| **Student Name:** Christy Yuan |
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| **Motion**: This house believes that a centralised government is better compared to a government with separate branches of powers. |
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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 need to have a hook that explains our stance, rather than saying this is a debate about pros and cons. If you want to trade off a specific harm or benefit, you can do this through framing - but is that what we are doing right now?  Set-up   * We need to establish what examples of centralisation look like! It isn’t enough to point to just a presidential system; we need to establish the characteristics instead. For instance, that there is less discourse or debate over bills, there is speed and efficiency etc.   Argument 1   * We need to first establish what a disaster or crisis might need in terms of solution; why is speed of the essence? For instance, China's rapid COVID-19 response in 2020, where centralized authority enabled swift lockdowns and resource mobilization, why was speed what mattered most? * We need to establish the comparative - which is that there would be bureaucratic delays or disagreements - why are the incentives of different elected representatives not to solve the problem as quickly as possible? * The answer to the POI lies in what the solution must be - should it be well thought out and deliberated over months, or implemented immediately?   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/  Argument 2   * On human nature being at constant war; we’re taking this to be granted, rather than explaining or establishing why this is true to begin with. We could have constructed an argument about polarisation or factionalism in politics - which means there are many incentives to stop good problem solving by the executive, rather than enabling it.   05:17  We need to offer more POIs! | | | | | | |

| **Student Name:** Jacky Xu |
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| **Motion**: This house believes that a centralised government is better compared to a government with separate branches of powers. |
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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:  I think our flow problems are really preventing us from being able to improve as fast. 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. Your flow is limiting your ability to sound and look persuasive, as well as pack in as much content as you can.  Set-up? What does your side support? How is power separated in your world? What stance does your side have?  Rebuttal   * The easiest way to deal with emergencies is to explain why emergency or crisis governance exists for a reason; this doesn’t mean we make this the default manner of governance. * On the social contract - don’t say it’s stated that x is true/or x occurs; this is a theory - you need to challenge it, or explain how their own assumption of self interest means that politicians or executives have incentives to overstep.   Argument 1   * 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.  05:20  We need to offer more POIs! | | | | | | |

| **Student Name:** Bernard Chong |
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| **Motion**: This house believes that a centralised government is better compared to a government with separate branches of powers. |
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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 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? You are asserting that time is important, without explaining why it is. The same applies to crises - why must the state govern under the assumption that there is always a crisis. Are you explaining that this is the likely state of things?  Rebuttal   * What incentives exist for these beliefs to be valued by politicians or people when decisions are being made? * 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.   Argument 1   * How is this distinct from what your first speaker talks about? * We need to first establish why there is such a diversity of beliefs, to the point that this undermines the ability of the government to act in an efficient or just manner.   + Socioeconomic disparities create varying interests and priorities in governance (urban vs rural, rich vs poor)   + Cultural and religious differences shape basic assumptions about authority, individual rights, and collective responsibilities   + Educational and information gaps lead to different understandings of governance systems and their effects * We need to establish the comparative - which is that there would be bureaucratic delays or disagreements - why are the incentives of different elected representatives not to solve the problem as quickly as possible? * Even if I buy that you prove that your side is faster, we still haven’t explained why speed matters so much.   We need to offer more POIs!  05:20 | | | | | | |

| **Student Name:** James Gao |
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| **Motion**: This house believes that a centralised government is better compared to a government with separate branches of powers. |
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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 need a proper hook that doesn’t have ‘imagine’ in it!  Signposting missing!  Rebuttal   * Don’t say ‘many negative effects’; explain why time isn’t that big of a concern, or isn’t a part of this debate. The easiest way to deal with emergencies is to explain why emergency or crisis governance exists for a reason; this doesn’t mean we make this the default manner of governance. * What happens if the law isn’t strong enough? What reasons to oppose this might exist? You are raising potential challenges to what they say - but are you rebutting and explaining why in the majority of circumstances the opposition or objection is always justified? * 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   * Why will these be the incentives of the head of state? Why will they abuse power? * 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.  05:12 - we need to have a stronger, punchier conclusion!  We need to offer more POIs! | | | | | | |

| **Student Name:** Edna Chow |
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| **Motion**: This house believes that a centralised government is better compared to a government with separate branches of powers. |
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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:  Why aren’t they exclusive to your side? Your opening builds up to this, but then you just say ah I will deal with this later. Does your opening, therefore, have any pay off?  Signposting? This needs to come immediately after your opening, with the names of your clashes being as clear as possible.  Rebuttal   * Why will this crisis mode always be the context in which this debate happens? * Why must the state govern under the assumption that there is always a crisis. Are you explaining that this is the likely state of things? * ‘End of the golden period’ - this is very vague! 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   POI: 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.  Clash 1   * How is this different from earlier rebuttal? * We need to first establish why there is such a diversity of beliefs, to the point that this undermines the ability of the government to act in an efficient or just manner.   + Socioeconomic disparities create varying interests and priorities in governance (urban vs rural, rich vs poor)   + Cultural and religious differences shape basic assumptions about authority, individual rights, and collective responsibilities   + Educational and information gaps lead to different understandings of governance systems and their effects * We need to establish the comparative - which is that there would be bureaucratic delays or disagreements - why are the incentives of different elected representatives not to solve the problem as quickly as possible?   04:55  We need to offer more POIs! | | | | | | |