dots whilst you are delivering your argument! * On the POI Ishan asks - we need to explain why these rights or freedoms matter so much! Freedom of speech, assembly, and the press are not just abstract ideals; they are essential for human flourishing. They allow individuals to express themselves, hold power to account, and participate in shaping their own lives. * Living in poverty with freedom allows for the *possibility* of improvement through collective action and societal change. Living under a dictator, even a benevolent one, means being subject to the whims of another, with no recourse for injustice. This inherent dignity and agency are worth more than material comfort provided at the expense of liberty. * We should use examples of where people have sacrificed a great quality of life for these kinds of freedoms through protest and revolution.   Our speech was more confident today, and we need to continue to channel this as far as possible!  04:55 - good work speaking for longer!  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Ishan Harishankar |
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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: | 69 | | | | | |
| 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:  We shouldn’t have an opening where we set the other side up for success, and then come in with the BUT or HOWEVER. This is not a public speaking speech, this is competitive debating! You have to start with a response or call out to the other side, which is that they never explain why the ability to vote matters more than alleviating poverty!  Rebuttal   * We need to characterise what unstable democracies are like, and how there is no path to achieving the good outcomes you want on your side! We can do this by talking about political gridlock, or the short termist incentives of politicians, corruption, social unrest and so further. You must prove why this democracy cannot escape its instability! * We aren’t explaining why the freedom Jennie talks about matters less! * We aren’t spending enough time talking about the inability of these democracies to get better. We need to safeguard against the obvious Opp push on our inability to check the benevolence of democracy - for we are contingent on their good will.   Argument 1   * We can’t assert Singapore’s example and then say this proves that happiness will occur. You need to explain why people would prefer this, and why it brings them more fulfilment! * Is the happiness of people contingent on the ranking of their country? Do people think like this? * We need to argue what makes people happy, or what the definition of a good life is, and then explain how this is only provided in a benevolent dictatorship! This fulfillment could stem from a focus on economic prosperity, social stability, and efficient governance, leading to tangible improvements in quality of life, even with restricted freedoms. A meritocratic system, like Singapore's, rewards hard work, fostering a sense of fairness and opportunity. You can argue that this is what leads to happiness!   What is benevolence? You need to unpack this in terms of examples, as well as the kinds of outcomes the state is likely to prioritise, and deprioritise. What kinds of rights and freedoms get sacrificed, what kinds of rights and freedoms are protected? The point to make is that economic goods and services are provided - and that one’s material quality of life matters the most.  05:12  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Lilianna Poon |
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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: | 68 | | | | | |
| 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:  Our opening needs to start with our biggest response to the other side! If we prioritise freedom - why is this the case? Why do these rights take paramount importance?  Lilianna, we still aren’t speaking loudly enough. I cannot give you feedback if I cannot make out what you are saying! We aren’t using our hands, or putting in any effort to \*look\* confident. You have to channel confidence and persuasion as you speak!  Rebuttal   * In order for your benefits to exist, you have to explain why there is a path to recovery on your side. We must emphasize that democratic systems, through free elections, independent judiciaries, and a free press, possess mechanisms for identifying and correcting their flaws. Citizens can hold leaders accountable, advocate for reforms, and ultimately steer the country towards greater stability and justice. Dictatorships lack these crucial corrective mechanisms, making it nearly impossible to address abuses of power or change course when things go wrong. The path to improvement is built into the system. * We need to attack Prop! They cannot control this benevolence - we are fully dependent on their good will. What does Prop do when this benevolence goes away? What checks and balances exist? This rebuttal takes Prop at their best, assuming that all goods are provided.   Argument 1   * The central thesis of the argument needs to be as clear as possible; the judge should not be spending time trying to connect the dots whilst you are delivering your argument! * You need to establish why this trade off is not justified, or why there is a better outcome on your side! We need to explain why these rights or freedoms matter so much! Freedom of speech, assembly, and the press are not just abstract ideals; they are essential for human flourishing. They allow individuals to express themselves, hold power to account, and participate in shaping their own lives. * Living in poverty with freedom allows for the *possibility* of improvement through collective action and societal change. Living under a dictator, even a benevolent one, means being subject to the whims of another, with no recourse for injustice. This inherent dignity and agency are worth more than material comfort provided at the expense of liberty. * We should use examples of where people have sacrificed a great quality of life for these kinds of freedoms through protest and revolution.   Let’s ask POIs consistently!  05:01 | | | | | | |

| **Student Name:** Alison Lin |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 69 | | | | | |
| 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:  Good opening, good tone, but you need to establish why there is no path of recovery for this democracy. We need to characterise what unstable democracies are like, and how there is no path to achieving the good outcomes you want on your side! We can do this by talking about political gridlock, or the short termist incentives of politicians, corruption, social unrest and so further. You must prove why this democracy cannot escape its instability!  Where is your signposting? What will you do in this speech! As third, you must structure your speech into clashes. In this debate, the clashes are what matters more, freedom or economic outcomes, and which is more accountable - where you explain how there exist checks and balances against even benevolent dictatorships. The way to do this is to explain that people only accept this when there is a clear return on this sacrifice. They stop being okay with it when the goods go away.  Rebuttal   * Remember - this is unstable! Explain how the pre-requisite for any of their benefits is proving that this democracy will be representative; do they prove this in any way? Forget about minorities - the average privileged person is likely not getting what they want in their world. We are not spending any time explaining what a lack of stability is. * We aren’t spending enough time talking about the inability of these democracies to get better. We need to safeguard against the obvious Opp push on our inability to check the benevolence of democracy - for we are contingent on their good will. * On what the benevolent dictatorship achieves, makes people happy, or what the definition of a good life is, and then explain how this is exclusive to your side. This fulfillment could stem from a focus on economic prosperity, social stability, and efficient governance, leading to tangible improvements in quality of life, even with restricted freedoms. A meritocratic system, like Singapore's, rewards hard work, fostering a sense of fairness and opportunity. You can argue that this is what leads to happiness! We need to explain this in sufficient detail!   What is benevolence? You need to unpack this in terms of examples, as well as the kinds of outcomes the state is likely to prioritise, and deprioritise. What kinds of rights and freedoms get sacrificed, what kinds of rights and freedoms are protected? The point to make is that economic goods and services are provided - and that one’s material quality of life matters the most.  04:40 - we need to speak for longer!  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Boris Cheung |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 68.5 | | | | | |
| 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:  Why aren’t they exclusive? Deal with this up top, and then move onto clashes.  The signposting is wonky. You should have observations or clarifications where needed up top, then clashes, and then fin. Your weighing needs to be integrated into the clash. Your time management is also off; if you have three clashes, how much time does each take to get through?  Rebuttal - what is the point of this? Why can’t this go into your clashes? If this is also your clash, the signposting indicated otherwise!   * If the goal people have is to improve their quality of life, why or how do they get this on your side? This is entirely unclear. This is an unstable democracy - why will all these things exist? This is also a case shift - your prior two speakers explicitly said that freedom matters more on your side! Which one is it? * In order for your benefits to exist, you have to explain why there is a path to recovery on your side. We must emphasize that democratic systems, through free elections, independent judiciaries, and a free press, possess mechanisms for identifying and correcting their flaws. Citizens can hold leaders accountable, advocate for reforms, and ultimately steer the country towards greater stability and justice. Dictatorships lack these crucial corrective mechanisms, making it nearly impossible to address abuses of power or change course when things go wrong. The path to improvement is built into the system. * We need to attack Prop! They cannot control this benevolence - we are fully dependent on their good will. What does Prop do when this benevolence goes away? What checks and balances exist? This rebuttal takes Prop at their best, assuming that all goods are provided. * You need to establish why this trade off is not justified, or why there is a better outcome on your side! We need to explain why these rights or freedoms matter so much! Freedom of speech, assembly, and the press are not just abstract ideals; they are essential for human flourishing. They allow individuals to express themselves, hold power to account, and participate in shaping their own lives. * Living in poverty with freedom allows for the *possibility* of improvement through collective action and societal change. Living under a dictator, even a benevolent one, means being subject to the whims of another, with no recourse for injustice. This inherent dignity and agency are worth more than material comfort provided at the expense of liberty. * We should use examples of where people have sacrificed a great quality of life for these kinds of freedoms through protest and revolution.   Let’s ask POIs consistently!  We need to clean up the structure of this speech. This is just rebuttal, without any strategic direction!  05:14 | | | | | | |