| **Student Name:** Charles Wang |
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| **Motion:** This house believes that countries should spend rather than save during a debt 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: | 72 | | | | | |
| 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:**  [NOTE: Today’s speeches are 6 minutes’ long.]  Nice use of grounding at the very beginning as a good set of perspective by stating that stimulus solved the Great Depression.  On the set-up:   * Clear definition on spending vs saving in a debt crisis.   + Strong modelling on what these stimulus packages are, e.g. spending on infrastructures, tax incentive packages for businesses, etc. * Solid framing on which of these policies actively solve the economic crisis, re: a debt crisis is more likely to be caused by a lack of spending, rather than overspending.   + But bear in mind that this will be contentious on both sides, the clearest winning pathway for Prop is likely on basic human rights because austerity measures exclusively lead to extremely high human costs. So we can be more strategic here and argue the above in the argument instead.   On the first argument:   * Good claim that stimulus plans generate demand, it would be better if we set up all the different varieties of stimulus plan here and then expand this claim structurally, i.e. demand, increase in supply, increase in jobs; then mechanise each part via your policy proposal. * Spend more time explaining the recessionary cycle which leads to long-term cycles, which brings us to a debt crisis we are currently in; and flip it as to why the above actively reverses said recessionary cycle.   + Especially good focus on destroying investor confidence as well as ensuring that consumers will continue to spend money on the economy. We mentioned it very briefly!   + We need to then expand the impacts to real-life harms suffered by the consumers. * On solving the economic crisis, add a framing here to explain why if we do not get out of the debt crisis, there is long-term harm to the economy that makes it impossible to recover from.   + The final end harm needs to be the nation actually defaulting.   In responding to the POI, we could explain the deteriorating credit rating which makes it far more expensive to continue borrowing, as the interest rates snowball, is something that happens when the economy DOESN’T recover. If we are earning more, it’s okay to have more debt because we are improving the debt-to-GDP ratio.  On the second argument:   * Good focus on specific austerity policies that will deny civilians access to public services and their human rights.   + Then go on to illustrate clearly the human costs of this.     - Expand the harms, then relate everything back to the role and obligation of the state.   Good job offering POIs today!  6.25 | | | | | | |