| **Student Name:** Stephanie Kwok |
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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.]  Interesting start that a debt crisis starts from a lack of government spending, but that challenges conventional wisdom since a debt crisis implies that there was excessive spending. So spend some time actually clarifying what you mean first.  On the set-up:   * Good explanation as to why a debt crisis leads to a cascade of terrible economic outcomes, is there a reason why we’re providing the mechanistic analysis here? It may be better to analyse this in arguments. * Strong set-up on what these stimulus packages are, e.g. spending on necessary social structures, tax incentive packages for businesses, etc. * Solid framing on which of these policies actively solve the economic crisis.   + 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.   On the first argument:   * Good descriptions on the recessionary cycle that leads to long-term cycles, which brings us to a debt crisis.   + Especially good focus on destroying investor confidence as well as ensuring that consumers will continue to spend money on the economy.   + We need to then expand the impacts to real-life harms suffered by the consumers. * We need to then explain why the constant consumer demands will have the real capacity to REVERSE the recessionary cycle to a growth cycle.   + 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.     - Here we could explain the deteriorating credit rating which makes it far more expensive to continue borrowing, as the interest rates snowball.       * The final end harm needs to be the nation actually defaulting. * We eventually mentioned this later on, well done.   On the second argument:   * Our analysis on loss of consumer confidence and capital flight is the same as the first argument! * Instead, we should focus on specific austerity policies that will deny civilians access to public services and their human rights.   + Then we illustrate clearly the human costs of this.   Good job offering POIs today!  8.12 - Good timing. | | | | | | |