| **Student Name:** Alvina | P1 |
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| **Motion: This House Believes That developing countries should adopt economic development policies that heavily disincentivize 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’s choice of words was persuasive and strategic. | 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: Alvina P1  Note: Speaking time for today is 5 minutes!  Hook   * Good! It's illustrating, and it shows how the trend of urbanization is rather rapid at this point in time * I would appreciate a direction to your path to victory here, e.g., what would be your priority argumentation * Nice signposting! Try to make sure that the policy of how you will disincentive urbanisation will occur though. * Good response to the POI!   Setup   * Please give more illustrations here, I want a greater understanding of what are the measures that separates a developed/ developing country. I think that a depiction of what type of resources, etc, that we are missing and don’t have access to would have been beneficial! * Here, you can bring through economic indicators (GDP, PCI), socio-political indicators; you may talk about life expectancy, quality of education and healthcare, and so on * Not so sure about the angle about inviting rich individuals to the city; this might incur the same harms that you were talking about earlier?   Argumentation: Wealth Gap   * I think you might want to start by explaining how and why you would be able to develop these rural areas to begin with; the assumption most people have is that these countries do not have the capacity to develop these rural areas. * Try to also pre-empt the best attacks coming from the other side - the other side may suggest that people need to move to the cities as these rural areas will not be successfully developed. * Try to make sure that you are being explicit about what exactly will happen/about your impacts - you gotta do this so that we know the exact value of your claims! |
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| **Student Name:** Louca O1 |
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| **Motion: This House Believes That developing countries should adopt economic development policies that heavily disincentivize urbanisation:** |
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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’s choice of words was persuasive and strategic. | 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: Louca O1  Note: Speaking time today is 5 minutes.  Setup   * Good hook to start with! * Try to present with more confidence and a stronger tonal variation!   Rebuttal to steady development   * I like that you prioritized the correct argument to respond to, this was indeed a priority point of proposition * I think that one of the key things that could have been highlighted here would have been to point out the lack of resources that is available to carry this out to begin with; this would make the rebuttal much stronger as it shows that developing countries do not have the capacity to do this successfully! * I think the structure in this speech is a little bit messy; I wasn’t too sure about where the rebuttals ended and the argumentation began - this is quite a problem to have as your argumentative value is what helps you win!   Argument on “holistic development”   * I am unclear how this happens, especially since income inequality is proven in prop (cycle of poverty)   General feedback:   * Try to make sure that you are dealing with the best and worst case scenario of both sides of the debate - I think that one of the main issues in this debate was about whether people in these areas can be happy and that they can be successful; try to make sure that you are trying to prove this!   Speaking time: 04:05.32, good work! Let’s aim for 5 next time. |
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| **Student Name:** Ethan P2 |
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| **Motion: This House Believes That developing countries should adopt economic development policies that heavily disincentivize urbanisation:** |
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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’s choice of words was persuasive and strategic. | 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: Ethan P2  Speaking time: 04:57.73, good work!  Note: Speaking time today is 5 minutes.   * Nice hook Ethan! * Good call out about the lack of response from the previous speaker; I think you also want to make sure that you are pointing out why this material really needed a response! * Try to make sure that you are using words and etc that are easily identifiable; fiscally incompetent might be a bit tough to get for a novice judge.   You said people consume too much, oftentimes unnecessarily. We assert this to be true, rather than explaining WHY this is what happens as a consequence of the motion. We also need to explain why over-consumption is bad. For instance:   * + It leads to environmental degradation.   + It leads to resources being used for what is not needed   + You may also say people generally never reach happiness that they search for otherwise, because there is no ending to over-consumption   You suggested that african countries (many of them) failed for attempting urbanization   * But the structural leap is unclear * Are they not under pressure for their history of slavery and colonization?   Argument: Income tax   * On the surface level, this sounds okay as an argument. However, why is this argument exclusive though? I felt that the development of rural areas will probably require a high level of taxation a well. * I think that the response to the POI could centre around how developing rural areas isn’t really going to cost as much as developing a whole city to become essentially a mega city; it requires resources like small businesses, hospitals, etc. This is significantly cheaper compared to maintaining a whole city on your own!   On conclusion   * Strong and rhetorical! |
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| **Student Name:** Luke 02 |
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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’s choice of words was persuasive and strategic. | N/A | 1 | 2 | 3 | **4** | 5 |
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| 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: Luke O2  Speaking time: 05:03.74, good work!  Note: Speaking time for today is 5 minutes.  Setup   * Good breakdown of the motion and what is likely to be the defense or either side! * I am unclear if you really achieve the “high quality” cities that is being envisioned * I understand the angle of a lack of funding; but theoretically, the concentration of these resources to just one or two cities does actually perpetuate the problem of poverty in the rural areas etc. Try to make sure that you show that this can be mitigated and or controlled!   Rebuttal to debt   * I am not so sure if debt isn’t as bad as you said it was; most countries also work on the basis that they will pay back the loan when the pay-off of development happens. Perhaps it would be a good idea to concede that this could be true - but that there are a ton of ways that they could repay these debts with a slow and stable method! * I am unclear if this is true, because most developing countries do not have a hundred billion lying around * I’m not so sure about why the angle of richer people moving in is necessarily a good thing; since this is quite a big premise of your arguments, I think it is important for you to talk about what the spillover effects from richer people is likely to be, and how these things happen.   Conclusion   * Please make your winning point clear! * We need you to bring up the benefits of urbanization excessively here. |
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| **Student Name:** Giselle P3 |
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| **Motion: This House Believes That developing countries should adopt economic development policies that heavily disincentivize urbanisation:** |
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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’s choice of words was persuasive and strategic. | N/A | 1 | 2 | **3** | 4 | 5 |
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| 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: Giselle P3  Speaking time:  Setup   * Thought provoking start; but please try to give directions, don't end at the question though. I think that the start could have also been used to really point out how unresponsive the other side was towards your argumentation! * I think it may have been a good idea to bring up and recap how exactly you would be doing this slow development and why it would be successful!   Rebuttal on stability   * I think it would be great to also consider that stability is probably something that can be achieved on both sides; the difference is the type of stability that can be achieved on the side of the Opposition is perhaps worse for the most vulnerable, etc. * Good point that rural area will be affected negatively for sure, especially because they would have limited capacity of purchasing power   Speaker role comment   * Your rebuttals were good; but you need clashes! * You need to use your teammates' material. Refer to them if and when you can! * Don’t end responses by asking questions; you need to “weigh” to show why your analysis is superior!   General   * I think the comparison to Chinese cities would be great for your case actually; China spread out its resources and thus secured a bunch of development and investment for EACH region. That is something that the other side can’t achieve! |
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| **Student Name:** Amanda O3 |
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| **Motion: This House Believes That developing countries should adopt economic development policies that heavily disincentivize urbanisation:** |
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| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | 2 | 3 | 4 | **5** |
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| Teacher Comments: Amanda O3  Speaking time:  Note: Speaking time today is 5 minutes.  Hook   * Nice hook! It came strong and well put!   Rebuttal on holistic development   * Good to repeat that it is not rehash, and also not effective * But you need to structurally explain what this means * You used the example of spreading 1 million USD to everyone, but in reality, investments would be growing (unlike giving out cash distribution), so you need more analysis here! * Good response to the POI! * I think that a good way to respond to the China idea would be to point out that China is pretty unique; they have a ton of resources - which isn’t really something that a developing country can achieve.   Clash:   * I think that one thing that could make your clashes better is if you qualify your argumentation more; this means, explaining why the way you have approached your clash is the most important, or at the very least, the most fair way to approach the clash! * I think you want to focus on proving that what you are talking about is true first; because it's easy to say that the clash is won on a summary, but you gotta make sure you are comparing your case and the proposition case!   Conclusion   * Please give a clearer conclusion, and explain why it is debate winning for you! |
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