| **Student Name:**  Tania |
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| **Motion:** THBT all essential services (E.g., healthcare, public transport, etc.) should be nationalised |
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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:   * Nice hook! I like the way that you could pick out immediately what the clash between the unions and economic crisis is. * Definitions of economic crisis: Firstly, remember to tell me when you will bring the unions back! Moreover, try to make sure to acknowledge that generally economic crises can be hard and soft too; this means that there are different types with different effects - try to find the commonality between the few! * I like the idea that the companies won’t really have much money; but try to remember to first connect the economic crisis with the lack of money! The economic crisis means that the companies don’t have much sales, much income, much opportunity, etc. This is why there is a possibility of this becoming quite bad. * Try not to describe the impact as the company will “die’. This is funny, but a bit vague! By die, do you mean that the company closes down completely? Or is it that they don’t have much support or income anymore? * I think the harm about a company closing down needs a bit of pre-amble first; this means, you have to tell me why the companies are likely going to be placed in a really bad condition where closing down is even going to be considered to begin with! * Good pre-emption; but remember you can also tell me all about the potential reasons for why a company would not consider firing unless they have to; all the arguments you learnt about why a worker has power!   Speaking time: 06:17.40, good work! | | | | | | |

| **Student Name:**  Maddie |
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| **Motion:** THW suspend labour unions in times of economic crisis. |
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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 like the energy you had on the hook; but the content wasn’t the most fitting, because the question was basically one where the proposition would absolutely say yes to! * I like the focus on the workers; perhaps first, you need to talk to me about what companies are likely to do! Companies are profit orientated, meaning that money is above all for a company. So, in this scenario, they will definitely take advantage of this! (Or at least try to.) * Don’t take a POI immediately mid sentence! Take your time to answer a question. * I like the way you were trying to prove that people will not ask for crazy things; you could go further to say that most unions are made up of workers themselves - which means that they know and understand what is going on and what is happening on the ground. * I like the way you were qualifying the important aspect of protecting workers! Try to make sure that you are also telling me about why companies would likely try to get rid of these workers rights; you could point out that most companies are profit orientated - and that cutting costs is the main way that they will be able to achieve that during an economic crisis! * I understand where you are coming from when you said that labour unions are not demanding for companies to increase benefits in this time - but you must also respond to the idea that just not firing a worker could also be something that causes a company to go under! | | | | | | |

| **Student Name:**  Amber |
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| **Motion:** THW suspend labour unions in times of economic crisis. |
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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 | | | | | |
| 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: Speaking time: 03:43.26, good work!   * I think you had a good hook content; but you gotta make sure that you are actively matching the content with a good and high tone! * I like how composed and slow paced you were in this speech! I think that you could go with a lot more flair and confidence. * I really like the idea that workers have a lot of value; but make sure to tell me what you mean by this! The way you could do this is tie this to what the companies want and or don’t want; for example, because the companies want you (the workers) for their productivity etc. This means that companies will not fire you unless they really need to! You can also mention that companies really do not want to fire people as they do not want to retrain people! * You can also go further to say that companies also value their workers because they do not want to lose relationships, etc. * Try to make sure that you are direct with why and how the company will collapse - you gotta give me the specifics on this | | | | | | |

| **Student Name:**  Aria |
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| **Motion:** THW suspend labour unions in times of economic crisis. |
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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:   * OHSHA is the National Worker Safety organisation in the world that was created a long time ago - good attempt at the hook though! * Good signposting! Try to make sure that you move your hands and etc though Aria. * For your rebuttal, you could actually make it go further by saying that it doesn’t really matter if an owner or boss is greedy; regardless of if they want to make money or not, these bosses and owners need to make sure that their shareholders and people who have invested in the businesses, et - they have the power to fire the boss! * I think you could also bring back a lot of the material brought by your partners and bring it back to be a weapon for you! Maddie talked about why certain companies are not very responsible, etc. Try to use this material! * When you say that discrimination exists, try to first tell me how and why they are discriminated against so I have an idea of how this works; this could be because of religious, cultural, sexual, and gender differences that exist in society. Some people do feel like discriminating against another isn’t a very bad thing because it adheres to their beliefs! * Try to tell me why companies will cut down on benefits, etc. This is something that you gotta prove first! * Try to keep expanding on your impacts; I felt like the arguments are quite repetitive.   Speaking time: 06:06:44, good work! | | | | | | |

| **Student Name:**  Luke |
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| **Motion:** THW suspend labour unions in times of economic crisis. |
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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:   * Try to have a hook Luke! You have great energy; I think it could be elevated with better energy. * For the rebuttals, the extreme case rebuttal was fine. But, you gotta deal with the angle of discrimination because it does genuinely happen – you could say that whilst it is true that certain companies may do this, there are still ways to fight back. E.g., you can sue, you can protest, etc. * I think it would be a good idea for you to provide some layers and argumentation for why the businesses will not just cut off a worker; there are reasons like skill retention, not wanting to retrain a new employee, a fired employee is likely to ruin the reputation of a company, etc. * I think it might have been a good idea to accept Maddie’s push that unions are not going to ask for more as compared to just trying to retain the current status quo; I felt that this was reasonable. You could respond to this by pointing out that not being able to fire people, etc, is what causes some companies to go under. If you cannot reduce your employee count, you cannot control your costs and you have to pay more - this seems a lot more reasonable! * Try to tell me the impact of SME’s getting hit hard; remember that SME’s are the places that hire the most people in a country since they are the most present in the economy. | | | | | | |