| **Student Name:** Ryan Qian |
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| **Motion**: This house believes that prominent civil rights activists should not run for elections |
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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:  We need to start by contextualising what the needs of a society in light of a civil rights movement or protests are; or the way in which these individuals often serve as cults of personality and can inspire awe and prevent scrutiny and accountability. If our push is on the basis of where change is better, the opening should also capture what this debate is about - for instance, that it is a methodology debate; how do we best achieve change with relevance to civil rights in the long-term. Your side supports oppositional action and protests and mobilisation, as opposed to participating in elections and becoming part of the state. This second part ensures clarity on what the burden is in a more strategic manner than just stating it.  Set-up   * We need to establish how their fame and history means that they are likely going to have a cult of personality. Explain how this is bad for politics; or explain what the purpose of a politician should be. You could point out how this means they make for good critics, or oppositional figures, as opposed to part of the establishment or within the government. * In this case - what is the purpose of characterising them as popular? The impact or purpose is unclear? Is it that they’ll win, is it that they’ll have a cult of personality?   Argument 1 - the signposting and transition marking in the argument become messier the more you go through it. What is the key outcome you are trying to prove or achieve?   * This argument consists of reasons as to how them running for election hurts the movement, and the biggest mech is that they will be time scarce. You need to analyse first whether or not they will be successful, and analyse both outcomes in this instance. We need to explain how their desire to presumably win will make them change the way in which they operate - for instance, that aiming for actual success requires compromise, which puts them in a very difficult position. * Explain what it takes to run a successful election campaign; you need to break down systematically how politicians win elections, and why it needs to be a cross coalition of interests. Then explain their role as figurehead, and how this dilution means they lose the point of being this special representative in office. * On change, and likelihood of it - analyse what it takes to be in office. Go beyond and explain how being in office requires compromise - activists become beholden to party lines and political donors. This can compromise their independence and make them less accountable to the communities they represent. * What’s the comparative? How does your side achieve change? You need to explain why your counterfactual is far far better, especially on who best helps these minority groups.   We need to slow down! We’re speeding up to the point where we’re not enunciating clearly enough and it’s becoming a track-ability issue again. We were doing so well and had slowed down so much! We’re using essay-like connectors like ‘hence then’ - and not delivering it in the clean and clear way it needs to be if you’re pursuing this kind of strategy. We also say ummm too much today.  05:58 | | | | | | |

| **Student Name:** Stephanie Kwan |
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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 |
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| Teacher comments:  Why is it a denial? You have to establish how there is a lack of representation in the status quo - you’re assuming a problem exists. We have to establish what the issue is here first!  Set-up   * Why would they win? Our set-up assumes that they’re going to reach within the legislative and pass laws that help them. We then go onto acknowledge even if they don’t there are benefits. The phrasing here comes across as very confusing. * Don’t take a POI in the middle of set-up, especially in the middle of a sentence! * POI - the response needs to explain why politicians don’t care about this issue, or can afford to ignore it - and then an explanation as to how your side changes this, and does make mainstream politicians care on these issues.   Rebuttal   * When we try to characterise what the movement needs, we need to establish why the movement lacks power in its current oppositional form. Why is a social movement insufficient to lobby to pass legislation etc. * Why do they have an impact on the government? Even if they don’t win - why? We assert this, and don’t explain at all why this is the case. The answer is that they engage a demographic that was previously uninterested in voting - but now become up for grabs, engaging even the mainstream politicians.   Argument 1   * What is the thesis or central claim of this argument? * The problem characterisation is still missing - how do politicians fall flat of achieving any change? Why are external social movements failing? Why do they have to run for election, or potentially succeed within these elections to achieve any change? We aren’t spending any time on the problem characterisation. * What even is representation here? How do we characterise what representation is and how good it is or not? Why is more choice good? We assert this too! * Good on apathy! We’re just listing out elements of what we learned today, but aren’t putting these links together to argue HOW change occurs, or why this is what we define a meaningful democracy to be! * Unpack why politicians only care about existing voting blocs, why they can afford to ignore prominent civil rights movements, or why these voters may be voting on a multiplicity of issues which hence means they cannot express themselves or participate meaningfully. * Where is the positive explanation of how your side solves this problem? Electoral success provides activists with a larger platform and greater access to media attention. This amplified voice can be used to raise awareness about critical issues and mobilize public support for change.   We didn’t ask a single POI to the PM? We only asked one POI to DPM. This isn’t enough!  05:57 | | | | | | |

| **Student Name:** Adrian Wong |
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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 |
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| 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 |
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| 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:  You need to make very clear at the top of your speech what the winning or losing issue of the debate for your side/their side is. For instance - that their benefits are entirely reliant on victory, but never prove why there is likelihood of victory. Your opening has to be sharp and crisp, acknowledging what the debate is about - that this is a debate about methodology - how do we best achieve change with relevance to civil rights in the long-term. Your side supports oppositional action and protests and mobilisation, as opposed to participating in elections and becoming part of the state.  Rebuttal   * You identify correctly that you need to explain what it takes to get attention; but the reasoning is wonky. Exposure comes from making noise/or having the capital to gain attention. The first is easier when you’re part of a critical movement, the second only happens when you sacrifice your ideological purity for a palatable enough platform - betraying your central message. * I think when we talk about the nature of the political landscape, we need to analyse what it means to run for office. What does survival take? The actual analysis on this is missing. We need to explain how their desire to presumably win will make them change the way in which they operate - for instance, that aiming for actual success requires compromise, which puts them in a very difficult position.   Argument 1   * This has strong overlap with the argument Ryan tries to run. * Explain what it takes to run a successful election campaign; you need to break down systematically how politicians win elections, and why it needs to be a cross coalition of interests. Then explain their role as figurehead, and how this dilution means they lose the point of being this special representative in office. * On change, and likelihood of it - analyse what it takes to be in office. Go beyond and explain how being in office requires compromise - activists become beholden to party lines and political donors. This can compromise their independence and make them less accountable to the communities they represent. * Good on who is being let down; explain why this is bad. What other options do these disenfranchised groups have? * What’s the comparative? How does your side achieve change? You need to explain why your counterfactual is far far better, especially on who best helps these minority groups.   06:18  You need to POI more consistently. You have to ask more POIs, at least 2 to each speaker! | | | | | | |

| **Student Name:** Sarah Choi |
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| Teacher comments:  What does this observation achieve up top? What is the implication of them having this history or past? There’s no clear cut connection I as the judge can make on this basis that leads me to the ‘aha’ moment as to how they messed up. You need to do this connection for me.  Where is the signposting?  Rebuttal   * We need to start by explaining why they do not get side-lined, or do not compromise their ideological purity on our side. Our response is that they have a history so they won’t do so. Is this sufficient? * On the mitigation with regards to survival not needing to occur - with what capital will they pursue the change the activist group needs? Note that at this point, there has been no characterisation of what these changes or policies even are. What change do we even want? * If they’re going to turn away, what is the point of the motion? * We jump to quickly to them, where they aren’t able to implement change, they can help the organisation. What does this mean? Have we explained why they even win in the first place? Or if they do win, why they’re able to pass legislation? Or if they don’t what kind of support they can provide their supporters? There’s no analysis you’re providing here.   Argument 1   * This is not unique, Steph already talks about this. You can’t run an extension - this is WSDC! * Even if we do run this, the problem characterisation is still missing - how do politicians fall flat of achieving any change? Why are external social movements failing? Why do they have to run for election, or potentially succeed within these elections to achieve any change? We aren’t spending any time on the problem characterisation. * Unpack why politicians only care about existing voting blocs, why they can afford to ignore prominent civil rights movements, or why these voters may be voting on a multiplicity of issues which hence means they cannot express themselves or participate meaningfully. * Where is the positive explanation of how your side solves this problem? Electoral success provides activists with a larger platform and greater access to media attention. This amplified voice can be used to raise awareness about critical issues and mobilize public support for change.   We need to speak in a more controlled fashion, as our speed and consistently impassioned tone leads to us not enunciating as clearly enough. Your manner needs to demonstrate most control!  You didn’t ask a SINGLE POI today!  06:14 | | | | | | |