| **Student Name:** Lilianna Poon |
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| **Motion**: This house believes that all essential services should be nationalised. |
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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: | 68.5 | | | | | |
| 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:  We’re reading out our opening! We need to include the key reason as to why the state is a better provider. We need to try and be more intentional and forceful up top. Very clearly establish the problem characterisation. Try to be as clear and direct as possible.  Set-up   * I don’t need literal definitions! Rather, you need to establish what the nature of essential services is. Frame up top why these are so critical, and why the state has to provide them as a consequence. * We need to explain why putting regulations on private companies - such as forcing them to provide a service at a certain cost is insufficient - we need to talk about how lobbying means that regulations favor corporate interests, that companies are adept at finding and exploiting loopholes in regulation.   Argument 1   * We need to identify what the thesis of this argument is. * On capacity and control - explain why this is true, and why private companies do not have this. * Why will they do a good job? Having the ability to expand doesn’t mean it is done well? * We need to explain why and how states are good actors, and will provide these essential services at fair costs/free - we kind of just assert states will do well. * POI - explain why competition doesn't exist in the private sector! We should have pushed that essential services are natural monopolies, which means that competition and the free market cannot lead to prices being pushed down, or companies behaving properly due to fear of losing out! * We can also explain if governments do a bad job, it is easier to hold them accountable - public scrutiny, democratic processes exist and checks and balances. * Did we prove that provision occurs to a wider net of people by the end of this argument? * Why wouldn’t companies price effectively - cheaper x volume means more profit! You need to establish that these are inelastic goods, which means demand does not respond to price - people HAVE to buy this.   03:47 - we initially spoke to this! We needed to expand our argument in greater detail! We can also run a principle argument on the state’s responsibility!  We have to speak louder and with more confidence.  We need to ask POIs consistently!  05:14 | | | | | | |

| **Student Name:** Boris Cheung |
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| **Motion**: This house believes that all essential services should be nationalised. |
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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:  Fair identification of what your side gets; but the fragmentation of the delivery hurts the impact of your opening.  Set-up needs to come before rebuttal.   * How do you ensure private companies do a good job? Why does the state have natural incentives to ensure oversight exists? * We need to explain why we can regulate private companies on our side; and explain how we preserve competition!   Rebuttal   * On reach - explain why the state does a worse job at service provision. We assert private companies are better, which doesn't actually respond to the claim from Prop. * POI - why do public hospitals have queues? Recognise why these are fundamentally overburdened. * Did we engage at all with the argument from Prop on accessibility?   Argument 1   * What is the nature of competition, why don’t monopolies exist? We need to unpack why companies will price reasonably due to competition, and how we prevent one company from asserting themselves and gaining dominant market share. * We need to explain HOW private companies are able to afford these professionals if they’re also charging reasonable prices? Where does this money come from? * Explain what matters more for the state to spend on! Government-run services can be plagued by inefficiency, bureaucracy, and lack of innovation. The absence of competition can remove incentives for improvement and cost reduction, leading to higher prices and lower quality services for consumers. * Explain why all governments are likely to mishandle these services, making it a wash amongst those running for election, or that people have a range of voting priorities that make it that this cannot occur.   Argument 2   * Convenience - this is just an impact of the private sector doing a better job, as opposed to a new argument.   05:20  Good work asking POIs today! | | | | | | |

| **Student Name:** Jennie Jung |
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| **Motion**: This house believes that all essential services should be nationalised. |
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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:  We need to start with our biggest response - we need to explain why it will result in destruction and/or degradation, why this is what happens to the economy. Our opening is full of sweeping statements. Pick ONE issue and break it down.  Rebuttal   * How can they hold them accountable? Explain the mechanisms of public scrutiny and democracy, as well as the incentive to win elections. Why do private companies care about other things more - such as profit - and why does it mean they ignore access to the average person. * Did we engage sufficiently with the material in Boris’s speech? Did we challenge that pricing is reasonable due to competition? Did we respond to their claim that private companies are better able to hire professionals? We’re not engaging sufficiently! * POI - our answer is phrased very messily. The answer is that these essential services tend to be monopolies. This means that competition and the free market cannot lead to prices being pushed down, or companies behaving properly due to fear of losing out!   Argument 1   * What is the thesis or central claim of this argument? * We need to explain why and how states are good actors, and will provide these essential services at fair costs/free - we kind of just assert states will do well. * Explain why your side is the only one that fulfils the moral obligation of the government. The implication is that if demand does not respond to price - people HAVE to buy this. * Why wouldn’t companies price effectively - cheaper x volume means more profit! You need to establish that these are inelastic goods, which means demand does not respond to price - people HAVE to buy this. We said this at 5 minutes - we need to explain why there will be a race to the bottom in terms of quality. * We need to explain why putting regulations on private companies - such as forcing them to provide a service at a certain cost is insufficient - we need to talk about how lobbying means that regulations favor corporate interests, that companies are adept at finding and exploiting loopholes in regulation.   05:19  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Ishan Harishankar |
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| **Motion**: This house believes that all essential services should be nationalised. |
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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:  Explain WHY there will be a decrease in quality. Why don’t they have these resources, or don’t have professionals?  Rebuttal   * On rich people owning this - is this true? Even with companies, what we need to specify is that these companies have access to capital - assets per say! This is what they can use to invest into the service. What incentive do they have to do so?   + Why wouldn’t they become monopolies if they were privately owned? * Who is going to sue them? Is it easy to sue these large companies? * We never engage with their claims on democratic checks and balances.   + Explain why all governments are likely to mishandle these services, making it a wash amongst those running for election, or that people have a range of voting priorities that make it that this cannot occur. * Explain what matters more for the state to spend on! Government-run services can be plagued by inefficiency, bureaucracy, and lack of innovation. The absence of competition can remove incentives for improvement and cost reduction, leading to higher prices and lower quality services for consumers.   Argument 1   * How does your side access these professionals? If companies provide these services at a low cost, how do they make profit in sufficient amounts to pay these industry giants to come work for them? * You need to explain how your side can regulate private companies on our side; and explain how we preserve competition! This deals with their claim that private companies would just charge lots of money. * Why does credibility matter more than profit? * Why does the impact on the professional matter so much in the round, compared to the average consumer/general public?   We need to explain why the state will be a bad actor:   * Elected officials are short-termist, maintaining and upgrading nationalized services requires significant ongoing investment. Powerful interest groups, including unions, industry lobbies, and even specific communities, can also exert pressure on governments to make decisions that benefit them. Government bureaucracies are also slow-moving and resistant to change, hindering innovation and efficient management of nationalized services   05:17  Good work asking POIs consistently! We need to make sure our phrasing is as succinct as possible. | | | | | | |

| **Student Name:** Shawn Nip |
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| **Motion**: This house believes that all essential services should be nationalised. |
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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: | 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:  What is the structure of this speech? I want clashes when you speak third.  I want a proper hook. What is the single biggest issue in the round so far? We have so much preamble about how things don’t make sense/they say this/there is a big gap here/I think that - YOU HAVE TO BE CLEAR AND TO THE POINT.  What is depth and breadth in the community? The biggest response to make is on whether private companies provide these services at a fair cost. There are two big explanations.   * We need to explain why private companies will provide services and goods at a high cost - explain what their incentives are, and why this is uniquely bad; we should have pushed that essential services are natural monopolies, which means that competition and the free market cannot lead to prices being pushed down, or companies behaving properly due to fear of losing out! * Why wouldn’t companies price effectively - cheaper x volume means more profit! You need to establish that these are inelastic goods, which means demand does not respond to price - people HAVE to buy this.   On professionals - they need to make sufficient money to pay these people. Either they make enough money and pay them, or they don’t - this is reliant on charging consumers higher costs. Sure, they have better quality - but how many people can afford it? Is that the point of an essential service? We need to call them out for never engaging with the profit incentive that companies have, which they ignore entirely.  We need to explain why and how states are good actors, and will provide these essential services at fair costs/free - we kind of just assert states will do well. How can they hold them accountable? Explain the mechanisms of public scrutiny and democracy, as well as the incentive to win elections. Why do private companies care about other things more - such as profit - and why does it mean they ignore access to the average person? This is the incentive and capacity analysis you need to provide.  04:55 - we need to speak to 5.  We need to ask POIs consistently! | | | | | | |