| **Student Name:** Renee Yang |
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| **Motion**: This House believes that developing countries should adopt economic development policies that heavily disincentive 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 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: | 69.5 | | | | | |
| 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:  Excellent tone up top; is it that there isn’t any economic growth - or that most of it is concentrated; where you have industrial and post-industrial society in the cities, but agrarian society in the villages?  Set-up   * Explain WHY they are suffering - brain drain yes, but also that all economic growth is concentrated in the city. * Model   + Target why people choose to leave rural areas, and why people choose to stay away from rural areas; and then target your policies to each of these reasons.     - We needed to pinpoint how we’ll invest in infrastructure in rural areas, by improving roads, electricity, internet access, schools, and healthcare in rural areas.     - Implement permit systems or quotas for moving to cities. Enforce residency requirements for access to urban services and jobs.     - Encourage the development of smaller towns and regional centers. Offer tax incentives and other benefits to businesses that locate outside of major cities.   Argument 1   * Good work setting up the problem in the debate! Explain WHY they choose to leave; what are they missing?   + Rural areas often have fewer and less diverse job opportunities than cities, particularly for younger people and those seeking specialized or higher-paying positions. Agriculture, while important, may not provide sufficient employment for everyone.   + Wages in rural areas tend to be lower than in urban centers, even for comparable jobs.   + Rural economies often rely heavily on a single industry, making them vulnerable to economic downturns. Lack of investment in infrastructure and other sectors can further limit economic growth. * What is the impact of getting them to stay?   Argument 2   * Is this a debate about brain drain? * We needed to explain how urbanisation makes cities worse as well!   + Rapid, uncontrolled urbanization often overwhelms the infrastructure of developing countries. Cities struggle to provide adequate housing, sanitation, transportation, and other essential services. Disincentivizing urbanization allows for more managed growth, giving cities time to adapt and build capacity. * Then, explain how we solve this when we limit the amount of people into them. * What is the impact of this argument?   04:11 - Please ask USEFUL POIS! Don’t badger! | | | | | | |

| **Student Name:** Emma Kwok |
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| **Motion**: This House believes that developing countries should adopt economic development policies that heavily disincentive 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:  Good identification of looking for better opportunities; explain the upshot of this - that they move for these opps, and they exist in urban areas.  Rebuttal   * Call them out - is this a debate about brain drain, or is it about rural to urban migration; rather than immigrating to a different country? * Don’t point something out and then say - but I'll get to this later. What is the point of talking about it now?   Set-up   * Don’t take a POI in the middle of a sentence, and in set-up. Take it after! * We needed to explain how we will ensure urbanisation happens in a clear and sustainable fashion! What does your side support? How do you manage urbanisation?   + Invest in efficient and affordable public transportation systems, such as buses, trains, and subways, to reduce reliance on private vehicles and alleviate traffic congestion.   + Upgrade and expand water treatment and sewage systems to prevent pollution and protect public health. * Remember that this is a debate about what is better for economic development - are we covering this part of the motion at all?   Argument 1   * Fair identification of remittances and sending money back - why is this good for economic development?   + Remittances are a vital source of income for many families in developing countries. This extra income can significantly improve living standards where no alternative strategy might exist.   + Remittances inject capital into local economies, increasing demand for goods and services. This can create jobs and stimulate economic growth in rural areas, even as some family members migrate to urban centers. * We just say remittances exist, no explanation to why they are good.   Why are we taking two POIs in a five minute speech?  Argument 2   * What do we prove in this argument?   We needed to prove why urbanisation is the only way, and best way to encourage economic development - and why a concentration of economic growth doesn’t happen!  Did we have a clearly delineated argument in this speech?  We need to focus on our delivery! We’re pausing too much!  04:42 - ask POIs consistently! | | | | | | |

| **Student Name:** Dana Chung |
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| **Motion**: This House believes that developing countries should adopt economic development policies that heavily disincentive 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: | 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:  Good opening, good call out - explain how or why their lack of explanation as to how they deal with urbanisation means that these cities get worse and worse; you have to illustrate how rapid, uncontrolled urbanization often overwhelms the infrastructure of developing countries. Cities struggle to provide adequate housing, sanitation, transportation, and other essential services. Disincentivizing urbanization allows for more managed growth, giving cities time to adapt and build capacity.  There has to be a break between our opening and our rebuttals; we aren’t spending any time signposting or highlighting the structure of our speech. We are also speaking too fast without any break - slow down, focus on emphasis and controlling your flow.  This is not a debate about brain drain; this is not about your side preventing immigration to other countries, but rather moves from rural areas to urban areas, crowding them in.  On remittances - yes, they can’t guarantee this, but the correct response is explaining how this is too short-termist; how does this help the economy of the country develop?  Argument 1   * What’s new about this argument compared to your first speaker? We’re adding analysis, sure - but is this a new argument? * How does preventing brain drain single-handedly help the country develop? Why is labour the biggest hurdle here? How do your policies incentivise people to even stay? What do you give them? Even if I was to buy this is a debate exclusively about brain drain - does your side actually deal with this? * We point to our model; why are these strategies enough? A model existing is not sufficient - you have to explain WHY and HOW it WORKS.   Argument 2 - as 2nd, you need to have a 50/50 split between rebuttal and argument. Run only one argument!   * Why do these policies work? We just assert we get a collection of impacts on literacy and jobs - why does any of this happen?   You speak too fast. You have to slow down.  04:45 - ask POIs consistently! Don’t badger! | | | | | | |

| **Student Name:** Chester Tam |
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| **Motion**: This House believes that developing countries should adopt economic development policies that heavily disincentive 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: | 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:  Why is it a good thing? Explain that this is not a debate about brain drain, or is it about rural to urban migration; rather than immigrating to a different country? Point out WHY people leave; and why it is just not that easy to uplift entire rural communities; instead, we need to focus on developing cities first - and THEN, we can focus on the city.  What is the structure of this speech?  Fair on the lack of educational opportunities; explain why this is systemic to developing countries. Africa is a continent, not a country. The example is taking up too much time, without a clear explanation of the implication of this in the debate  How do you ensure urbanisation occurs sustainably? We needed to explain how we will ensure urbanisation happens in a clear and sustainable fashion! What does your side support? How do you manage urbanisation?   * Invest in efficient and affordable public transportation systems, such as buses, trains, and subways, to reduce reliance on private vehicles and alleviate traffic congestion. * Upgrade and expand water treatment and sewage systems to prevent pollution and protect public health.   We needed to prove why urbanisation is the only way, and best way to encourage economic development - and why a concentration of economic growth doesn’t happen! We mention why urbanisation is good, but this needs to have more analysis!   * Cities act as hubs for innovation, productivity, and economies of scale, which cannot be replicated in dispersed rural settlements. * Urban areas concentrate resources, talent, and infrastructure, enabling industries and businesses to thrive. * Additionally, dense networks of people and businesses foster collaboration and technological advancement, which drive sustained economic growth. Without urban centers, economic activity remains fragmented, inefficient, and unable to achieve the critical mass required for significant progress.   On goods and selling them; explain why it requires urbanisation, as opposed to just saying urbanisation is good.  We just say remittances exist, no explanation to why they are good. Remittances are a vital source of income for many families in developing countries. This extra income can significantly improve living standards where no alternative strategy might exist. Remittances inject capital into local economies, increasing demand for goods and services. This can create jobs and stimulate economic growth in rural areas, even as some family members migrate to urban centers.  05:19 - ask POIs consistently! | | | | | | |

| **Student Name:** Hon Sum Yang |
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| **Motion**: This House believes that developing countries should adopt economic development policies that heavily disincentive 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:  Is this a debate about brain drain? This is not about your side preventing immigration to other countries, but rather moves from rural areas to urban areas, crowding them in. How does preventing brain drain single-handedly help the country develop? Why is labour the biggest hurdle here? How do your policies incentivise people to even stay? What do you give them? Even if I was to buy this is a debate exclusively about brain drain - does your side actually deal with this?  You need to have CLASHES as third! We cannot go speaker by speaker anymore!  On remittances - yes, they can’t guarantee this, but the correct response is explaining how this is too short-termist; how does this help the economy of the country develop?   * Governments may become complacent and less inclined to implement necessary structural reforms, such as improving education, infrastructure, and the business environment, if remittances provide a steady flow of income. * Remittances often fund immediate consumption needs, leaving less money available for long-term investments in education, infrastructure, and businesses, which are crucial for sustainable development.   Explain how on education - the point hence, is not to only have schools or rather good schools exist in the city, but build them all throughout- build on the model from your side to highlight how you can ensure investment into education.  Clashes at 3:36? Your clashes need to be how you structure your speech, rather than an afterthought!  How does your side help these developing countries? We just say they are better off on our side. How?  The same comment as above on brain drain and remittances applies!  We have to explain how or why their lack of explanation as to how they deal with urbanisation means that these cities get worse and worse; you have to illustrate how rapid, uncontrolled urbanization often overwhelms the infrastructure of developing countries. Cities struggle to provide adequate housing, sanitation, transportation, and other essential services. Disincentivizing urbanization allows for more managed growth, giving cities time to adapt and build capacity.  05:17  Ask POIs consistently! | | | | | | |

| **Student Name:** Torres Li |
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| **Motion**: This House believes that developing countries should adopt economic development policies that heavily disincentive 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: | 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:  How does urbanisation do this? We needed to prove why urbanisation is the only way, and best way to encourage economic development - and why a concentration of economic growth doesn’t happen! We mention why urbanisation is good, but this needs to have more analysis!  Observations:   * We need to phrase this properly. Explain that this is not a debate about brain drain, or is it about rural to urban migration; rather than immigrating to a different country? Point out WHY people leave; and why it is just not that easy to uplift entire rural communities; instead, we need to focus on developing cities first - and THEN, we can focus on the city. * Good on urbanisation being what gets people to stay - explain this! How does urbanisation actually stop brain drain from happening!   + Urban centers naturally foster diverse industries and sectors, creating a wider range of job opportunities compared to rural areas. This diversity attracts individuals with varying skills and educational backgrounds, reducing the need to emigrate for suitable employment.   + Urban areas typically benefit from better infrastructure, including transportation, communication networks, and utilities. They also offer a wider range of amenities, such as cultural attractions, entertainment venues, and healthcare facilities, which can improve quality of life and make cities more appealing places to live.   Clash 1: Livelihoods   * How will it help them? How will they earn more? We just assert this to be true. * How do you ensure urbanisation occurs sustainably? We needed to explain how we will ensure urbanisation happens in a clear and sustainable fashion! What does your side support? How do you manage urbanisation?   + Invest in efficient and affordable public transportation systems, such as buses, trains, and subways, to reduce reliance on private vehicles and alleviate traffic congestion.   + Upgrade and expand water treatment and sewage systems to prevent pollution and protect public health. * Explain HOW you improve rural areas as well.   Clash 2: Econ Development   * We need to ANALYSE why this happens! Or why cities are good for development!   + Cities act as hubs for innovation, productivity, and economies of scale, which cannot be replicated in dispersed rural settlements. Urban areas concentrate resources, talent, and infrastructure, enabling industries and businesses to thrive.   + Without urban centers, economic activity remains fragmented, inefficient, and unable to achieve the critical mass required for significant progress.   04:25 - We need to focus on our delivery and phrasing! We also need to hit 5 without having a conclusion nearly a minute long! | | | | | | |

| **Student Name:** Kayley Cheng |
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| **Motion**: This House believes that developing countries should adopt economic development policies that heavily disincentive 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: | 68.5 | | | | | |
| 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:  The structure of a reply speech is that it needs to have 2 or 3 issues or clashes, not just one. You need to explain how your side winning the central issues in the debate leads to your side winning. At present, we claim to have ONE clash, where we just go speaker by speaker. We have to pay attention and be more disciplined during the debate.  How does urbanisation do this? We needed to prove why urbanisation is the only way, and best way to encourage economic development - and why a concentration of economic growth doesn’t happen! We mention why urbanisation is good, but this needs to have more analysis!  Explain that this is not a debate about brain drain, or is it about rural to urban migration; rather than immigrating to a different country? Point out WHY people leave; and why it is just not that easy to uplift entire rural communities; instead, we need to focus on developing cities first - and THEN, we can focus on the city.  Good on urbanisation being what gets people to stay - explain this! How does urbanisation actually stop brain drain from happening!   * + Urban centers naturally foster diverse industries and sectors, creating a wider range of job opportunities compared to rural areas. This diversity attracts individuals with varying skills and educational backgrounds, reducing the need to emigrate for suitable employment.   + Urban areas typically benefit from better infrastructure, including transportation, communication networks, and utilities. They also offer a wider range of amenities, such as cultural attractions, entertainment venues, and healthcare facilities, which can improve quality of life and make cities more appealing places to live.   How do you ensure urbanisation occurs sustainably? We needed to explain how we will ensure urbanisation happens in a clear and sustainable fashion! What does your side support? How do you manage urbanisation?   * + Invest in efficient and affordable public transportation systems, such as buses, trains, and subways, to reduce reliance on private vehicles and alleviate traffic congestion.   + Upgrade and expand water treatment and sewage systems to prevent pollution and protect public health.   02:40 - we spoke under-time. We didn’t ask a single POI. Kayley, you have to consider what your goals in this class are, because we aren’t focusing enough on improving! | | | | | | |