| **Student Name:** Vania Wong |
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| **Motion**: This house believes that tax evasion is a legitimate form of protest |
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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: | 71 | | | | | |
| 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:  Good opening. I think we want to spell out how OO is out of this debate as a result of this observation. Point out very simply - people evade tax for a reason; where they are getting sufficient and high quality public services, it goes against their own self-interest to evade taxes. Following from this, give me EXAMPLES of where this is happening; for instance, is this a failing and corrupt state where officials pocket the honest man’s income tax? Is it a state where some groups - genders, or races - have greater freedoms or protections?  Excellent on who is to be held morally responsible here - once again, push that this takes OO’s biggest push out of the debate. You need to analyse why this is a strategy that takes it above your opening team. Remember, in BP you have to spoon-feed the judge as to how you are new and a value add in the debate.  Our opening + this above response took us nearly two and a half minutes to get through. This is 2.5 minutes without a clear strategy or extension being highlighted to me. The direction of your speech needs to be made explicitly clear earlier to this! Be more structured and guide the judge in making your speech and contributions easier to track.  Extension - try to analyse how this fills a gap in the debate so far. Otherwise, as the content you have is overlapping with OG’s, it could be very easy to write you off as derivative.  We do a great job of establishing what the state power principle, and mutually shared obligation between the state and people is. This is us giving a higher quality version of what the PM had to say; but how is this new? What new analysis are you giving?  POI - explain how this is a failing state. Non-compliance is one way; we also explain why the high income take a stand and opt out in this instance, but we also need to explain how states lose their legitimacy when they fail at public service provision, forcing people to go private. The state can do what it wants - but its loss of face means that general buy-in to laws go out the window.  On this working, we need to explain why or how the state cares sufficiently on losing out revenue - and why it is reaching critical mass, or has sufficient buy-in. We can explain that tax evasion doesn't need universal participation to be effective. A critical threshold exists where it creates sufficient pressure for reform, and demonstrates widespread dissatisfaction. Explain how it functions as a signalling effect, or hits the corrupt officials who pocket this money exactly where it hurts.  Where is the weighing?  07:04  Did we ask any POIs? | | | | | | |