| **Student Name:** Boris Cheung |
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| **Motion:** This House would suspend labour unions in times of 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:   * We need to work on the overall clarity of our speech - what is our path to victory, and how can we make it the central push of our opening and speech?   Hook   * Try to have a clear and confident start instead as it sets the tone for the rest of your speech! * Make your point clear. What do you mean by “people's convenience” mattering more? Illustrate!   Model   * You gave examples of cases like COVID-19. That's ok. But please try to make this diversified because this is about other times of crisis as well! So bring in recessions, and so on! * Boycotts on social media, and lobbying are good processes to name. But please do not just end there, explain what you mean!   Argument 1: Moral   * I am unclear what this moral point of the argument has been, be clearer! * POI answer: social media boycotts; but again, how does it work? Why would a boycott on social media lead to an industry collapse? * Your impact is that people will get mad. I am unclear why that matters more than workers being exploited.   + Especially because strikes do not happen on minor issues but on major issues that definitely need attention!   + In setup, if you had explained causes of strikes^, this could be a lot better linked!   Argument 2:   * During a crisis, why can't people comply?   + Because they likely have massive struggles themselves, they are likely struggling to pay for their own foods and healthcare!   + You can extend and say why the power of the union decreases when there is not enough public support! If anything, people’s backlash (getting mad) would actually be worse.   Please increase eye contact with the audience! Please try to speak louder and clearer! We also need to focus on adding tonal variation to your speech - what is the key takeaway you want the audience to have? Good work incorporating hand gestures in - let’s do this more consistently. Good that you have some hand gestures!  05:37 | | | | | | |

| **Student Name:** Shawn Nip |
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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 that you have attempted to use best case/ worst case. But the analysis of all these can be much deeper! Try to talk about the real and human cost this has on the population and on the workers. Appeal to it more strongly!   Hook   * Good that you have a direction that there will be collapse. * But try to be more representative here. Opening should target their biggest contribution/push either our winning pathway, or explain why their side loses.   Model   * I am unclear as to what your side supports! What is the counter-set-up? What do we want unions to do, to achieve in your world?   + Explain the situations or circumstances under which a union decides to engage in strike action - will they just strike because of bad working conditions in a crisis, or be mindful and only take such action in extreme circumstances, such as a lack of PPE for doctors during a public health emergency. * We need to give details of what necessary actions are required in those cases: rapid response to the problem, improving dangerous working conditions, and so on.   Rebuttal 1: Reaction   * I am unclear as to why people will be supporting this even when they have their own struggles! You can explain that this might be the case due to ideals-   + You can also say often the payment will not come from average citizens but from rich people, so supporting does not affect them!   Argument 1:   * I am unclear as to why the short-term hit is something people are willing to take!   + Especially when it affects healthcare, education, transport, and so on! We need to analyse why they would have sympathy, especially in a crisis - or explain why their support is not needed in this instance.   + The argument needs to be more rigorously explained!   Best/worst case: the public will scab the whole strike is a good point. Explain why they do it!  Please increase eye contact with the audience (as in, do not look at only one person through the speech!). You should also take pauses moving from one argument to the other; clearer transitions are very useful!  5:06 | | | | | | |

| **Student Name:** Lilianna Poon |
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| **Motion:** This House would suspend labour unions in times of 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:   * You need to make it very clear why the people will not care about workers. I like that you actively tried to make the analysis that most people likely care about themselves, but you need to characterize them more!   Hook   * We need a stronger hook with more energy! * I am unclear as to what the direction of your speech was with the hook you gave!   Rebuttal   * You took a POI while trying to explain your rebuttal, try to have control on when you are taking the POI! It should not be during an argument, or during rebuttal, but should be when you are having transitions from one point to the other! * I am unclear as to what the answer to the POI was. Try to give a crisp and clear response! * Second POI answer: your answer was the working conditions are not that bad.   + But protests happen when things are really bad! People do not often strike simply on minor issues! You need to acknowledge that!   Rebuttal 2   * The government's priorities were unclear here! Why does the government care about labor unions?   + Note here, that Unions are more likely to strike if they believe they have the support of the public and other unions. The government likely cares about the people and their stability!   Argument 1   * I am unclear why people’s needs are the services, and it is not dictated by their empathy/ ideals towards the workers!   + Here you can say that is because when people do not have food on their own tables, or when they cannot ensure healthcare for their families, they are required to prioritize their own wellness!   Please increase eye contact with the audience (as in, do not look at only one person through the speech!). Try to move your hands a bit more to improve natural delivery! You should also take pauses moving from one argument to the other; clearer transitions are very useful!  5:50 | | | | | | |

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| **Student Name:** Ishan Harishankar |
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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 |
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| 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:   * You attempted to be engaging with an active effort! But we need more clear impacting in your speeches!   Hook   * Please start with something more engaging! The tone is good, but we want to point to a critical response or issue right away! This will also help you give the judge a clear sense of the direction of your speech; use material that you are going to prioritize in the debate! * Explain the situations or circumstances under which a union decides to engage in strike action - will they just strike because of bad working conditions in a crisis, or be mindful and only take such action in extreme circumstances, such as a lack of PPE for doctors during a public health emergency.   Rebuttal 1: Moral   * Why will there be long-term benefits is something you need to explain! * POI answer: you said unions have a lot of respect for them. You need to explain why this is true.   + You took this POI while trying to explain your rebuttal, try to have control on when you are taking the POI! It should not be during an argument, or during rebuttal, but should be when you are having transitions from one point to the other!   Rebuttal 2   * You need to accept that of course some needs of the public will be deprioritized in the short-run! Because in the short run you may get affected by a lack of production, of course! * Please make your solution clearer. Do you support quick and rapid acceptance of their demands? Because prolonged protests are not short-term in nature!   Please increase eye contact with the audience (as in, do not look at only one person through the speech!). Try to move your hands a bit more to improve natural delivery! You should also take pauses moving from one argument to the other; clearer transitions are very useful!  5:30 | | | | | | |