| **Student Name:** Marvis Leung |
| --- |

| **Motion**: This house believes that prominent civil rights activists should not run for elections |
| --- |

| 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 by contextualising what the needs of a society in light of a civil rights movement or protests are; or the way in which these individuals often serve as cults of personality and can inspire awe and prevent scrutiny and accountability. Don’t use the analogy - it doesn’t necessarily prove anything, it just points to another instance of this.  Set-up   * Good on them being figure heads; is it true that they will always be young? People can be old and still lack experience. You could very well make this claim. * Good on hyper-focus; point out how this means they make for good critics, or oppositional figures, as opposed to part of the establishment or within the government. * We need to explain how this debate is about methodology; how do we best achieve change with relevance to civil rights in the long-term. Your side supports oppositional action and protests and mobilisation, as opposed to participating in elections and becoming part of the state.   Argument 1   * What is the central claim in this argument? Don’t jump to the impact - explain how you reach this impact first. Characterise what the nature of an activist is, based on what a civil rights protest movement is likely to be - and then explain how this is incompatible with successful politicians. There is no substantive analysis being made in the argument!   Argument 2   * Explain what it takes to run a successful election campaign; you need to break down systematically how politicians win elections, and why it needs to be a cross coalition of interests. Then explain their role as figurehead, and how this dilution means they lose the point of being this special representative in office. * Go beyond and explain how being in office requires compromise - activists become beholden to party lines and political donors. This can compromise their independence and make them less accountable to the communities they represent.   What’s the comparative? How does your side achieve change?  05:08  Marvis, you have to actually analyse within the argument. You identify the right arguments, but the analysis and proving of outcomes is entirely missing.  We have to be more on it with the POIs! | | | | | | |

| **Student Name:** Daryl Ng |
| --- |

| **Motion**: This house believes that prominent civil rights activists should not run for elections |
| --- |

| 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:  Engage directly - explain why and how they get overshadowed. Don’t claim this happens, show it does - either through structural reasons, or through examples that illustrate this.  Set-up needs to come prior to rebuttal; a lot of the re-characterisation you do within rebuttals on who these activists are should be dealt with here instead. You need to provide an explanation as to who these activists are, and why they are likely to win elections, and what kind of tactics they are going to employ. You could also argue that the point is not for them to win elections, but to hold politicians accountable on each of these issues; the same analysis we discussed with relevance to single issue parties.  On dilution - explain why this doesn’t occur, or even if it does, why it is okay - we say they have a passion; why is this sufficient. When you claim there is no other representation - why is this true? This needs justification and analysis in terms of characterisation.  POI - explain why this will always be superficial representation; good on how this is unfair for the most vulnerable; link this to the comparative you provide.  Argument 1   * How are they highly prominent? How do politicians fall flat of achieving any change? Why are external social movements failing? Why do they have to run for election, or potentially succeed within these elections to achieve any change? We aren’t spending any time on the problem characterisation. * Electoral success provides activists with a larger platform and greater access to media attention. This amplified voice can be used to raise awareness about critical issues and mobilize public support for change.   Argument 2   * What do we mean there is no distinction between a businessman and civil rights activist? Why is this a relevant comparison?   05:27  We have to sound more engaged and lively! We aren’t modulating our tone, or volume - or varying our tone! Sound more confident and persuasive! | | | | | | |

| **Student Name:** Ivy Xu |
| --- |

| **Motion**: This house believes that prominent civil rights activists should not run for elections |
| --- |

| 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: | 69.5 | | | | | |
| 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:  You have to start by engaging with the biggest push from Opp, which is that this is the only way to achieve change. You need to be mindful of what your closing seems like they’ll run via the POI and try to steal this content by running it - which is that politicians have incentives to engage the demographic of the social movement, and represent them.  Rebuttals   * Explain why politics requires dilution - what does it take to run a successful election campaign; you need to break down systematically how politicians win elections, and why it needs to be a cross coalition of interests. Then explain their role as figurehead, and how this dilution means they lose the point of being this special representative in office. Go beyond and explain how being in office requires compromise - activists become beholden to party lines and political donors. This can compromise their independence and make them less accountable to the communities they represent. * We need to explain the comparative; why does your side achieve any change? * We need to explain how this debate is about methodology; how do we best achieve change with relevance to civil rights in the long-term. Your side supports oppositional action and protests and mobilisation, as opposed to participating in elections and becoming part of the state.   We moved onto the extension way too quickly - the point of a second speaker in BP is to deal exhaustively with the other side, and ensure you have done this prior to moving onto an extension.  Extension   * Good on trust; why does trust matter? You need to establish how for these vulnerable people both sides want to help, they need someone looking out for them specifically. You need to explain how these people are failed catastrophically on OO. * I need analysis as to why the comparative is better; activists can exert significant pressure on the political system from the outside through advocacy, mobilization, and public awareness campaigns. * Good on potential relationship to political parties - don’t just make it about the specifics of this example, but what meaningfully running in an election requires - and why this will require the outcomes you claim. The analysis of why this will always happen in missing.   05:49  Let’s ask POIs consistently!  Please speak louder and with more confidence. | | | | | | |

| **Student Name:** Annabel Cheung |
| --- |

| **Motion**: This house believes that prominent civil rights activists should not run for elections |
| --- |

| 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: | 70.5 | | | | | |
| 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 is this exclusive? You need to spend much more time at the top of the speech on problem characterisation - How are they highly prominent? How do politicians fall flat of achieving any change? Why are external social movements failing? Why do they have to run for election, or potentially succeed within these elections to achieve any change?  What is the structure of this speech? You have rebuttal, then more rebuttal, and then an extension?  Rebuttal   * You need to provide an explanation as to who these activists are, and why they are likely to win elections, and what kind of tactics they are going to employ. You could also argue that the point is not for them to win elections, but to hold politicians accountable on each of these issues; the same analysis we discussed with relevance to single issue parties. * Why is the electoral race the best place for this information campaign + challenges to holding these politicians accountable on these issues? * On competence - you need to explain what leading a civil rights movement requires - and how the skills of a politician are likely to have overlap. * On dilution - explain why this doesn’t occur, or even if it does, why it is okay. When you claim there is no other representation - why is this true? This needs justification and analysis in terms of characterisation. For instance, that they will be like single issue parties or candidates, and that’s a good thing, or that this is the only way we get legal enshrined change - and hence we’re okay with it? But are you proving how this outcome actually occurs?   Extension   * Uniquely suited - knowledge; why is this knowledge not accessible to politicians? Why can’t they consult members of these communities, or hire them as advisors? What is so special about knowledge? * Good on voter apathy; why does this matter, even if the activist doesn’t win the election? Don’t make this benefit outcome contingent. * Good on mainstream emphasis - explain why this would not have happened without this electoral participation. You have to analyse the kind of society and with the type of media coverage this debate is happening in.   Don’t run three extensions; structure the deputy speech into key issues, highlight important contributions in this manner instead. It will prevent the repetition and slight overlap all across from happening.  Pauses! You have to slow down and introduce pauses and emphasis in your speech.  06:24 | | | | | | |

| **Student Name:** Matias Li |
| --- |

| **Motion**: This house believes that prominent civil rights activists should not run for elections |
| --- |

| 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:  Start by positioning the opening exchange; you need to make clear what your entry into the debate will be. For instance, OG focuses on how activists will have to dilute their message and lose legitimacy - OO says no, and that this is the only way to achieve change. We’re going to provide you with an extension that explains why politicians do a significantly better job, and why civil rights activists do a better job as activists. Then segway into either quick responses to OO, or straight into your extension.  We spend time engaging in set-up without clear direction; you have to position this as either new material that OG didn’t present, or as important characterisation as part of the extension you are running.  Extension 1   * Where is corruption coming from? Is it not the worst case characterisation of civil rights activists? They can be perfectly reasonable and the impact of no scrutiny can still be bad. The first part of this extension should have been you characterising these leaders to highlight why their personas are fundamentally unsuited for what a good politician or candidate should be. This gives your characterisation clear direction. * On anger and emotion - explain why these issues are fundamentally such that this will always occur. Impact this out in terms of the kind of actions voters are likely to take. * Why will they suddenly be corrupt? You have to take a better case characterisation of these individuals. Presumably, even when they would be figureheads of these movements, power could get to their heads and be ‘bad’ individuals; the movement is not democratic in any way? * What is the weighing of this? How am I meant to credit this?   Extension 2   * No positioning here either! * Why is this context the overwhelming context in which this debate is taking place?   The conclusion is too list-like, where you basically just re-state what you did. What strategic value is it adding to the round?  We have to review what the structure of an extension speech, especially in terms of incorporating weighing must be like! | | | | | | |