| **Student Name:** Lorelyn Schroder |
| --- |

| **Motion**: This house believes that a centralised government is better compared to a government with separate branches of powers. |
| --- |

| 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:  We want to illustrate how long it takes, and the harm this creates. For instance, on COVID-19, or during a natural disaster. Good tone up front.  Set-up   * Why is this exclusively occurring in a crisis context? You need to justify this framing! * We need to explain why there are natural incentives for some elements of accountability to exist. For instance, consulting experts on economic issues, or deciding on bills elected representatives have presented and worked on in the first place. * Good work pinpointing how central elections still exist. * We need to establish what the characteristics of centralisation are! For instance, that there is speed and efficiency in decision-making, a clear chain of command, coordinated responses to crises.   Argument 1   * Good work pinpointing speed and efficiency as valuable; explain what the costs are when one does not have speedy responses. We need to explain why this would not exist in the counterfactual, so explaining incentives to disagree and hold up decisions, diversity in views, polarisation and tribalism as we talked about in class! * We need to mitigate against the obvious Opp push that this can lead to a concentration of power, with limited checks and balances; that this is the state overstepping in decision-making because it is not consulting elected representatives in the way that it should.   + Why are these the incentives of heads of state? Why are they concerned for instance, by re-election incentive, such that they will not abuse their power? * Does this argument have sufficient analysis?   We need to offer more POIs!  I would strongly recommend that you increase the frequency of your speech practice, whether that be at school, at home, or with Capstone in spars! This will help us improve faster.  04:22 | | | | | | |

| **Student Name:** Chester Tam |
| --- |

| **Motion**: This house believes that a centralised government is better compared to a government with separate branches of powers. |
| --- |

| 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:  Good opening, good work highlighting how there is an abuse of power through this example. We should show how checks and balances held him accountable - for instance, explain how when Trump challenged the election in 2020, independent courts maintained democratic integrity; what would have happened in their world?  Signposting and structure is missing! Set-up is also missing! You need to establish what checks and balances you support, examples of the relationship between the branches that you support, what your stance is!  Rebuttal  On speed - you need to explain how your side deals with emergency situations; that we declare emergency states and expedite decision-making; but this should not be the default manner or method of governance!  Your POI needed to be shorter and clearer!  When did we transition from rebuttal into our argument?  You talk about the potential for abuse, rather than why abuse can and will happen! Explain why the standards of accountability on Prop are so high; why it is so easy to get away with decisions - explain how centralisation occurs, in terms of how the power of courts is diminished, or impeachment requires politicians to overlook their political affiliations, especially under a polarised political environment.  How does your side achieve checks and balances? You are giving me the potential for accountability, rather than explaining how your side achieves it. For instance, explain how when Trump challenged the election in 2020, independent courts maintained democratic integrity; what would have happened in their world?  We needed to argue the state power principle - and how centralisation ignores what the people want; this is the state overstepping. Separate branches, particularly a legislature, allow for greater citizen participation and representation. Different voices and perspectives can be heard and considered in the policy-making process, leading to more democratic and responsive governance.  We have to word our POIs more clearly! The point is - their benefit is contingent on the President or head of state being reasonable.  I would strongly recommend that you increase the frequency of your speech practice, whether that be at school, at home, or with Capstone in spars! This will help us improve faster.  04:25 | | | | | | |

| **Student Name:** Hon Sum Yang |
| --- |

| **Motion**: This house believes that a centralised government is better compared to a government with separate branches of powers. |
| --- |

| 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 should focus on an important response or clarification to the other side. Here it should be that they never explain why accountability matters more in a crisis. Explain the harm that occurs when we let natural disasters or pandemics go unchecked. We ask this as a question in our first response, but you need to highlight what we lose out on when we don’t take quick action.  Rebuttal   * Did we engage with the abuse of power argument being made by Opp? We need to explain why centralisation doesn’t mean checks and balances go away! Elections still exist, a free media still exists. * Engage explicitly with the trade off - and why it is justified to trade off these checks and balances. Good mention of polarisation - go into greater detail here and show the harms of this! * POI - don’t take the easy way out! Say - there are still elections! The leader is still elected.   Argument 1   * Is this any different from the first speaker? Good on bird eye’s view - why is this exclusive to your side? * We need to establish the comparative - which is that there would be bureaucratic delays or disagreements. We need to explain why this would not exist in the counterfactual, so explaining incentives to disagree and hold up decisions, diversity in views, polarisation and tribalism as we talked about in class! * We need to mitigate against the obvious Opp push that this can lead to a concentration of power, with limited checks and balances; that this is the state overstepping in decision-making because it is not consulting elected representatives in the way that it should.   + Why are these the incentives of heads of state? Why are they concerned for instance, by re-election incentive, such that they will not abuse their power? * Does this argument have sufficient analysis?   04:21  We need to offer more POIs! | | | | | | |

| **Student Name:** Torres Li |
| --- |

| **Motion**: This house believes that a centralised government is better compared to a government with separate branches of powers. |
| --- |

| 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:  Supports the statement? Is this a competitive opening?  Rebuttal has to go first! Then your argument! Our signposting is too lengthy - the title of your arguments needs to be short and sweet.  Rebuttal   * On speed - you need to explain how your side deals with emergency situations; that we declare emergency states and expedite decision-making; but this should not be the default manner or method of governance! You aren’t engaging with their context of a crisis or emergency at all! * On the POI Chester asks - bring this back and highlight that their case is contingent on a good of head of state; yes they are still elected, but sometimes when they are rogue actors, checks and balances are needed. * You talk about the potential for abuse, rather than why abuse can and will happen! Explain why the standards of accountability on Prop are so high; why it is so easy to get away with decisions - explain how centralisation occurs, in terms of how the power of courts is diminished, or impeachment requires politicians to overlook their political affiliations, especially under a polarised political environment.   Argument 1  How is this new or distinct from what your first speaker says?  How does your side achieve checks and balances? You are giving me the potential for accountability, rather than explaining how your side achieves it. For instance, explain how when Trump challenged the election in 2020, independent courts maintained democratic integrity; what would have happened in their world?  We needed to argue the state power principle - and how centralisation ignores what the people want; this is the state overstepping. Separate branches, particularly a legislature, allow for greater citizen participation and representation. Different voices and perspectives can be heard and considered in the policy-making process, leading to more democratic and responsive governance.  Argument 2  How is this new or different from your first argument, and indeed the first speaker too?  We need to offer more POIs!  04:19 - please drop the ‘I am proud’ in the conclusion! | | | | | | |

| **Student Name:** Tiffany Chan |
| --- |

| **Motion**: This house believes that a centralised government is better compared to a government with separate branches of powers. |
| --- |

| 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 the case? Stop and offer the re-contextualisation, and why this is a justified framing. You cannot say you’ll deal with this later! You have to explain this now!  What are the names of these clashes! What is the structure of this speech!  Bad leaders - explain that this is a very convenient characterisation. You can also point out that these are elected in the same way as Opp. Point out what checks and balances exist in your world!   * We need to explain why there are natural incentives for some elements of accountability to exist. For instance, consulting experts on economic issues, or deciding on bills elected representatives have presented and worked on in the first place. * You can also point out why it is unlikely the head of state is just taking every decision on their own; they aren’t a legal or economic or medical expert - it is just that on the decision being chosen, there is less time spent debating it, or arguing with politicians to win over their vote. Politicians vote on legislation on a number of issues, based on their opinions, outside of what they think is good or bad. * The free media still exists.   Why is this debate exclusively occurring in a crisis context? You need to justify this framing! On efficiency - good work pinpointing speed and efficiency as valuable; explain what the costs are when one does not have speedy responses. We need to explain why this would not exist in the counterfactual, so explaining incentives to disagree and hold up decisions, diversity in views, polarisation and tribalism as we talked about in class! Point out how they do not engage AT ALL in this counterfactual!  We have to make the value of efficiency abundantly clear. Why is efficiency the most important measure for what is a good law, or a good government? Explain how modern threats require rapid responses, that limited government resources demand optimal use, and that visible results maintain public support.  We need to offer more POIs!  Hand gestures, eye contact, strong body language missing!  I would strongly recommend that you increase the frequency of your speech practice, whether that be at school, at home, or with Capstone in spars! This will help us improve faster.  04:39 | | | | | | |

| **Student Name:** Kayley Cheng |
| --- |

| **Motion**: This house believes that a centralised government is better compared to a government with separate branches of powers. |
| --- |

| 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:  What is this opening achieving?  There must be more than one clash - one clash is just the entire debate…  Clash   * On speed - you need to explain how your side deals with emergency situations; that we declare emergency states and expedite decision-making; but this should not be the default manner or method of governance! You aren’t engaging with their context of a crisis or emergency at all! * You talk about the potential for abuse, rather than why abuse can and will happen! Explain why the standards of accountability on Prop are so high; why it is so easy to get away with decisions - explain how centralisation occurs, in terms of how the power of courts is diminished, or impeachment requires politicians to overlook their political affiliations, especially under a polarised political environment. * On ignorance - why does accountability matter more? We needed to argue the state power principle - and how centralisation ignores what the people want; this is the state overstepping. Separate branches, particularly a legislature, allow for greater citizen participation and representation. Different voices and perspectives can be heard and considered in the policy-making process, leading to more democratic and responsive governance. * Why is more support to the government important? What is the impact of this?   How are our responses evolving past what previous speakers have already said? What is new in this speech?  We need to ask POIs!  03:20 - you are under time! | | | | | | |

| **Student Name:** Emma Kwok |
| --- |

| **Motion**: This house believes that a centralised government is better compared to a government with separate branches of powers. |
| --- |

| 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 isn’t clear at all! Slow down, focus on enunciating the point you want to be taken away!  A reply is not just rebuttal! You have to have 2 clashes, explain why those decide the debate, and how your side wins both!  Rebuttal   * Fair on differences between Singapore and the US - but doesn’t this highlight that efficiency doesn’t occur on our side? We need to engage with their framing of crisis and emergency! You need to explain how your side deals with emergency situations; that we declare emergency states and expedite decision-making; but this should not be the default manner or method of governance! You aren’t engaging with their context of a crisis or emergency at all! * Explain why the standards of accountability on Prop are so high; why it is so easy to get away with decisions - explain how centralisation occurs, in terms of how the power of courts is diminished, or impeachment requires politicians to overlook their political affiliations, especially under a polarised political environment. You are giving me the potential for accountability, rather than explaining how your side achieves it. For instance, explain how when Trump challenged the election in 2020, independent courts maintained democratic integrity; what would have happened in their world?   Clash 1 - Better for People   * Easy gateway to abuse - this has overlap with your response above. There is no need to have extraneous rebuttals, but everything in clashes instead! * Why does quality and representation matter more than speed? We needed to point to the state power principle - and how centralisation ignores what the people want; this is the state overstepping. Separate branches, particularly a legislature, allow for greater citizen participation and representation. Different voices and perspectives can be heard and considered in the policy-making process, leading to more democratic and responsive governance.   We need to offer more POIs! We have to stop saying etc etc!  04:12 | | | | | | |