| **Student Name:** Audrey Lai |
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| **Motion:** In times of economic crisis, this house would introduce legislation to increase labour flexibility |
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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:**  [NOTE: Today’s speeches are 7 to 8 minutes’ long.]  Good focal point on the problem statement of businesses struggling to survive during an economic crisis, nice use of rhetoric as well.   * Signpost the speech before the set-up!   On the set-up:   * Good clarity on what constitutes labour flexibility. The definition of economic crisis sounds like we Googled for the answer.   + We need more clarity of WHEN the state will remove these relaxed regulations? How will the transition look like? * Why are we making all of the economic analysis IN the set-up itself? Put it in the argument. * Put in some caveats, such as introducing subsidies or tax incentives for businesses that DO keep their workers.   + Highlight that basic human rights outside of labour flexibility actually still applies.     - The state can provide unemployment benefits.   While I appreciate the hardline trade-off in response to the POI, this would’ve been the best time to highlight your checks and balances.  In the argument, we need to explain first why businesses do not have any financial cushion to withstand the recession. Contextualise it to the conditions of the economic crisis that are outside of their control, including things like the destruction of consumer demand.  Good analysis explaining why the survival of businesses ought to be a priority for our economic recovery.   * Can we explain why these businesses often do not get revived post-crisis when the economy recovers if we allow them to die?   We need to expand on the human costs of these businesses shutting down!   * I like that we’re washing out the clash of job loss on both sides. You can go even further and say MORE jobs are lost on a scale.   + Here, we can analyse why unemployment on a wider scale can kill lives. * Explain properly why the loss of supply chains and business operatives also make it difficult for consumers to access goods and services.   We ought to spend more time explaining HOW exactly the continuation of the business is the precise KEY towards solving the crisis.   * We kept asserting this but without the economic analysis.   + Explain why consumer demand will provide tax returns to the government and the growth that will neutralise the economic downturn.   Good job offering POIs today!  8.13 | | | | | | |