| **Student Name:** Lilianna Poon |
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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 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 | | | | | |
| 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:  You have some good ideas, you need to present them well with the feedback below!  Hook   * Please make it more confident and clearer! We need a clear direction at the hook! We also have to make sure we are speaking loudly enough!   Definitions   * Good definition of taxation, and how it can be used to implement this policy. * We didn’t spend any time explaining what it would mean to disincentivise urbanisation - what kinds of things could a government do to achieve this? * Does it mean higher taxation? The need for permits or tokens to enter or migrate to cities? Investing in rural areas? We need to present a clear model explaining what these changes are going to look like.   Argument 1: Families - we should consider if this is the highest impact argument in the round. If Opp can say that economic development matters more than the isolation people might feel, or the collapse of support for the elderly; does our argument still hold up?   * If we want to explain that nuclear families are bad, or that people are lonely under urbanisation, we need to provide more analysis.   + You can say that nuclear families can sometimes lead to feelings of isolation, as they often lack the broader support system that extended families provide. This can make it harder for parents to manage stress and for children to develop strong connections with a wider circle of relatives (so it harms both ways). * What is the impact of this argument? We have to spend time analysing what the impact of the argument is going to be.   Argument 2: Over-consumption   * 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   Style comments   * Please increase eye contact with audience * Please try to speak louder and clearer! * You may add tonal variation in your speech!   05:20! | | | | | | |

| **Student Name:** Ishan Harishankar |
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| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | **3** | 4 | 5 |
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| 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:  You have some good ideas, you need to present them well with the feedback below!  Hook   * Good start! * Please try to deliver it more strongly and clearly!   Rebuttal 1: Family Bonding   * We said that Prop is wrong, because feeding a family matters more. Did we prove WHY Prop is wrong? We can also say:   + There are many ways to stay in touch and communicate with the family.   + The families back in rural areas are dependent on remittances and money from the city - to the extent that Prop doesn’t prove rural development occurs, this is better than nothing.   + You can also argue that not all families are good, or loving.   Rebuttal 2: Resources   * You may add here that industrialization, even if not equally, can help people!   + That is better transportation, or better quality of life (literacy, longer life expectancy, etcetera) are all useful! Explain HOW industrialisation and urbanisation is the path to development for this developing country.   Setup   * We identified the need for a counterfactual, but didn’t provide enough detail as to what would happen; would we have lower taxes, higher taxes? How do we make sure urbanisation occurs in a sustainable manner?   + Here, you can add that you support strong regulation, so people can enjoy the benefits of industrialization without irreversible harms. For instance, public housing programs.   Argument 1: Increased Jobs   * You said jobs will have more pay. Why?   + We have to analyse how or why there are more jobs available, and why these jobs offer more pay. Is it because there is greater demand? Is it because there are better educational institutes? Is it because businesses develop more in economic zones and benefit from economies of scale? * You said more people will be educated. Why?   + Explain how the need for skilled workers leads to demands for greater education!   Style comments   * Please increase eye contact with audience * You may also increase hand gestures! * Please try to speak louder and clearer! * You may add tonal variation in your speech!   05:35 - good work asking a POI! Let’s do it more consistently. | | | | | | |

| **Student Name:** Jennie Jung |
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| Teacher comments:  As a second speaker, you need your own new argument! You also need to speak more clearly, and sound more confident. You had good ideas!  Hook   * You had a good hook! * Please present it with more confidence! Loud and clear, please.   Rebuttal 1: Quality of life   * You said people work too much so quality is low   + Here, you can say its because people are more exhausted with work   + You can say burnouts limit people from enjoying their well-earned luxuries (assuming they reach that point)   + Also, connect to family points here. Talk about the benefits of a traditional family.     - You can talk about benefits like bonding, support systems, and so on.   Argument 1: Environmental pollution   * You said developed countries should not pollute more as developing countries gets affected   + I don't know how this is relevant; this is about what developing countries will do, as the motion says * You said global warming is bad for water level increase, and so on   + But you need to connect to motion!   + You can say it helps because the country will not be making the region proximate to it less environmentally worse   + You can also say if many developing countries take this approach, it will actually add up!   POI answer   * You can add more points here, don't just say it will not be “as bad” but say what you mean by it as well!   + You can say your burden is not fix climate, but is to limit harm, and show why its better for the developing country.   Style comments   * Please increase eye contact with audience * You may also increase hand gestures! * Please try to speak louder and clearer! * You may add tonal variation in your speech!   05:35 | | | | | | |