| **Student Name:** Angela Qian |
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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:  Instead of jumping straight to set-up, we need to have a high impact hook! Try to illustrate 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   * Good work highlighting what the priorities of the citizens are. * What is benevolence? 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. * 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! Why does the benevolent dictatorship stay benevolent? * Clear burden - we also need to prove the trade-off where we give up political rights for economic goods is justified!   Argument 1   * Clear claim on chaos! Give me an example of what this looks like. You need to highlight what it means to live in an unstable democracy, compared to a benevolent dictatorship. * We’re right in identifying lots of the problems in unstable democracies, but aren’t really explaining these from start to finish in our speech - for instance, how does freedom lead to apathy? * Don’t bring something important up only to say that your second speaker will explain it! If it is valuable, and so important, it should be in the first speaker’s speech! * How does freedom lead to apathy? * 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. * We need to analyse WHY politicians have the incentives they do such to ensure accountability cannot occur; explain how politicians have short termist incentives, or are corrupt, or have loyalties to their party and political ideology over their voters/the greater good!   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. 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! You must prove why this democracy cannot escape its instability!  Let’s ask POIs consistently!  05:31 - great work hitting this! | | | | | | |

| **Student Name:** Sophia Tan |
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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:  Why is it devastating? 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. Good work pointing out there exists room to change on your side!  We need to do set-up BEFORE rebuttal! We didn’t do any set-up in this speech!  Rebuttal   * On chaos - what we need to explain is how the room for them to express their opinion exists, and that the room for this to be represented in the state also does; you have to unpack what path to recovery exists for an unstable democracy. This is needed to co-opt the economic outcomes Prop cares about so much!   + 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. * We need to explain why freedom, even when 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.   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 what exists in your world - explain why engagement exists. Just because the option to vote exists, doesn’t mean people show up and vote, or that this is a free and/or fair election. Remember - this is an unstable democracy. Tell me how it gets better! * What did we prove by the end of this argument?   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.  Let’s ask POIs consistently!  04:40 | | | | | | |

| **Student Name:** Alissa Mak |
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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: | 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:  Correct identification that they don’t get their benefits because it is unstable - but stop here and break this down! Explain, as you do in your first rebuttal, this is an opportunity - they never tell us why people engage with this system and DO change it! 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! You must prove why this democracy cannot escape its instability!  Rebuttal   * The claim to make should be - is the point of a vote valuable if you can never actually get a good quality of life? Explicitly say that the freedom of speech matters less if you cannot afford shelter, or get access to food and water. 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. * On protest - explain why no politician in their world has an incentive to listen, or can get away with not listening. POI - don’t take a softline! Defend people not being able to vote, or be able to participate. We don’t care about the process, as long as we get the outcome.   Argument 1   * Do we get fairness in our world? We need to first establish what fair, or a good life is so as to then explain how we achieve it on our side! We need to argue what makes people happy, or what the definition of a good life is, and then explain how this is only provided in a benevolent dictatorship! This fulfillment could stem from a focus on economic prosperity, social stability, and efficient governance, leading to tangible improvements in quality of life, even with restricted freedoms. A meritocratic system, like Singapore's, rewards hard work, fostering a sense of fairness and opportunity. You can argue that this is what leads to happiness! * Good on the wealthy and their ability to thrive!   We need to analyse WHY politicians have the incentives they do such to ensure accountability cannot occur; explain how politicians have short termist incentives, or are corrupt, or have loyalties to their party and political ideology over their voters/the greater good!  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! Why does the benevolent dictatorship stay benevolent?  What is benevolence? You need to unpack this in terms 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.  05:19  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Tony Huang |
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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!  Rebuttal   * Good on the role of the media! Good example being used here. The point we want to make is that all governments have the potential to engage in abuse; we have checks - they do not. They offer no explanation of how or why this benevolence stays consistent over an extended period of time. * 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. * Good work pointing out there exists room to change on your side! But how do we achieve this change?   + 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. * POI - make sure you DO answer this later!   Argument 1   * Good on the incentives of dictators! Unpack why this means they are impossible to check. Then, break down the way in which democracies work - and why unstable democracies can get better over time! Explain why engagement exists. Just because the option to vote exists, doesn’t mean people show up and vote, or that this is a free and/or fair election. Remember - this is an unstable democracy. Tell me how it gets better! * Is this a full argument that proves an outcome, or did we speed through this! * What did we prove by the end of this argument?   Argument 2   * Why are these rights valuable? Examples don’t prove truth conclusively! You need to extract the logic to explain why they do well! * 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. 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.   Let’s ask POIs consistently!  05:33 - well done for reaching this time! Good work! | | | | | | |

| **Student Name:** Karin Yeung |
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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: | 68.5 | | | | | |
| 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 specific and high impact, rather than generally commenting on the debate! 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!  On contributions - can this be packaged into clashes? There are two clashes in this debate - what matters more - economic outcomes or political rights, and which side has checks and balances - unstable democracies, or benevolent dictatorships. We’re also missing signposting!  Rebuttal   * On protest and reputation - is this the highest impact response we could make? Why does reputation matter when you’re a dictatorship and other states probably also dislike you? Realistically, this is a wash in the round. * The biggest responses we need to make pertain to the value of freedom and political rights, and the abuse benevolent dictatorships might commit. * Ability to vote - we need to point out that just because this exists doesn’t mean they will, or that the election is fair. We also need to be able to defend people not being able to vote, or be able to participate. We don’t care about the process, as long as we get the outcome.   + The claim to make should be - is the point of a vote valuable if you can never actually get a good quality of life? Explicitly say that the freedom of speech matters less if you cannot afford shelter, or get access to food and water. 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. * How do they provide healthcare or education? Is it universal - they support an unstable democracy? You get the quality of government, not them!   We 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! Why does the benevolent dictatorship stay benevolent?  What is benevolence? You need to unpack this in terms 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.    04:40 - we need to speak for longer!  Let’s ask POIs consistently! | | | | | | |