| **Student Name:** Theo Lee |
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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:  Clear, to the point opening. I think a more stylistic and impactful one is that on the worst harm on your side. Illustrate how people might get left behind without the crucial service of a doctor, or a fire-fighter, in an extreme situation.  Set-up   * We should establish what makes a crisis so unique - what makes it so that we can have extraordinary circumstances such as this suspension occur.   + We should frame what the specific traits of necessary action are - rapid and quick response to the problem, working in dangerous conditions etc. - so that we can link this to our justification later, especially in principle. * Explain how they get what they want/need or more - it just has to come later. * POI - if we’re arguing consent exists - we better be able to prove that consent existed. Does your passion require you to die in the process? * Explain why the mech of a strike doesn't work - people just get angry at them instead. What positive method to ensure rights does your side support?   Argument 1   * Yes, people suffer. This happens, to an extent, in a normal world anyways when strikes happen. You need to explain what makes a crisis unique such that this trade off is legitimate. * Explain what the calculus of the state must be - who do they have a greater moral obligation to? * Explain why we must value the impact to the general public OVER these workers. Explain why this is true! In extreme crises, the stability of the entire system is at stake. Prioritizing actions that prevent systemic collapse, even if they disproportionately impact certain groups, can be justified to avoid a complete societal breakdown that would harm everyone, including the workers in question. * Is it selfishness? This characterisation is difficult to defend if Opp explains the situations in which the union builds up to a strike anyways.   We should explain that the state has incentives to take action anyways. For instance, why does the state want to ensure that in these situations, workers are protected such that they don’t go on strike? The state benefits from a healthy and motivated workforce. Perceived indifference to worker suffering can erode public trust and create resentment.  05:00  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Davian Hung |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 71.5 | | | | | |
| 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:  Good opening, clear tone and urgency up top. Good work swapping rewarded for provided - this isn’t about anything extra, this is about basic protections - this is about making sure all our doctors don’t die because the state refused to care enough to give them PPE.  Set-up - let’s not frame for the sake of it. We need to ensure that our contributions are succinct, and that they achieve something. You’re better off establishing this AS rebuttal; or use these as ways to frame rebuttal ‘I want to establish what this debate is about’...  Who do we protect? Good work identifying the asymmetry of power that exists, that these are, blue collar workers subject to abuse. Explain how this isn’t a debate about a trade-off. We don’t have to choose between workers and people. Your side helps BOTH.  On unions - rather than just saying they protect people, explain the situations in which unions take escalated action such as a strike. It is a means of last resort. The implication of this is that there was no other option; these workers were at their breaking point; the option isn’t work or strike, it’s strike and get rights, or quit en masse. The strike is an indication that they actually still want to work - they just want to do it in better conditions.  Rebuttal   * Is this about sweatshops? You can say that any choice under capitalism is coerced, or that when you consent to be a doctor, you do it in the average conditions, as opposed to expecting a pandemic and such.   We started our argument at 4:15 - which is too late. We need to make sure our contributions are succinctly phrased, and keep in mind what amount of content we can run in a 5 minute speech.  Our first argument was just a few lines on how these rights are absolute. You have to explain WHY they are absolute.  Our second argument on the practical benefits needs to explain why your side gets better quality work - this is a win-win and takes away Prop’s exclusivity. Mistreatment can lead to resentment, low morale, and decreased productivity, hindering the overall crisis response.  We needed to spend more time building out our arguments!  05:15  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Tongtong Lai |
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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:  Our opening is trying to do too much. There are too many call outs and criticisms - pick one and focus on it.  On the trade-off - why is it legitimate? You have to explain why the quick, decisive action needed in a crisis from workers is exclusive. You need to explain why the uniqueness of a crisis means that we have to choose. Explain why we must value the impact to the general public OVER these workers. In extreme crises, the stability of the entire system is at stake. Prioritizing actions that prevent systemic collapse, even if they disproportionately impact certain groups, can be justified to avoid a complete societal breakdown that would harm everyone, including the workers in question.  The point on consent needs to be rebuilt. Opp explains how consent can’t exist because for most people it is to get this job and warn money or die of starvation. It’s also generally easy to flip this by arguing that no free choice exists under capitalism, or the conditions in which one consented versus a crisis are radically different.  Did we sufficiently respond to the claims coming from Opp?  Argument 1   * What do we mean by it being disturbing? You need to characterise what this means, looks like! The same applies to claiming people are ‘negatively impacted significantly’. This is super vague! * If we want to talk about what is needed to solve the crisis - this is what we need to focus on! Crises often demand rapid adaptation and resource mobilization. Union contracts can create rigidities in the labor market, hindering the ability to quickly redeploy workers to essential sectors or adjust working conditions to meet the demands of the crisis. Suspension provides the flexibility needed to respond effectively. * Explain why the mech of a strike doesn't work - people just get angry at them instead. What positive method to ensure rights does your side support?   We should explain that the state has incentives to take action anyways. For instance, why does the state want to ensure that in these situations, workers are protected such that they don’t go on strike? The state benefits from a healthy and motivated workforce. Perceived indifference to worker suffering can erode public trust and create resentment.  Let’s ask POIs consistently!  04:46 | | | | | | |

| **Student Name:** Ellie Fu |
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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: | 70.5 | | | | | |
| 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:  Why is this an exclusive mechanism or method? Why are their rights so valuable, given Prop basically says they’re okay with them going away because the response to the crisis/the rights of other people to access these services matter more.  Why are you telling me what your name and speaker position is?  Rebuttal   * What do we mean by MORE effort? Explain what it means to work in a crisis. 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 eventually recognise this, but the upshot or implication is not explicit and is not being used to beat the Prop case.   + Minor grievances are less likely to lead to strike action, especially during a crisis when cooperation and stability are paramount.   + Unions typically prefer to resolve disputes through negotiation and dialogue with employers. A strike is often a last resort, taken only after good-faith negotiations have failed to produce a satisfactory outcome.   + Unions are more likely to strike if they believe they have the support of the public and other unions. * Explain how on their terms, this doesn’t work; why workers do worse work where they are unable to unionise. Explain how the quality of their work improves when this happens; explain why the ability to respond to this crisis is contingent on workers being treated fairly! Mistreatment can lead to resentment, low morale, and decreased productivity, hindering the overall crisis response. Workers could just QUIT straight up! Is a strike better, or en masse quitting better?   Argument 1   * Which specific inalienable rights are being taken away? Why do they lack the ability to express themselves in any other way? * What is new about this argument?   05:18  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Emilia Lau |
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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:  You need to characterise why this is the likely behaviour of unions, especially because Ellie spends so much time explaining how strikes are a last resort, and why unions have an incentive to do this well. You need to explain how, rather than unions being bad, the methodology is wrong. Will any strike be perceived well in a crisis? Will they get the buy-in they need for this strike to succeed? Do people have the ability to support this strike in a boycott?  Clash 1   * On the trade-off - why is it legitimate? You have to explain why the quick, decisive action needed in a crisis from workers is exclusive. You need to explain why the uniqueness of a crisis means that we have to choose. Explain why we must value the impact to the general public OVER these workers.   + In extreme crises, the stability of the entire system is at stake. Prioritizing actions that prevent systemic collapse, even if they disproportionately impact certain groups, can be justified to avoid a complete societal breakdown that would harm everyone, including the workers in question. * Give me examples to ground what this looks like! * On workers who are mistreated, we should explain that the state has incentives to take action anyways. For instance, why does the state want to ensure that in these situations, workers are protected such that they don’t go on strike? The state benefits from a healthy and motivated workforce. Perceived indifference to worker suffering can erode public trust and create resentment.   Clash 2   * The point on consent needs to be rebuilt. Opp explains how consent can’t exist because for most people it is to get this job and warn money or die of starvation. It’s also generally easy to flip this by arguing that no free choice exists under capitalism, or the conditions in which one consented versus a crisis are radically different. * On quiet down - just say why your side is also able to achieve this per above! * On panic and death - explain what this looks like! Showcase, through illustration, what this actually looks like. * Why are unions selfish? Why will they behave in this way? * Explain why the mech of a strike doesn't work - people just get angry at them instead. What positive method to ensure rights does your side support?   05:01  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Josephine She |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:  Excellent opening. These jobs are fundamentally sacrificial - and in most instances, they put themselves at risk constantly. The strike action only occurs in extreme situations. 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.   * Minor grievances are less likely to lead to strike action, especially during a crisis when cooperation and stability are paramount. * Unions typically prefer to resolve disputes through negotiation and dialogue with employers. A strike is often a last resort, taken only after good-faith negotiations have failed to produce a satisfactory outcome. * Unions are more likely to strike if they believe they have the support of the public and other unions.   Clash 1   * The upshot of the above is that Prop’s characterisation of consent existing is wrong. This is also the first response you have, on being forced to work; economic need is fair, but there are stronger responses to consent; arguing that no free choice exists under capitalism, or the conditions in which one consented versus a crisis are radically different. This is also the response to Theo’s POI. * On people getting service - good. Explain how on their terms, this doesn’t work; why workers do worse work where they are unable to unionise. Explain how the quality of their work improves when this happens; explain why the ability to respond to this crisis is contingent on workers being treated fairly! Mistreatment can lead to resentment, low morale, and decreased productivity, hindering the overall crisis response. Workers could just QUIT straight up! Is a strike better, or en masse quitting better? Don’t say ‘crap’!   Clash 2 - started way too late!   * We need to spend time explaining what the moral push is! Why are these rights inviolable and inalienable! We aren’t rebuilding this at all! * Good on a strike’s need not being needed - this should have come out earlier! * Why do the public believe this/perceive it in this way?   05:28  Let’s ask POIs consistently! | | | | | | |