| **Student Name:** Hon Sum Yang |
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| **Motion**: THBT all essential services (E.g., healthcare, public transport, etc.) 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 opening, deliver it with more energy and gusto. Following your hook, you need to signpost what the structure of your speech will be.  Opening   * Our opening needs to give direction to the debate, we do not need to just state our side of the motion in paraphrasing! * Later in your speech you prioritized aspects of quality and accessibility; so you could start with a link to this in the hook!   Arg 1:   * You argued that competition in things like fire service is not necessary as long as they are getting the essential works done * What we need here, is more analysis on why the nationalization system also has the incentive to deliver good enough service! * We also do not want to develop our argument exclusively on using the example of fire department (but want to encompass other service aspects such as healthcare, transport, and so on) * Good point about nationalized systems being cheaper in the product they deliver. Here we need to explain why accessibility matters. (and why privatization would be less accessible in contrast)   Arg 2:   * Job security is important, we need to explain this more. Is it only in crisis moments, or does it extend to regular cases too. * We need to explain how we address challenges of individuals becoming lazy, or being as pro-active given higher job security in a nationalized system!   Style   * We need a more confident body language, and we need more hand gestures! * We need to generally increase our eye contact (to all of the audience)! * Lets decrease our random pauses in our speech!   Let’s ask POIs consistently!  6:14 – good speech! | | | | | | |

| **Student Name:** Tiffany Chan |
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| **Motion**: THBT all essential services (E.g., healthcare, public transport, etc.) 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: | 69.5 | | | | | |
| 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 should be more energetic and enthusiastic!  We also want to generally be more comparative. Explaining why proposition have issues is good, but that alone won’t win you most debates!  Opening   * Your hook cannot just be stating what your side stands for, and by paraphrasing the motion! * I like that you made it clear what your side stands for, and how you are going to structure your speech, keep up this practice!   Rebuttal 1   * Good to call out that fire service example was too heavy in P1 analysis * I am unclear what you mean you support fire services to be nationalized, and all rest to be privatized. This debate requires you to debate all essential services (and fire service is essential)!   Argument 1   * On quality, you explained that a lot of these services are not provided good enough by the government because they do not have competition. Good, now explain why competition leads to better quality of service by private companies! * Even if the train is delayed for example, in the nationalization system there is no alternative. Here we need to explain how having the alternative privatization system helps solve the problem! * POI answer: good that you flagged all these problems that are often encompassing through Europe, North America, and so on.   Style   * We need a more confident body language, and we need more hand gestures! * We need to generally increase our eye contact (to all of the audience)! * Lets decrease our random pauses in our speech!   Let’s ask POIs consistently!  05:58 | | | | | | |

| **Student Name:** Emma Kwok |
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| **Motion**: THBT all essential services (E.g., healthcare, public transport, etc.) 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:  Our opening should be more energetic and enthusiastic!  Opening   * Good hook, I like that you have a clear direction to start with! * Good that you signposted what your structure and points will be!   Rebuttal 1   * Explain why it is not realistic to change the MTR private-own system simply because one was late once! That very often it is a long process, and they have to go down on quality to a large extent! * You talked about how the quality of private schools can still be by citing your own school. It is advised to instead give structural explanations on why privately owned industry product quality can still be bad!   Arg 1:   * Good point how the US privatized healthcare is rather bad, and how it is very often under heavy scrutiny since people cannot access it * Here, you may want to explain why the majority of these private companies often make products very expensive despite the aspect of “competition leading to lower prices”, that opposition was running on!   I like that you had a clear conclusion!  Style   * We need a more confident body language, and we need more hand gestures! * We need to generally increase our eye contact (to all of the audience)! * Lets decrease our random pauses in our speech!   Let’s ask POIs consistently!  05:57! | | | | | | |

| **Student Name:** Kayley Cheng |
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| **Motion**: THBT all essential services (E.g., healthcare, public transport, etc.) 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: | 69.5 | | | | | |
| 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 should be more energetic and enthusiastic! We also need to respond to proposition’s points on accessibility more clearly!  Opening   * We do not need to repeat our stance at hook, but we need to explain more about new strategic material (e.g., prioritizing what is debate winning)! * Good that you specifically signposted what the structure and content flow of your speech will be!   Rebuttal 1   * Good that a lot of these companies would want to push for better quality so that they can better customer review, that would help them hold their place. Please explain how this incentive translates to better quality of service for their people!   POI Ans: Do not say I am getting to that later, but respond imminently! Also try to take POI at a point of transition, as opposed to in-between a running analysis!  Arg 1   * Extension of the competition quality of your first speaker is fine, but we need to have your own addition that is substantia! * Because job protection, innovation → these ideas were already present in the first speaker's speech! * What we need from you is new material. Explain how private companies push for innovation, and why that is very helpful for essential services!   I like that you had a clear conclusion!  Let’s ask POIs consistently!  Style   * We need a more confident body language, and we need more hand gestures! * We need to generally increase our eye contact (to all of the audience)! * Lets decrease our random pauses in the speech!   5:15! | | | | | | |