| **Student Name:** Alexander Zhu |
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| **Motion:** This house would 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: | 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:**  [NOTE: Today’s speeches are 6 minutes’ long.]  After you stated that there will be a misunderstanding, immediately clarify the matter before signposting the debate.  Good job utilising your counter set-up to limit the harms of harmful corporate behaviour.   * But we still need to spend time analysing the incentives of companies and why we can trust them to not exploit the workers in a time of crisis.   + Explain how badly these companies are affected and why all of their decisions will be oriented towards keeping their doors open. * Be mindful as well that these regulations cost money for these companies, which also hurts your end objective of making it cheaper for companies to safeguard the volume of jobs.   On safeguarding the jobs of workers, well done mechanising why suspending unions is the pathway in which we do this.   * To impact this, we need to explain why this is the key benefit to recover from the economic crisis. * Explain that the economy needs more growth to recover, and what role do jobs play in generating disposable income, fueling consumer demand, and therefore creating more growth.   On unions playing a disruptive role, could we explain their incentives and HOW do they make decisions?   * We need to engage with Opp’s analysis that striking is also harmful to workers, so they don’t choose to do this unless they are critically desperate.   + By explaining that decisions are made via internal votes, you could prove that the selfish incentives of individual workers will transfer to an organisational level.   We spent time explaining how lower labour costs would improve profits by turning this into a competitive edge, which is good mechanisation on how they are likely to survive.   * But seeing a company merely survive the crisis is categorically different from seeing widespread commercial success to the extent of being able to lower prices and attract investments!   + There’s quite a large logical gap between the two.   + If they did reach this level of success, it makes it more likely that Opp is true in stating that corporations are actually taking advantage of this policy to consolidate their wealth, not just to keep their doors open.   Good job offering POIs today!  Good speech today.  7.01 - Please watch for time! | | | | | | |