| **Student Name:** Alvina |
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| **Motion:** THBT all essential goods should nationalised |
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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’s choice of words was persuasive and strategic. | 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: | 72 | | | | | |
| 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 think that you want to start the hook by not conceding things like efficiency to the opposition - mostly because it isn’t guaranteed that they get that, if we are dealing with a bad company! * Try to make sure that you tell me why exactly companies will be jacking up the prices; I understand that this is possible, but you need to make sure that you are first showing me the process of how these companies will try to be a monopoly first by taking down their opponents and then dominating the market! * Make sure that you show me that the government is good at running these industries as well; remember that it is not necessarily guaranteed that a Government will run things well - this relies on the government being good! Remember that there are governments that are corrupted, etc. How might your argument deal with that? * I think that this speech was a lil unorganized; I felt like there was a rush into argumentation without quite arranging in a good flow - make sure to avoid this! You must put some thought into how your speech will be received. * Good argument about predictability; but this felt pretty argumentative? Try to integrate this into your speech! * Good direct comparison to the Government Company; you can say things like oversight applies - which means that issues like price hiking and market manipulation are less likely to happen. * Remember to provide some of the characteristics of the Government to be able to do things like keeping prices low, etc. Because this assumes that the Government actually has this cash! Tell me why the state can afford it.   Speaking time: 06:19.96, good work! |
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| **Student Name:** Louca |
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| **Motion:** THBT all essential goods should nationalised |
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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’s choice of words was persuasive and strategic. | 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. | | | | | | |

| * Nice hook! Pretty strong. * Rebuttals; 1. Companies will jack prices up - You don’t need to immediately agree that this is true! Just because a company is private, that does not mean that they will automatically jack prices up. There are also things like public backlash, etc. * Rebuttals: 2. Public Services won’t get better - Remember that there are pretty bad governments out there in the world. Try to make sure to talk about why this may be the case! * The government can focus on other things; You can start this argument by talking about how the government is incredibly thin stretched because of the large area and population that they are expected to cater to! Try to also tell me about what they will focus on, e.g., healthcare, public works, etc. * Why might competition happen between the companies? It is because these governments all have to go through a bidding process in order to gain access to certain industries, etc. Try to build this analysis! * I think the main focus here is that we need logic for your argumentation! A lot of things seem very based on examples; Examples are great but you wanna make sure that the example complements the argument vs. is the whole argument!   Speaking time: 04:33.57, good work! |
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| **Student Name:** Giselle |
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| Motion: THBT all essential goods should 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’s choice of words was persuasive and strategic. | 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. | | | | | | |

| * Good hook! * Try to make sure that you are much more assertive though; I think that you could have been a lot more louder and confident! * Rebuttal: 1. Essential Services means that demand is inelastic. Okay, great explanation. But make sure to explain why and how this jacking up of the prices can happen to begin with. Is it because some governments let it happen due to corruption? Is it because the government is perhaps weaker, and can’t stand up to large companies? Be sure to detail this for me! * I like the illustration of the unfairness of a price being raised; but remember that I need you to make sure that you are actually proving the price raises will happen. You could say things like e.g., that private companies benefit from low costs, etc. * You can also go a lot further to be like; the private companies also tend to reduce the workers in their department to reduce costs. * I think that you need to make sure that you are being structured! I think you are giving me really solid material; but I am not quite piecing it together as well as I could if you placed some effort into arranging the material. * Good impact re: prices and access is guaranteed. I think that you do need to explain how much of a quality will be imposed on the public services; things like opposition parties, etc all helps!   Speaking time: 05:39.36, good work! |
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| **Student Name:** Amanda |
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| **Motion:** THBT all essential goods should 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’s choice of words was persuasive and strategic. | 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 think that your hook could have definitely gone further in terms of really hooking me in! * Even though you were slightly nervous, you clearly managed to hold your nerves together! Good work! * Good bringing back of Louca’s argument; I think you can go further which is to say that look, governments are also stretched thin for resources. They have to care for all of the population and land - that is why people end up with really bad services; because the government does not spend enough money to maintain them (And they don’t have it either.) * I think that the NHS point is something that was very effective if used correctly; the point here is the Government has placed politics into the NHS, by actively attempting to privatise parts of it despite the public not wanting to do that. You could point out that political meddling really hurts services and quality! * Try to make sure that you are being structured; I didn’t feel like you had much of a direction or goal for what you wanted to prove - you gotta have a flow! * I think the Najib example was a good example for how governments sometimes can be corrupted; but remember to make the link to this with the overall debate! This means money is not there for public services. * Remember to go beyond just the example; you gotta give me the analysis for why the government can be corrupted and won’t be caught!   Speaking time: 05:51.11, good work! |
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| **Student Name:** Amanda P3 |
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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’s choice of words was persuasive and strategic. | 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:  Speaking time: 05:02.71, good work!   * Nice hook! I think you made it quite clear to me that this was a terrible situation and or condition for people to be in. I think you could actually go further to tell me how and why emergency times justify harsh actions. * I think that you first can start by rebutting and explaining that employers are likely to be quite reasonable; this means that employers are not necessarily in a position to mess with their staff, as a lack of staff also means that you do not have any space to make more money. This at least sets the stage to make the debate a lot fairer to yourself! * I think the 9/11 example was good, but you could have got there a lot faster. I think you can also extract a key aspect here; which is that sometimes to save a company we need to make sure that we have the ability to keep costs at a minimum. So, sometimes, a company might need to fire people off to keep themselves a float. * I think Louca is fair when they ask about how exactly workers will be protected in this scenario. But, you could actually say that 1. Companies have an incentive to keep their workers 2. Laws still apply - that means that companies cannot do things like changing your compensation, etc, without strict requirements being met first. * I think that the speech assumes that unions will be taking the most intense and extreme measures of striking, etc. Perhaps you want to start by talking about how unions will likely get there first? |
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| **Student Name:** Ethan O3 |
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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’s choice of words was persuasive and strategic. | 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: Amanda O3  Speaking time: 04:45.19, good work!  Note: Speaking time today is 5 minutes.   * I think that you could have been a lot more confident sounding today; the speech felt a bit underwhelming * I like that you suggested that strikes are not the norm, rather the last resort. I think that for this to work, you could firstly tell me why it’s quite likely for the companies and or unions to compromise - it’s not that they want to do the worst potential things! * I wasn’t too sure about the Warner Act, as it didn’t seem as relevant to the situation. * Try to make sure that you are actively moving your hands; I want to see you take up a bit more of a presence as you are speaking! * For clashes, I think that you need to make sure that you are actively telling me how to judge the debate (Meaning, what exactly is and is not important?) first before getting into the clashes. * A lot of the clash navigation was based on rebuttals; but remember that you’re also meant to compare and explain why you are more valuable! |
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| **Student Name:** Ashley P4 |
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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’s choice of words was persuasive and strategic. | 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: Ashley P4  Speaking time: 06:01.10, good work!  Note: Speaking time today is 5 minutes.   * Nice hook! * I like the framing that you did in the beginning about how this is actually unfair to those who need it the most; but this assumes that the workers are not important too! So, it may have been a lot more useful for you to do the comparison there and then as to why the public matters more. * Remember to be strategic with your responses; the most compelling argument coming from the other side is that strikes are a last resort compared to something that people will definitely and firstly do. Try to make sure to deal with this picture first! * I think that a lot of the arguments assume a scenario where someone is a critical worker and therefore endangers people; but what about scenarios like factory workers striking? How do you deal with this specific scenario? The point is, try to make sure that you are not just focusing on one scenario as it may be convenient! * It would be good if you were to provide multiple reasons to me as to why it is the case that your side is either more truthful or impactful; these are the main areas where you win the clash! * Try to bring up the impacts of an economy slowing down via strikes!! Does this mean less jobs for the average person, etc? |
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