| **Student Name:** Renee Yang |
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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:  Good work illustrating what the worst harm on your side looks like - rather than blaming labour unions immediately - focus on how there are certain circumstances, and certain services that are so essential, they cannot be suspended.  Set-up   * Good work establishing what the penalties are, as well as grounding what a crisis looks like. * Good work framing the type of crisis this debate is about - we need to explain what the specific traits of necessary action are - rapid and quick response to the problem, working in dangerous conditions etc. * Don’t acknowledge the stakeholders - it doesn’t add any strategic value. Rather, establish that this is a debate about trading off these workers rights, for the good of the general public. * On incentives of the state to take action anyway - expand to explain why this is true! 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.   Argument 1   * Thesis of the argument needs to be spelled out up top! Start by characterising how a crisis impacts everyone - set up the problem; if we have doctors strike during covid - what happens? 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.   Argument 2   * This is just the impact of the first argument! * Point out how this argument assumes the goodwill of labour unions, where they only strike if needed as opposed to being more flippant.   Did we run a moral argument? Or was this basically a practical argument with some moral weighing at the end?  Let’s ask POIs consistently!  05:16 | | | | | | |

| **Student Name:** Bernard Chong |
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| 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:  What is our opening achieving? The right to dignity and freedom push is good, but it’s getting lost in the response to Renee’s hook + the lack of clarity in our sentence structure. We have to be more intentional with our openings! They have to be easy to follow.  Set-up   * 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.   Did we have any rebuttal?  Argument 1   * Don’t be so general as with HRV - be specific and pointed! Which specific inalienable rights are being taken away? * Good work following the general structure of principle argumentation as you have been taught, but we need to make it more specific to the motion - explaining why there will be loss of life, or extreme violations when we suspend unionisation in this instance. * Don’t say it will be a compromise - 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 2   * We jump to the impact of solutions being lost out on, as opposed to explaining why they leave, or don’t provide care in the first place.   We have to slow down and consider the phrasing we’re using! Packaging matters lots for clarity.  05:27  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Jacky Xu |
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| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | **3** | 4 | 5 |
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| 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 |
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| 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:  Why is this abandonment? Explain why it manifests in this way; allowance doesn’t mean a strike always happens - this is your first response to the other side, but to the extent that all your harms are contingent on this - YOU need to explain this!  Rebuttal   * What are these incentives, and what does this lead to? 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. * Explain that this means that no need for existence in these extreme circumstances exists, or that there is a bare minimum quality of work life that we guarantee that they just have to accept for the time being. * On the trade off - start by characterising how a crisis impacts everyone - set up the problem; if we have doctors strike during covid - what happens? 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.   Argument 1   * Good work explaining the range of crises and situations this is about. What is this achieving? How is it new compared to what your first speaker says? We need a proper NEW second speaker argument - no extensions! * Why doesn’t the issue get solved? What vicious cycle of issues are we even talking about here?   + 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.   Let’s ask POIs consistently!  05:09 | | | | | | |

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| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Competition Score: | 69.5 | | | | | |
| 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:  Our opening should target their biggest contribution/push either our winning pathway, or explain why their side loses.  Rebuttal   * 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. * The above deals with the fact that all their harms are contingent on strikes being the singular mechanism labour unions use. * POI - explain why the nature of the crisis is such that these workers end up getting seriously sidelined; they say the state has incentives to take action; what mysterious incentives are these? Do they ever explain why the state behaves in this way?   Argument 1   * What is the thing that is really bad happening? Why or how are they being exploited? * Good work establishing these workers as well intentioned and conscientious actors - what is the implication of this? Will they just jump to striking at any opportunity, or is it only in really extreme circumstances? What happens when they aren’t able to organise in these situations or conditions - why are they liable to abuse? * Which specific inalienable rights are being taken away? * 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?   05:02  Let’s ask POIs consistently! | | | | | | |