| **Student Name:** Sophia Tan |
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| **Motion:** This house believes that military conscription is illegitimate |
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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: | 70.5 | | | | | |
| 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:**  [NOTE: Today’s speeches are 3 minutes’ long due to prep errors!]  Nice hook, but surely there’s a greater impact here such as conscription being a death sentence, other than just the loss of two years of their lives.   * Good job signposting.   Good rebuttal on the human costs involved.   * But we need to weigh this against the harms of the loss to national security, which is MORE important in the debate?   + Point out the alternatives your first speaker has proposed!     - Propose a you can make joining the military a more attractive, voluntary option via more benefits to soldiers, and celebrating soldiers.     - Propose investing resources in force multipliers, such as using technology to substitute for the number of soldiers.   Merely explaining the opportunity costs to the conscripts, i.e. loss of time, youth, choices is not enough, because you have to compare it to the opportunity cost of weakening the military.   * Why is the moral impact of denying individual agency so important?   + Point out that this is blood on the state’s hands, enslaving the lives of people who did not consent to risking their lives.     - Use what we learn on whether the state has any authority to force this level of sacrifice. * Spend time proving that conscription is equivalent to death. Characterise things like people still die during training, even when they are not actually sent to the frontlines. * What is even the cost of losing these two years of training compared to the loss of soldiers during a security risk?   + In fact, military enrollment could also benefit their career longevity. So picking this practical harm may sound a little trivial in comparison to what’s at stake for Opp.   Our speech structure combined both rebuttals and arguments, try to separate these two in the future.  Please offer more POIs today!  4.00 - Watch for time please! | | | | | | |