| **Student Name:** Marvis Leung |
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| **Motion**: This house would nationalise all essential services (such as communication, energy, transportation, etc) |
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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:  This is actually a fair opening - as long as you are able to connect this to, up top, why profit means these essential services can never be provided at a fair cost to the public.  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 don’t need to go into the full argument of profit as the key driver for these companies! * Why are regulations insufficient? We need to establish how regulatory capture leads to regulations that favor corporate interests, that companies are adept at finding and exploiting loopholes in regulation. * What does this nationalisation process look like? You need to break down how this will occur - look at the content we discussed earlier! What is this slow integration, and how does it happen?   Argument 1 - you started this at 3:15 - in a 5 minute speech!   * We spent more time establishing the social contract, and how this means the state owes us, rather than an explanation of why these essential services are better off and provided for in our world! * 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. * How does accountability occur? Through which mechanisms!   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! Essential services often require extensive and expensive infrastructure, such as pipelines, power grids, railway networks, or communication lines. Building and maintaining this infrastructure involves substantial upfront investment, making it difficult and inefficient for multiple companies to duplicate these networks. Natural monopolies also benefit from economies of scale, meaning that their average cost of production decreases as output increases.  05:20 | | | | | | |

| **Student Name:** Ivy Xu |
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| **Motion**: This house would nationalise all essential services (such as communication, energy, transportation, etc) |
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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: | 69.5 | | | | | |
| 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:  I want clear call outs up top! What did they not mechanise or explain? You can start with regulations and ask - they never justify their burden - which is nationalisation. Regulations meet all their harms.  Set-up   * Good on regulation - why does your side have enforcement power? How do we get companies to buy in and listen to us?   Argument 1   * What is the thesis of this argument? * When we integrate rebuttal into an argument, we don’t just start with rebuttal - we prove parts of our argument, and then point out; this also means their point on access is out of the debate… * 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. * Explain why on the flip, companies are forced to price down, through the power of regulation. I think the point to make is that these companies rely on volume - which is what we say in the end anyways, so good job. * Why is competition likely to exist?   Argument 2   * What kind of innovation is possible in energy? Explain what companies have access to compared to governments to pull this off - for instance, private companies have greater access to capital markets, making it easier for them to finance research and development and implement new technologies. * Private companies are also more willing to take risks and invest in potentially disruptive technologies, as they stand to reap the rewards if successful. Government-run entities, on the other hand, may be more risk-averse and less likely to embrace radical innovation.   05:21 | | | | | | |

| **Student Name:** Hanson Ko |
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| **Motion**: This house would nationalise all essential services (such as communication, energy, transportation, etc) |
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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: | 71 | | | | | |
| 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 their world a utopia, and why is your side better? Don’t give me such a big build-up - get to the point right away! The same applies to the if I prove x their case falls - prove it first, and then give me the upshot!  On regulations - explain WHY they won’t work! We aren’t providing sufficient analysis for this. We need to establish how regulatory capture leads to regulations that favor corporate interests, that companies are adept at finding and exploiting loopholes in regulation. The upshot should be - the only way forward is that we nationalise. Note also, they wouldn’t have to introduce regulations if competition was sufficient - their model has tension with their argument; if companies were so benevolent, why would we need to regulate them?  On pricing - we need to analyse why these companies can afford to price high! Link it to essential services being inelastic goods. 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! Essential services often require extensive and expensive infrastructure, such as pipelines, power grids, railway networks, or communication lines. Building and maintaining this infrastructure involves substantial upfront investment, making it difficult and inefficient for multiple companies to duplicate these networks. Natural monopolies also benefit from economies of scale, meaning that their average cost of production decreases as output increases.  POI: good on one or two big companies - you need to explain why this is true, as opposed to just asserting this.  We then talk about lobbying - but this should have been dealt with up top! The structure of this speech is pretty messy, where we’re finishing rebuttals all over the place. You need to consider how to best structure your rebuttals! As 2nd Prop, you can technically still use clashes, or have two ‘things’ you want to talk about. You’re missing a second speaker argument!  We have too much preamble in our speech - we tell you, that is to say etc.  Gap from earlier you needed to fill - what does this nationalisation process look like? You need to break down how this will occur - look at the content we discussed earlier! What is this slow integration, and how does it happen?  05:17 | | | | | | |

| **Student Name:** Matias Li |
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| **Motion**: This house would nationalise all essential services (such as communication, energy, transportation, etc) |
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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: | 71.5 | | | | | |
| 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:  Get to the point - why is this utopian, why is it uncharitable? You need to point out WHY you are saying this, or WHY they are strawmanning. I cannot take this at face value.  Rebuttal  Why do governments behave in these cronyistic ways? You need to give me incentive analysis, beyond ‘they can get away with it’. The point on no one caring about the chairman of the water board is true, but we need to analyse why this isn’t a voting issue - not because people don’t care, but all governments have incentives to drop the ball on this.  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.  Fair on companies ability to pay better - why does that apply to essential services?  Good example of Tokyo Metro, but this is just an example - explain why this is the likely model under which privatisation occurs, or how you can use regulations to make this happen. You also need to rebuild regulation! Good link to the POI - but prove why this is possible and likely.  For instance, companies recognize that operating essential services is a privilege, not a right. They understand that regulation is a necessary condition for maintaining their operational license and avoiding more drastic measures like nationalization. It is also the case that clear and consistent regulations can provide a stable operating environment, allowing companies to plan long-term investments and manage risks more effectively.  Excellent on profit margins in rural areas - go a step further and wash out these 1000 people as a voting margin in an election.  We are missing a second speaker argument!  05:03 | | | | | | |

| **Student Name:** Daryl Ng |
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| **Motion**: This house would nationalise all essential services (such as communication, energy, transportation, etc) |
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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: | 70.5 | | | | | |
| 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:  Excellent observation up top! Good work pinpointing that these are inelastic goods - we should build up and explain why competition also won’t lead to prices being pushed down! Bring back what Hanson says, and rebuild against Matias’s point that these aren’t monopolies. Essential services often require extensive and expensive infrastructure, such as pipelines, power grids, railway networks, or communication lines. Building and maintaining this infrastructure involves substantial upfront investment, making it difficult and inefficient for multiple companies to duplicate these networks. Natural monopolies also benefit from economies of scale, meaning that their average cost of production decreases as output increases.  Good link to too big to fail; explain how this dependency builds up and exists! How do private companies get a hold of these essential services anyways? Is it because of the timeline of development in the state post-colonisation or independence etc.? Is it because some new tech develops and becomes essential?  POI: these 1000 people are a swing in an election? You can wash this out in other ways! You can also link pricing back to inelastic and monopolies here to explain why this incentive doesn’t exist.  On growth and innovation - ask what kind of innovation exists here? Is it profit? Is it moving fast and breaking things, or ethical - such as investment into green technology?  We need to hammer them on regulations - explain WHY they won’t work! We aren’t providing sufficient analysis for this. We need to establish how regulatory capture leads to regulations that favor corporate interests, that companies are adept at finding and exploiting loopholes in regulation. The upshot should be - the only way forward is that we nationalise. Note also, they wouldn’t have to introduce regulations if competition was sufficient - their model has tension with their argument; if companies were so benevolent, why would we need to regulate them?  Gap from earlier you needed to fill - what does this nationalisation process look like? You need to break down how this will occur - look at the content we discussed earlier! What is this slow integration, and how does it happen?  The structure of this speech is pretty messy - it is unclear to me what the clashes are, what the point or purpose of each clash is!  Don’t just wash things out - go further and tip arguments in your favour!  05:18 | | | | | | |