| **Student Name:** Ryan Qian |
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| **Motion**: In times of economic crisis, this house would introduce legislation to increase labour flexibility |
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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 far better paced today - but then we hit signposting and speed up again. I’m also not sure what high impact problem you’re trying to characterise in your opening.  Set-up   * Fair on what this means companies can do; but we don’t need to verbatim repeat what is in the motion - only give me the expansion/new points. If you verbatim repeat, you waste time. * On burden - don’t just say it, explain what implications this has for the motion! What is better for the economy is kind of generic! * Put in some caveats, such as introducing subsidies or tax incentives for businesses that DO keep their workers.   Argument 1   * Good attempt at structuring the argument. * Fair on all being affected - in what way are they being affected? We need to establish how because demand goes down, and consumption is not at the same level - companies don’t make as much money; then - they have to cut costs. * Why is this sufficient to save the company? Or even the economy. You aren’t proving change here. Have you proven why or how this leads to change? * In the argument, we need to explain first why businesses do not have any financial cushion to withstand the recession. Contextualise it to the conditions of the economic crisis that are outside of their control, including things like the destruction of consumer demand. Can we explain why these businesses often do not get revived post-crisis when the economy recovers if we allow them to die?   Why is this crucial to surviving the economic crisis? This is a high burden without explaining how you achieve the outcome the motion is hinting towards. We ought to spend more time explaining HOW exactly the continuation of the business is the precise KEY towards solving the crisis. Explain why consumer demand will provide tax returns to the government and the growth that will neutralise the economic downturn.  Argument 2   * Demand and supply are key parts of the first argument - it’s analysis as to WHY they need to cut workers in the first place. I am unsure how this becomes its own argument?   This speech was far slower/well adjusted to pace than prior. Good job! Now, our goal needs to be word choice + modulation in terms of tone.  06:05 | | | | | | |

| **Student Name:** Stephanie Kwan |
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| 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: | 67.5 | | | | | |
| 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 is trying to hit an emotional note, but the tone and way in which we say it is more joke-y than serious; point out how when businesses shirk their burden, the government has to pay up.  Remember set-up goes before rebuttal.   * Why aren’t we engaging w/Prop’s burden re - they also think this is about economic recovery; respond to this here. * POI - fair response, but you can’t just claim you preserve autonomy without an explanation of how. * When do we transition from set-up to rebuttal? * What is your counter-model? How do economies recover? What path forward does your side see in terms of dealing with the economic crisis? * Small businesses - fair; why is this true though? What is the implication of this claim?   At the end of this part of your speech - what have you engaged with, what is your counter-model? This is all unclear. The rebuttal needs to be more strategic; identify the key claims being made - and then deal with them systematically, rather than offering responses where you can.  Why are the titles of your arguments so long?  Argument 1   * What is the thesis of this argument? * Fair on welfare burden. Fair on taxpayers going away. * We have to deal with how laying off people does not actually lead to cost cutting and recovery; companies depend on disposable income for demand - how do people have disposable income if they get fired? What if people get overworked and leave - and cannot find new jobs in a recession? * Try to pinpoint moral culpability. Should the state be responsible, or the companies that misjudged this? Make it sound like companies fully understand demand and projected demand but overhire and then engage with layoffs anyways; but keep the executives and pay them even more. Point out how their priorities are incorrect.   POI: give me an example of where or how this is true?  STOP SAYING RIGHT AS MUCH AS YOU DO!  How does Opp solve this crisis? What do you do to move towards stabilising the economy? This analysis is missing and means that your side doesn’t have a positive comparative.  05:00 - you spoke a minute under-time! | | | | | | |

| **Student Name:** Bella Lent |
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| Competition Score: | 68.5 | | | | | |
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| Teacher comments:  Rather than going towards a call-out/criticism, explain what the implication of your pre-emption or their lack of engagement will be.  Stop and signpost!  Rebuttal   * The rebuttal needs to be more strategic; identify the key claims being made - and then deal with them systematically, rather than offering responses where you can. * Why are they the minority in terms of those that get fired? We assert this, but don’t explain! * Why are we reading off our responses?   Argument 1   * We are trading off their suffering for benefit; you need to tell me how all these changes occur - this hasn’t actually happened yet. We need to explain first why businesses do not have any financial cushion to withstand the recession. Contextualise it to the conditions of the economic crisis that are outside of their control, including things like the destruction of consumer demand. Can we explain why these businesses often do not get revived post-crisis when the economy recovers if we allow them to die? * Is this about job jumping? * Why is this crucial to surviving the economic crisis? This is a high burden without explaining how you achieve the outcome the motion is hinting towards. We ought to spend more time explaining HOW exactly the continuation of the business is the precise KEY towards solving the crisis. Explain why consumer demand will provide tax returns to the government and the growth that will neutralise the economic downturn. * POI - why do they have more capacity compared to the government? * We can’t say a whole part of this debate - aka overtime - is just out of this debate because your side can legislate against it - that is rebutting the motion itself! * POI - why are they the minority? Why do they have financial capacity? What are the other areas they cut from? This is all asserted.   We took a very reading approach to our speech; it genuinely sounded like you were reading out what you had pre-written as opposed to actually delivering a speech. Next time try to make more eye contact, use hand gestures and so forth!  05:34 | | | | | | |

| **Student Name:** Gwyneth Chan |
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| Teacher comments:  Stop starting your speeches with ‘judge’ - why are they immoral? Rather than just saying this - explain this up top and engage with this properly!  Why will companies behave in this way? Build characterisation of their incentives and past trends in terms of behaviours. We have to provide analysis for this to be true. Try to pinpoint moral culpability. Should the state be responsible, or the companies that misjudged this? Make it sound like companies fully understand demand and projected demand but overhire and then engage with layoffs anyways; but keep the executives and pay them even more. Point out how their priorities are incorrect. Bring it back.  On their lack of explanation - walk me through why there is a gap here; you call them out but you don’t engage properly here either.  Burden - you claim you have explained why it is unrealistic - but you haven’t. Why does the burden of solving the crisis fall on the government? What does this solution look like and how does Prop’s policy get in the way?  Model - fair on behaviour of big companies. What is the implication here?  Argument 1   * How do you provide them with balance? Prop says that you doom them because the economy never recovers. You don’t engage with this; you have to stop and explain why the economy won’t recover. The incentives of companies mean that they skirt or shirk any blame or responsibility as this being out of their control; consider 2008 or even 2020 - in what ways did these companies contribute to the economic crisis? * Companies depend on disposable income for demand - how do people have disposable income if they get fired? What if people get overworked and leave - and cannot find new jobs in a recession? * Workers are the fundament(?) of society - what does this mean? What implication does this have on the debate? Why can’t society function? These are all big sentences - what does this mean in the debate? * Point out what the human cost is here - and who it hurts the most. What kinds of workers get laid off, who ends up surviving or thriving? How does this hurt the most vulnerable actor?   You guys need to explain how companies need to bite these costs; they still have revenue, they just spend it on big salaries for executives.  What is your chance of recovery? How does economic recovery happen? Walk me through this step-by-step. What path forward does your side see in terms of dealing with the economic crisis?  06:17 | | | | | | |