| **Student Name:** Cyrus Yuan |
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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:  There were some good points, and many valid takes, but we need to flesh out, or in other words, explain them more! Please follow the notes below for insights!  Opening   * It is fair to say that government do not want profit unlike private companies; but we need a clearer direction to your path to victory   Setup   * Government accountable to national services, this is a valid take; * Companies are money oriented, making innovation less likely, and monopoly more likely (also valid take). * Debate about regular democratic states, not authoritarian or extremist states (also valid take). * Poor people not getting to access healthcare is less likely in government ownership, and that is good for these people * Tell me why this matters, and why this is debate winning   POI answer: Hospital waits in the national system, even if they have long waiting times in regular wards, ICU-emergency units are more available. In the USA, not rich people cannot even attain emergency wards.  Argument 1   * I am unclear why government has better quality/ innovation, we need to be given more analysis here both on why the government has the capacity and innovation * You did well mitigate opposition’s innovation point eg it wont be that amazing, but that mitigation is not debate winning   Argument 2   * Invisible hand cannot stop monopoly; a lot of people would still want that * Brand loyalty etcetera means company cannot make things too cheap either, and so they have to charge more * So likely services are more expensive in opposition side * In recession times, workers are safer and are kept better off!   Style   * We need a more confident body language, and we need more hand gestures! * We need to generally increase our eye contact! * We need to make clearer transitions in the speech!   6:19  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Emilia Lau |
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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:  We need to have a clearer priority of our points throughout the speech, and we need to use it to win the debate !  Opening   * Affordable and cheap is possible, but we do not support privatization * Your opening just stated what you support, did not give a direction to your path to victory in the debate. We need to work on that!   Setup   * Private companies will not intervene in essential services is what we support, but all this still sounds fairly repetitive   Rebuttals   * “Why private companies wont be accessible” is not prop explained, is correct to say, but we need more analysis here to explain why it will be accessible on your side for this rebuttal to be beyond a soft mitigation! * Job security was not prioritized enough so we won’t respond to it, which is not ideal. If it's a reasonable point, you may briefly address that instead.   Arg 1   * “The government hires anyone and everyone with useless resumes because no one wants to work for them” is not the most likely case. * Often government jobs are safe, decently paid, and sought after too! I am also ulcer if you need to take the direction you attempted to take here, this is a high burden thing to run.   Arg 2   * I am unclear what innovation is happening in your side, and why does it matter * I am also unclear on why governments are incapable of innovation?   Style   * We need a more confident body language, and we need more hand gestures! * We need to generally increase our eye contact! * We need to make clearer transitions in the speech! * We need to minimize pauses in our speaking!   6:15  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Theo Lee |
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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: | 70.5 | | | | | |
| 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 priority of the hook somewhat got lost later in the speech, we want to ensure the hook stays connected till the end of the debate!  Opening   * I like you have a clearer direction to rural access, and to vulnerable people’s accessibility * We want to sound more convicted while delivering it, as opposed to just saying it in a monotone voice!   Rebuttal 1   * With corporations, people will have to purchase necessities even if they are very expensive is valid, but we want to talk about the human cost of it, and why this can negatively affect the average person. * POI on competition solving it, the answer is when there is a possibility of monopoly. Here, you need to explain why monopolies are likely to happen for this argument to carry value. * You also need to explain why monopolies matter, eg.., what is the harm of it.   Rebuttal 2   * When you say government hires good people too, do not just say “you also recruit less capable people” * Instead of claiming non mutual exclusivity, try to take advantage * You can say Governments often hire advisors and so on, as well as attract talented patriots who want to contribute to their country.   Arg 1   * Started at 4:45, too late for a 6 minute speech! * Please use timestamps to ensure better prioritization in your speech! * Rural areas having limited private hospitals and so on is a reasonable possibility, but we need to explain why that is the structurally likely outcome.   Style   * We need a more confident body language! * We need to generally increase our eye contact! * We need to make clearer transitions in the speech! * We need to minimize pauses in our speaking!   6:15  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Ellie Fu |
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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:  We want to build more on the exclusive benefits that come in the privatized system in your world, because both prop speakers had criticized it rather actively.  Opening   * We need a clearer hook with a path to victory! * Please do not just start to respond to your opposition in the first sentence of your speech!   Rebuttal 1   * Valid that there is a longer wait on propositions in the healthcare world! * I am unclear why public hospitals will give bad service. We need to be given structurally analysis why it's true. * The only reason given after a POI raised was that doctors have more rush. This is not a strong enough reason. * It is not engaging to accessibility at all. When you say you are happy to make the trade-off, please actually try to make the trade-off and give the analysis there!   Argument 1   * Started at 4:30, we want to start early! * Nationalization is about trust by people, I am unclear what this rhetoric is doing in this debate to prove your points * We need more analysis here on why the average private run service would be of better efficiency and quality   Further thoughts   * I like that you had a clear conclusion! * I also like that you had a very clear signposting at the start of your speech, and that you followed through on it   Style   * We need a more confident body language! * We need to generally increase our eye contact! * We need to make clearer transitions in the speech! * We need to minimize pauses in our speaking!   6:15  Let’s ask POIs consistently! | | | | | | |