| **Student Name:** Kayley Cheng |
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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:  Our opening identifies generally where unstable democracies are failing, but need to illustrate just the severity of the situation, with the implicit upshot that economic quality of life matters more than the political one! What is the point of freedom of speech if you cannot guarantee everyone their right to life through food and shelter.  Set-up - we have to focus on packaging! We were still on set-up 2.5 minutes into our speech.   * What is benevolence? Good use 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. This is the trade off benevolent dictatorships make. * Good use of example re Singapore! * I think we also need to highlight what checks and balances exist - what happens when these dictatorships drop the benevolence? Note also - this is comparative; we are comparing these as they are now to unstable dems! * 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! * Good on incentives of politicians - but rather than saying this in terms of just analysis, structure your argument into layers or levels - each which builds up to proving the outcome! * 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. * ‘Job situation’ - why would there be more jobs? * 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!   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!  Let’s ask POIs consistently!  05:17 | | | | | | |

| **Student Name:** Emma Kwok |
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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. You can also link this to the POI I ask.  Set-up? We didn’t do any set-up, explaining what an unstable democracy is, and what path to recovery it has. 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. The path to improvement is built into the system.  Rebuttal   * Is Hitler a benevolent dictator? Is this a fair characterisation of what Prop has to support in this debate? The response needs to be that there is no guarantee it remains this way! Otherwise, you are misrepresenting the case that Prop is making. * 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 have to challenge both the idea that economic outcomes matter more, and the way in which these outcomes are determined. * Did we engage in sufficient rebuttal? Did we disprove the 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!   * Fair on choice - but this is rebuttal! Your argument needs to be positive, not negative. * What did we prove by the end of this argument?   Argument 2 - we have to structure our argument clearly so that we’re going clearly from one point to the next, rather than in all directions. The central outcome of this argument is unclear!   * Why are these rights valuable? 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. * If we don’t explain why these rights matter, Prop takes it above you on explaining the hierarchy of what the state needs to provide you - and then they explain how they provide it. * We should use examples of where people have sacrificed a great quality of life for these kinds of freedoms through protest and revolution. Good example of Hong Kong!   05:44 | | | | | | |