| **Student Name:** Hanson Ko |
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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: | 70.5 | | | | | |
| 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:  I think the most strategic is to illustrate what this worse quality of life looks like; this extends to the burden. Who are these vulnerable people? Good on solvency with regards to the crisis.  Set-up   * External sources - good. Does your side get this money from these international organisations, or bilateral loans? Who is likely to support a policy of stimulus, compared to austerity style bailout packages. * On characterising these countries - better to explain that there will be oversight in terms of where spending occurs; explain how sovereignty and preserving it are a wash in the round. This also deals with Daryl’s POI - if corruption happens, it happens on both sides. Regulation can also exist on both sides.   I’m confused when you move on from your set-up into your argument. The transition marker needs to be more distinct.  Argument 1   * What is the thesis of the first argument? What specifically are you trying to prove? * On spending - talk about public welfare and where government spending happens; explain impact quicker. Why do people get angry? Explain to me step-by-step how job losses and cuts to essential services stoke anger. * On these services being cut - the urgency must come from establishing the moral obligation the state has to engage in spending to uplift these people, or at the bare minimum, guarantee their survival. Who are these underprivileged people? Some of this comes in the second argument - put that first, and then run this practical second. * Efficiency - this is asserted, not explained.   We spend most of our speech time explaining why austerity is bad, rather than why stimulus is good. We need to explain how targeted government spending, particularly on infrastructure projects and social safety nets, can inject money into the economy, create jobs, and boost consumer confidence. The positive pathway is missing entirely! Explain the difference between basic welfare provision versus stimulus. Do you actually defend your burden of extreme injection of money into the economy?  Argument 2   * Moral obligation of the state to engage in spending needs to be explained from first principles - what is a public good/essential service, how does it link to inalienable rights? * This is repetitive with the moral impacting in set-up. Go beyond vulnerable people suffering. What is the magnitude and extent of harm?   Did we prove that the crisis ends by the end of this speech?  06:08 | | | | | | |

| **Student Name:** Daryl Ng |
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| **Motion**: This house believes that countries should spend rather than save during a debt crisis |
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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: | 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:  Explain that this is a debt crisis. No country in a debt crisis has capital. Identify what countries these are likely to be, and why austerity is the only measure in terms of who is likely able to give the loan - the IMF, as opposed to other countries being willing to fund a stimulus package.   * A large debt-to-GDP ratio signifies a significant portion of national income is allocated to debt repayment, leaving little room for other essential expenditures. * During a debt crisis, other countries or international institutions are hesitant to provide funding for stimulus packages. They perceive the risk of default as too high and prefer to wait until the situation stabilizes. * Explain the difference between basic welfare provision versus stimulus. Do they actually defend their burden of extreme injection of money into the economy?   On abuse - this is symmetric. If a country is corrupt on their side, so are they on your side. You need to explain why oversight is only possible on your side, for this point to be true. We spend so much time on this, without really proving uniqueness. Be disciplined and move on!  Argument 1   * Why is the IMF likely to step up and provide funds, rather than stimulus from other nations or organisations? We eventually answer this question - but this should have been opening framing - because this is logically prior to any benefit or harm.   + Good example of Sri Lanka. * This argument only identifies the IMF has capacity and willingness to provide austerity/bail-outs, not that they will work and solve the problem, comparative to stimulus. * Where is the positive provision of austerity? We have to explain how austerity actually works!   + Austerity functions as a mechanism to restore solvency and market confidence. By implementing spending cuts and tax increases, governments aim to reduce budget deficits and lower the debt-to-GDP ratio, signaling a commitment to fiscal responsibility.   + This can lead to renewed access to financial markets, lower borrowing costs, and prevent a potential currency crisis. The reduced government spending, theoretically, creates space for private sector growth by freeing up resources and potentially lowering interest rates.   + Austerity aims to improve long-term debt sustainability and enhance credibility with international institutions like the IMF, which often require such measures as a condition for financial assistance. * Impacting!   06:15  Good work consistently asking POIs! | | | | | | |

| **Student Name:** Kevin Hu |
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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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| 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: | 70.5 | | | | | |
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| Teacher comments:  Our opening should focus on our biggest response to their side!  Rebuttal   * On basic welfare provision; fair call-out! Explain the difference between basic welfare provision versus stimulus. Do you actually defend your burden of extreme injection of money into the economy?   + This is missing in set-up from first. You have to provide me with this characterisation. * Symmetric growth - does your side get this money from these international organisations, or bilateral loans? Who is likely to support a policy of stimulus, compared to austerity style bailout packages. Engage with the bilateral loan push from Opp! * On these services being cut - the urgency must come from establishing the moral obligation the state has to engage in spending to uplift these people, or at the bare minimum, guarantee their survival. Who are these underprivileged people?   We engaged in less than a minute of rebuttal! As second, we have to do 50/50, or even 60/40.  Argument 1   * We jump to stimulus occurring in this way. We have to characterise what a policy of stimulus in response to a recession (specifically of a debt crisis) looks like! Connect the economic benefit to each policy lever!   + For instance, investments in roads, bridges, public transportation, and other infrastructure can create jobs, improve productivity, and boost long-term economic growth.   + Governments can also choose to support specific industries that are vital for economic recovery or that have significant potential for growth. * We need to be more specific as to how increased demand leads to businesses hiring more workers to meet the higher production needs, leading to more jobs being created. * Good impacting! But we aren’t proving HOW we achieve all of this specifically. * We can expand further on investor confidence and the multiplier effect.   + Economic growth can restore investor confidence, making it easier for the country to access financial markets and refinance its debt at lower interest rates.   + Initial government spending can have a multiplier effect, as the increased income generated leads to further spending and investment throughout the economy. * Good on the importance of certainty and political stability on confidence.   05:58  Good positive analysis in the argument, but this comes at the cost of running responses properly!  We need to ask POIs! | | | | | | |

| **Student Name:** Marvis Leung |
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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:  Clear and specific openings please! In a 6 minute speech, you have less time. Be direct, go straight into why stimulus doesn’t work!  Why is the IMF likely to step up and provide funds, rather than stimulus from other nations or organisations? This is logically prior to any benefit or harm. They engaged with none of this in Kevin’s speech. Explain that this is a debt crisis. No country in a debt crisis has capital. Identify what countries these are likely to be, and why austerity is the only measure in terms of who is likely able to give the loan - the IMF, as opposed to other countries being willing to fund a stimulus package.   * A large debt-to-GDP ratio signifies a significant portion of national income is allocated to debt repayment, leaving little room for other essential expenditures. * During a debt crisis, other countries or international institutions are hesitant to provide funding for stimulus packages. They perceive the risk of default as too high and prefer to wait until the situation stabilizes. * Explain the difference between basic welfare provision versus stimulus. Do they actually defend their burden of extreme injection of money into the economy?   On abuse - this is symmetric. If a country is corrupt on their side, so are they on your side. You need to explain why oversight is only possible on your side, for this point to be true.  What is the point of just repeating what your first speaker says? Either phrase this as what they dropped, or as clarifications, or within responses as the comparative on your side.  On bargaining power - good. Look at the feedback up top and integrate that here as well. On trust, I’m unsure why consumer trust leads to more revenue? The link here isn’t particularly clear. I think Daryl identified why the IMF has capacity and willingness to provide austerity/bail-outs, but not that they will work and solve the problem, compared to stimulus. You need to explain how austerity actually works!   * Austerity functions as a mechanism to restore solvency and market confidence. By implementing spending cuts and tax increases, governments aim to reduce budget deficits and lower the debt-to-GDP ratio, signaling a commitment to fiscal responsibility. * This can lead to renewed access to financial markets, lower borrowing costs, and prevent a potential currency crisis. The reduced government spending, theoretically, creates space for private sector growth by freeing up resources and potentially lowering interest rates.   We need to engage on unrest and protest; explaining the difference between basic welfare provision and stimulus.  You have to provide this analysis, because it engages directly with Kevin’s second speaker argument about how stimulus works!  06:04 | | | | | | |

| **Student Name:** Matias Li |
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| Teacher comments:  Why do you get a better recovery, why do you get it in the long-run? Start with the direct answer, rather than just telling me you meet the key issues of the debate better?  What is this extensive signposting? All I need here is clashes. Third HAS to have clashes!  Rebuttal   * Corruption is a wash. If a country is corrupt in engaging with austerity, they will with stimulus. Either explain why oversight is only possible in your world, or move on. * On low credit loans - your side also takes loans! Where do you get money to inject from? I think we need to acknowledge that there is a difference between public service provision and stimulus! Do you actually defend your burden of extreme injection of money into the economy? * You have to explain why the government has an obligation to provide these essential services, even if they come at the cost. On these services being cut - the urgency must come from establishing the moral obligation the state has to engage in spending to uplift these people, or at the bare minimum, guarantee their survival. * We say we stimulate, but how?   + For instance, investments in roads, bridges, public transportation, and other infrastructure can create jobs, improve productivity, and boost long-term economic growth.   + Governments can also choose to support specific industries that are vital for economic recovery or that have significant potential for growth. * POI - Does your side get this money from these international organisations, or bilateral loans? Who is likely to support a policy of stimulus, compared to austerity style bailout packages. Engage with the bilateral loan push from Opp! **How do you do this to the extent that you can inject so much money that it solves a debt crisis recession?**   Rebuilding   * We have to characterise what a policy of stimulus in response to a recession (specifically of a debt crisis) looks like! Connect the economic benefit to each policy lever! * We need to be more specific as to how increased demand leads to businesses hiring more workers to meet the higher production needs, leading to more jobs being created. * We can expand further on investor confidence and the multiplier effect.   + Economic growth can restore investor confidence, making it easier for the country to access financial markets and refinance its debt at lower interest rates.   + Initial government spending can have a multiplier effect, as the increased income generated leads to further spending and investment throughout the economy. * Excellent on switching financial policy - you have to spend far more time on this to explain how it jeopardises stability beyond repair!   Did we ask many POIs today?  06:11 | | | | | | |