| **Student Name:** Josephine She |
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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: | 68.5 | | | | | |
| 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!]  Try to focus on speech fluidity and confidence in the delivery of your hook.   * Good job signposting.   On the clash of human rights vs security:   * We should go through the summation of points a lot faster, otherwise we’re taking a lot of time to add very little value. * Good job reinforcing the individual rights.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, caring for family, career is not enough, because you have to compare it to the opportunity cost of weakening the military.   * What exactly is this right to freedom? 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.   We should spend time concluding that this is an illegitimate exercise of state authority because people did not consent.   * We need to engage with Opp claiming that the people NEED national security in order to survive. We have to engage in some kind comparison of the human costs involved.   Please offer more POIs today!  3.06 | | | | | | |