| **Student Name:** Angela Qian |
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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:  Let’s not start our speech with questions! We’re jumping to the assumption that they’re going to go on strike for sure; 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 don’t need to literally define labour - but need to explain what kind of labour this debate is likely about.   + Does this duty to serve really exist, or are people just working to earn money? Does this duty, if it does exist, still remain under unsafe working conditions? * 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. * Good on advocacy and awareness. We can also explain why the state has an incentive to make sure gross mistreatment doesn’t occur. We don’t want people to quit, or refuse to work.   Argument 1   * Needs workers for output - is this the highest impact benefit for a worker? Consider how this might be about the provision of service full stop; not higher output - just output. 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. * On rubble - unpack this in greater detail! Explain what being without essential service workers in this situation does to the public and society. * Why are we okay with it afterwards? People tend to suffer even in a normal world when strikes happen. You need to explain what makes a crisis unique such that this trade off is legitimate. * On stakeholder analysis - this needs to be integrated into the argument as opposed to occurring in a stand alone fashion.   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.  05:30  Let’s ask POIs consistently! We need to ask each speaker at least one POI. | | | | | | |

| **Student Name:** Tony Huang |
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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: | 69.5 | | | | | |
| 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:  We need to avoid using ladies and gentlemen - there is no need to address the audience; jump straight into the biggest most valuable response on your side - this isn’t about workers wanting 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   * We need to be more strategic with our set-up; establish the situations in which workers choose to strike; why would they all vote for this, knowing it may lead to public backlash, or personal financial cost?   Where is our rebuttal? Is it all integrated?  Argument 1?   * Good on what they didn’t sign up for - explain how consent doesn’t exist. Explain why in a crisis they will be treated poorly! * 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. * Good example of WW2!   Argument 2   * What do we mean by company control? Why is this likely to occur? What kind of service are we talking about? * Identify 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. The practical benefits on your side need 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.   Argument 3   * Fair that they occur on both sides - but why is this true? Explain why! On the alternative - why will it be bloodier? * How does your side achieve change? There is no mechanistic analysis as to how unions lead to better conditions or pay!   Choose to run 2 arguments and structure them out properly!  04:50  Let’s ask POIs consistently! We need to ask each speaker at least one POI. | | | | | | |

| **Student Name:** Cyrus Yuan |
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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 | | | | | |
| 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. Explain the specific kind of service that is needed, even though the conditions might be bad. Engaging from the trade off from the start is better! 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. We do this later, in our responses, but dedicating our first minute to this is high impact, and doesn’t lead to this is really important BUT I will talk about this later.  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 they want 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.  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.  How do we help workers by preventing them from going on strikes? This doesn’t add up! The minimisation of the trade-off isn’t actually happening. We follow up on this towards the end of our argument, and this is good analysis - but why is it coming out in such a disjointed manner? Explain how we hypothetically consent because we would want service given to us in that situation  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.  Did we have a positive argument?  Let’s ask POIs consistently!  05:14 | | | | | | |

| **Student Name:** Sophia Tan |
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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: | 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 needs to be more responsive to the speech before us, rather than being pre-written. Explain why in a crisis, the need for protection matters more, because workers are most likely to be abused in these situations, they cannot provide these valuable services without being properly recognised and treated.  Rebuttal   * Don’t say it’s unlikely - you have to defend it regardless! 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.   + 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. * On advocacy etc. - your side also has this; co-opt this mechanism - explain how the only resort they have - you have, but recognise it isn’t sufficient.   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?  Did we have a second speaker argument?  05:22  Let’s ask POIs consistently! We need to ask each speaker at least one POI. | | | | | | |

| **Student Name:** Isabella Sun |
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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: | 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 needs to be more energetic and with more gusto!  Clashes are well identified, but the phrasing needs work! The first should be whose rights’ matter more, and the second should be if unions are the only mechanism for workers getting rights.  Rebuttal - let’s move all this into the clash, rather than extraneously doing this.   * Good clarification on who you support. * 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 - Priority   * Good on the priority of the government, and how there are limited resources to spend. * 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.   Clash 2 - Effectiveness   * 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. * We need to establish how our side is also able to provide workers with their rights. * Explain how if society survives, workers are likely to benefit as well - build upon this point, which Cyrus introduces in his speech but doesn’t spend too much time explaining. * Let’s explain what it takes for a union or a strike to be successful in terms of public buy-in.   We have to speak with more enthusiasm and energy. We have to use hand gestures, add some vitality into our tone, and be more confident!  05:14  Let’s ask POIs consistently! We need to ask each speaker at least one POI. | | | | | | |

| **Student Name:** Christy Yuan |
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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: | 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:  Ignoring these workers - is this true? Cyrus and Isabella explain that these workers also benefit if the society survives/that these workers matter less. Explain WHY this isn’t correct; why they are striking because they literally have no other option; 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 - Rights   * Prop makes their biggest point on how this suspension is needed to solve the crisis. You need to explain how this isn’t true. 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? * POI - answer the POI there and then! If you will do it later, flag when you do.     Clash 2 - make the title of the clash simple and easy to understand; no run on sentences here!   * Good work recognising the purpose of a union. Why is this purpose not fulfilled by anything else? * On advocacy etc. - your side also has this; co-opt this mechanism - explain how the only resort they have - you have, but recognise it isn’t sufficient. * Why are unions uniquely good at advocacy - is it strength in numbers, is it the ability to bargain collectively? * How do these unions work, or are effective in securing rights? Existence does not mean rights secured!   05:11  Let’s ask POIs consistently! We need to ask each speaker at least one POI. | | | | | | |

| **Student Name:** Karin Yeung |
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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: | 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:  Cyrus and Isabella explain that these workers also benefit if the society survives/that these workers matter less. Explain WHY this isn’t correct; why they are striking because they literally have no other option; 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.   We provide the above analysis in a really limited manner, and then just move on.  Clash 1 - label this as the trade off!   * Prop makes their biggest point on how this suspension is needed to solve the crisis. You need to explain how this isn’t true. 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? * We identify the above, but just raise this as a concern, rather than explaining how their side actively diminishes the quality of work to the extent that they get NONE of their benefits of survival. Good treatment is a precondition to survival. * We need to explain HOW our side hence achieves this quality treatment! Creating the capacity for change isn’t sufficient, you need to explain the likelihood!   Clash 2 - Justified   * This is technically also the first clash; we need to make this about how we achieve the change. * Why are unions uniquely good at advocacy - is it strength in numbers, is it the ability to bargain collectively? How do these unions work, or are effective in securing rights? Existence does not mean rights secured! * On advocacy etc. - your side also has this; co-opt this mechanism - explain how the only resort they have - you have, but recognise it isn’t sufficient. * Is it strategic to spend time talking about white/blue collar work? Is this debate winning?   Let’s ask POIs consistently! We need to ask each speaker at least one POI.  05:28 | | | | | | |