| **Student Name:** Kyle |
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| **Motion:** THBT Developing Countries should adopt policies that heavily discourage urbanisation. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | **3** | 4 | 5 |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student offered a point of information. | **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 |
| 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; they exceed expectations for a child of that level. | | | | | | |
| Teacher comments:   * Nice hook! I like the hook and the content! * Definitions: Fair enough for what urbanisation is. Try to make sure that you are telling me about why this urbanisation happens though! * Make sure that you’re looking up and at me! Move your hand as well. * How would development happen equally? This is a good idea; but you need to first prove why governments have the ability to do this and why they can do it well! * When you talk about investment opportunities, try to be a bit more direct about what it is and what it isn’t - are these foreign people who are showing up to invest? * I like the idea that small businesses can spring up; try to tell me why these actors are important first! * There’s a lot of jargon here, but I think it’s better for you to break things down to a small scale level - try to just simply explain how and why these opportunities will come! * Try to make sure that you are following the CREI structure when building your arguments!   Competition score: 68  Speaking time: 03:06.28, let’s aim for 4:00:00 minutes next time! | | | | | | |

| **Student Name:** Tania |
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| **Motion:** THBT Developing Countries should adopt policies that heavily discourage urbanisation. |
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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** |
| 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; they exceed expectations for a child of that level. | | | | | | |
| Speaking time:   * Nice hook! Great hand gestures and emphasis. * Good signposting! * Rebuttals: I think the better response to the point made by Kyle was not so much about whether people want to live in rural areas, but rather, can the Government really even invest and make these rural areas better? Try to tell me what a lack of concentrated money means! It means we can’t accumulate the money, cannot concentrate our resources to build functional cities, etc.   1st: City=Money   * Good analysis on why people wanna go to cities; you can actually go further to say that look, we need to go to cities to develop new types of jobs! Without established cities, there is no area for technology companies or new companies to come in and establish new businesses, hire more people, etc. * I like the response to the POI; you could also say that look, cities are also full of people who come and go - businesses shut down and also are replaced by new companies all the time.   2nd: Government can invest   * Good point here; but why is the investment here better? I think you can go further to say that this is actually likely to have a much bigger impact vs investing in rural areas; this is because urban areas tend to have a lot more people in a tighter space, meaning that more people will benefit! * You could also go further in your impacts; you can point out that people in the world of Opposition also don’t have large businesses to rely on, etc.   Competition Score: 71  Speaking time: 06:15.92, good work! | | | | | | |

| **Student Name:** Maddie |
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| **Motion:** THBT Developing Countries should adopt policies that heavily discourage urbanisation. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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** |
| 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 a child of that level. | | | | | | |
| * Excellent start to the speech! Keep this energy up. * Nice reframing about how rural areas do not possess ANY facilities; try to point out why this is true though as it could sound a bit extreme to a judge! It is true because the Government cannot justify investing large amounts of money in areas where there just aren’t enough people to benefit from the investment. * Try to rebut Tania at her premise; the premise of their idea was that people can and will make money in the urban area - could you tell me where this could be untrue?   1st: Overpopulation   * I think I need to know about how and why overpopulation happens first; is it because building more housing is tough and takes a very long time and or there is no space to build more homes in? Remember that you gotta make sure to prove that this will happen first! * You could also point that people are also desperate to gain employment; and if cities are the only place that they can get that employment in, they will go there!   2nd: Crime   * I think this was underdeveloped; you could dive into a bit more reasons here! You could say that the places where the poor stay are places that tend to be dilapidated because these are the only places that are affordable; and the poor also really struggle to find employment! It’s tough to find employment when you are competing with richer and much more privileged people. * Good point about the rich and poor division!   3rd: Rich Poor Division   * You can go further for the impact; this is likely to cause a lot of anger, etc, that can result in a lot of political and societal instability!   Speaking time: 05:34.13  Speaking Score: 71 | | | | | | |

| **Student Name:** Amber |
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| **Motion:** THBT Developing Countries should adopt policies that heavily discourage urbanisation. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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 |
| 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 a child of that level. | | | | | | |
| Speaking time: 05:24.64  Competition score: 70   * Nice hook! Good vibes and energy. * Try to give me more eye contact and hand gestures! * I like the idea that you should and could be able to get much more improvement in quality of life, etc. Try to tell me why this happens! You can first focus on what businesses want; businesses want areas that are already somewhat developed and have a large consumer (or population) base that helps them get a lot of customers! * You can also talk about the fact that urban areas also tend to attract investment far more than rural areas - rural areas tend to require a lot more development, a lot more funding, etc. * You can also think about other impacts such as communal impacts, etc. Are people likely to be happier in urban areas? * Good responses! Try to give me multiple layers for why your arguments are true though. * Good example of India! * Try to predict and respond to what Maddie’s POI was: Overpopulation may happen, but is it solvable? You can talk about how governments can build more homes, etc. | | | | | | |

| **Student Name:** Aria |
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| **Motion:** TH prefers a benevolent dictatorship compared to an unstable democracy. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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** |
| 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 a child of that level. | | | | | | |
| Speaking time: 05:45.64, good work!  Competition Score: 71   * Nice hook! * Good signposting! * Rebuttals: I think it may have been a bit irrelevant to respond to the first speaker, mostly on account of most of their material already being responded to and dealt with by your partners! Try to prioritise responding to the things just mentioned by Amber. * Good point that jobs can’t be generated all the time: You could talk about how companies have limitations like budgets, economic factors, etc. You could also bring back a lot of the harms mentioned by the previous speaker - which is that look, these areas become really crowded with very little jobs! * Good consideration about the people who can’t leave: you can tell the judge about how these areas can become hotbeds for crime and poverty as there is truly nothing else going on for these areas. Try to also make sure that you are telling me why this situation is not fixable! * Good examples of Shanghai, Beijing, and Shenzhen! * Good personal example! * Try to go further about the harms of overpopulation: It is also that people have to deal with conditions that are getting more and more expensive! * Great point about the wealth divide; try to tell me how and why this will happen! + Tell me why this negatively impacts society versus that these rich individuals will bring jobs and etc to these areas! | | | | | | |

| **Student Name:** Sonja |
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| **Motion:** THBT Developing Countries should adopt policies that heavily discourage urbanisation. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | **N/A** | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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** |
| 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 a child of that level. | | | | | | |
| Speaking time: 06:20.15, good work!  Competition score: 70   * Nice hook! Try to make some eye contact with me though. I wasn’t too sure if India was really the place that you wanted to focus on since that’s basically the case against urbanisation! * Don’t dunk on yourself during your speech!! I won’t know if your speech doesn’t make sense, but I will definitely have a predisposition to not taking the speech seriously if you say it doesn’t make sense! * Try to give me multiple reasons as to why your rebuttals are effective and true; Plus, try to give me more than one line of rebuttal per argument! * Good flow Sonja! Very composed so far. * I think that there was a bit of a missed opportunity here to talk about how urban areas will help the areas around it too; if a city is very rich, it means that it has excess money - this excess money is likely to benefit the cities neighbours as people from these cities will move to these different areas! * Try not to say that we should sacrifice a few poor people; that isn’t very sensitive! You can perhaps say that look, there are ways to mitigate poverty without just abandoning people to poverty. You can offer welfare, etc. * Good analysis of how badly left behind these rural areas are; but remember to talk about how you help these areas! If people end up moving to the rural areas, that can be really bad for the country too. This can result in higher prices, rent, etc! | | | | | | |

| **Student Name:** Ari |
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| **Motion:** THBT Developing Countries should adopt policies that heavily discourage urbanisation. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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** |
| 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 a child of that level. | | | | | | |
| Speaking time: 04:25,77, good work!  Competition Score: 70   * Nice hook! * Good hand gestures! * Try to tell me how these areas can be used and utilised; this will really help to build your analysis and your side too! * Rebuttals: try to focus on their impacts and show that they aren’t going to happen - this will really help to reduce the credibility of your arguments! * Try to take a POI though Ari! * Try to respond via logic as compared to just examples - this is mostly the case because examples can be rebutted with just a simple example in response; which makes it super tough for the judge to decide in your favour! * Good response to the POI! * For the Philippines example; try to go through all of the reasons for why urbanisation failed here - is it because the planning is too concentrated, etc? * I wasn’t too sure about the Australia and suburbia angle; try to tell me the connection! | | | | | | |

| **Student Name:** Sonja |
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| **Motion:** THW replace standardised testing with holistic learning in schools. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| Student accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
| Student offered a point of information. | 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** |
| 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 a child of that level. | | | | | | |
| Speaking time:   * Good overview at the hook! * Good call-out! I want to go deeper on the other side. For example, when you say they don’t have enough details, I need you to tell me why that is such a bad thing! * Good rebuttals in general; but it’s a bit too surface level. I need more depth for your rebuttals, you can do this by giving me at least three rebuttals for each point! Remember this is your only chance to attack the other side, you need to be devastating. * I think the callbacks to your partners are good; but you gotta frame it. This means that you need to go into depth about why the things mentioned by your partners were so helpful to begin with. E.g., telling me what the impact was and how it works! * I think that the biggest issue in this debate was that you were doing clashes, but the clashes weren’t getting resolved. A clash not being resolved in this case means that you are giving me reasons for why the stuff you are talking about is super good - but you aren’t doing the direct comparison for why your argumentation was more valuable! * I like the angle on the personal life of teachers - but remember to tell me how you are upholding that personal life and the impacts of upholding it!   Speaking time: 05:11.69, good work! | | | | | | |