| **Student Name:** Catherine Ho |
| --- |

| **Motion**: This house believes that countries with ageing populations should significantly relax requirements for immigration instead of incentivising birth |
| --- |

| 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: |  | | | | | |
| 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:  Is it that bad that they don’t have people to work in the workplace?  Set-up   * Good on the ageing population - give examples, characterise this issue for me. * On urgency - saying that 20 years is too late isn’t true or sufficient; due to assimilation, doesn’t this problem end up occurring down the line even with immigrants? * What are these requirements? What will be relaxed? How is this different from the status quo?   Argument 1  Thesis? What will you prove here?  Build the problem first; why is there a crisis in the first place?  We need to burden push on Opp and explain how the only solution is on Prop. There is no choice but to do this.  Let’s pump up the analysis on the demographic crunch - talk about dependency rate being high, the collapse of pension systems, economic growth rates and more.  Good on quality of life + China example; explain why you cannot incentivise birth. Feminism, cost of living - how do you deal with these/how should they be valued in this debate?  Thank Annabel for this POI - it makes you go in the exact direction you need to. There is no explanation in this speech of what the solution you have is; for instance who immigration brings into the country, why their education and skill level is the one that the country needs. Explains how this solves the problem in the long-run - on whether or not immigrants are more likely to have more children.  We also need to analyse how we will make sure cultural fit occurs with regards to the immigrants - and why this doesn’t lead to inter-cultural or ethnic tensions.  How do the locals feel about this? What about their tax money being spent on childcare incentives?  07:01  Why aren’t we asking any POIs? | | | | | | |

| **Student Name:** Ivy Xu |
| --- |

| **Motion**: This house believes that countries with ageing populations should significantly relax requirements for immigration instead of incentivising birth. |
| --- |

| 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: |  | | | | | |
| 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:  Why is this a fact? Don’t say solutions so many times; in one sentence, highlight what is wrong with Prop; is it that they point out ageing populations are harmful and offer no explanation as to how immigration solves this problem?  South Asian countries are India and Pakistan, not South Korea and Japan. They are Northeast Asian…  Set-up + Rebuttal   * It isn’t just the feminist movement! It’s also the cost of living… good on people having kids later on. Explain how this means there is incentive but no ability; we give them ability by giving them money. We do this later down, just say it one go! * This isn’t entirely factual; on net, there are fewer births. * What are these incentives? * Our set-up is SO LONG and INEFFICIENT. It goes from modelling to rebuttal back and forth. We have to be clearer. * Good on anti-immigrant sentiment. Why is this bad? Explain this in greater detail!   Argument 1   * Why are you randomly acknowledging the stakeholders in this argument? * Good on the kind of immigrants coming in; explain how they put a further burden on the welfare state. You wouldn’t be able to run this if Catherine had modelled properly to explain what kind of immigrants get let in, but you can run it right now. * Good on being cheaper labour - good explanation! * This was more or less a response to the other side. What is the positive comparative in the debate?   Argument 2   * Typology of immigrants is slightly repetitive. * People only leave if they have more opportunities; more developed economies tend to be more competitive. The logic here is off. * Fair on remittances; how does this change the debate if it all? * The economy starts failing?? How did we get here?   07:56  Where is the positive comparative? How does incentivising births work? Why is it better? | | | | | | |

| **Student Name:** Nathalie Ng |
| --- |

| **Motion**: This house believes that countries with ageing populations should significantly relax requirements for immigration instead of incentivising birth. |
| --- |

| 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: |  | | | | | |
| 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:  Both sides agree ageing populations are bad. Get to the difference in solution; build up the urgency rather than asserting it exists. Catherine also asserts. You need to fill this gap in analysis. Let’s pump up the analysis on the demographic crunch - talk about dependency rate being high, the collapse of pension systems, economic growth rates and more.  Rebuttal  How are education and economy related specifically? This is the result of the feminist movement + rising cost of living; don’t overcomplicate it! Good on how difficult it is to change. The analysis Ivy gives on people wanting kids but later isn’t true; there is still a net decrease.  You can also explain how Japan, and even HK, try to incentivise child birth - but it doesn’t work. No amount of money from the government can change the reasons for why people don’t want to have kids.  Talk instead about the cultures of the immigrants and why they are more likely to have kids.  Remittances - fair response. This is not debate winning on either side.  We also need to analyse how we will make sure cultural fit occurs with regards to the immigrants - and why this doesn’t lead to inter-cultural or ethnic tensions.  How do the locals feel about this? What about their tax money being spent on childcare incentives?  We need to explain what relaxing requirements look like! What are these requirements? What will be relaxed? How is this different from the status quo? For instance, previously needed PhD or Master’s, now only undergrad, expand the list of universities we are happy to let in from. The analysis you have now lets Opp get away with analysis on how this will make the welfare state worse off.  What was the structure of this speech?  07:12 | | | | | | |