| **Student Name:** Hisham Khan |
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| **Motion**: This house believes that countries with ageing populations should significantly relax requirements for immigration instead of incentivising birth |
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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: | 69.5 | | | | | |
| 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 want clear examples to illustrate these harms; what point of demographic collapse are we at, what does this stage require in terms of intervention.  Set-up   * Good use of Japan to set-up what this problem looks like. Is it that there a gap in labour, or that the dependency ratio is very off, contracting economic growth and increasing the burden on the welfare state? * Loosen requirement - what are you changing? I don’t know what is different about the status quo. * Is this a debate about refugees? How will we help them adjust? Are they the type of immigrant that needs training? Or are they super qualified? * We need to burden push on Opp and explain how the only solution is on Prop. There is no choice but to do this.   Argument 1:   * Good work establishing the thesis of the argument. * 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. * Why are they labour jobs? Is the problem that bad at the moment? * Reduce median - fair, but how does this adjust in the long-run? Why won’t they assimilate in the longer run? * POI - Jodie asks a weaker version of the question above; why would they have **more** kids? Why do we want to concede to the difficulty in assimilation - that people won’t welcome them and it will lead to cultural clashes? We 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. * What is the impact of this argument? Do you prove this?   Argument 2   * Rather than making it about time, make it about feasibility. Explain why there is a birth rate crisis in the first place! Explain why you cannot incentivise birth. Feminism, cost of living - how do you deal with these/how should they be valued in this debate? * How do the locals feel about this? What about their tax money being spent on childcare incentives?   06:16  Remember, it’s our job to ask POIs, especially when we aren’t the person speaking immediately after, or have already spoken. | | | | | | |

| **Student Name:** Shi Qi Ooi |
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| **Motion**: This house believes that countries with ageing populations should significantly relax requirements for immigration instead of incentivising birth. |
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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: | 69.5 | | | | | |
| 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:  What does this opening do content wise? You’re better off targeting the biggest gap in logic on Prop - which should be about Hisham mis-answering Jodie’s POI.  Set-up   * On the kind of migrants that come in - but Prop wants this; they want labour as opposed to doctors. You can challenge this, but you’re not flipping anything here. * Fair on the kind of subsidies etc. * Why are we modelling for them - they mean more or less the latter; you can respond to this without it. The less qualified rebuttal falls into the same pitfall as above. * POI - extent; you need to explain why these will be sufficient..? Pointing to work culture doesn’t change anything - this continues regardless.   Rebuttal (started at 2:40)   * You need to explain why cost is the only barrier to having kids; explain how more people have kids later, rather than net decrease - explain how this means there is incentive but no ability; we give them ability by giving them money. * Qualification is being repeated; what is the implication of this. Is this bad? Why is it bad?   Argument 1 - Principle   * Good work analysing why people don’t give birth - but this is largely just because of the cost of living + rise of the feminist movement. You give me one reason as to why people don’t give birth - does this sound realistic. * Gov responsibility isn’t being contested, how they fulfil it is; don’t waste your time on this. * Our mech is that it is a long term solution; do you think this is sufficient? You need to tell me how people actually change their minds, as opposed to just saying the money suddenly flips it; your own logic is the world is kind of off - does the subsidy change this?   Argument 2   * On economic decrease; fair. We need to explain why this harm is so significant, that we value the comparative more; what is the positive comparative? How do we achieve better outcomes? * We can also claim that these types of immigrants will create a burden on the welfare state.   Jodie gave us a gift on Hisham acknowledging that immigrants are bad for societal cohesion - why didn’t we gun for this?  What is the positive comparative?  06:19  Remember, it’s our job to ask POIs, especially when we aren’t the person speaking immediately after, or have already spoken. | | | | | | |

| **Student Name:** Gemma Yeung |
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| **Motion**: This house believes that countries with ageing populations should significantly relax requirements for immigration instead of incentivising birth. |
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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: | 69.5 | | | | | |
| 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:  Do you think the judge is buying it is irrelevant just because you said so? Your opening should point to the POI Theo asks and that SQ is unable to give a straight answer to; you eventually get to this, but starting with it would give you a more strategic answer.  We need to signpost after our opening. Otherwise, you aren’t providing me with a roadmap to your speech, and making it harder to track.  This isn’t a debate about old people being unable to have kids, or that people are too busy and hence don’t have a romantic life. This is about (a) the cost of living; and (b) the feminist movement making women far less interested in having children. Korea comes closest to what you describe, but even then is a mischaracterisation of the problem in the motion.  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.  On less qualified - you need to explain why this doesn’t lead to a burden on the welfare state, and why it doesn’t lead to economic contraction versus growth. Is it that there is a gap in labour, or that the dependency ratio is very off, contracting economic growth and increasing the burden on the welfare state?  On extensions; this is a 3v3/WSDC debate; extensions are meant to be delivered exclusively in BP. You need to have a new second speaker argument. Otherwise, what new path to victory are you providing in the round?  Extension   * 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. * Why are they labour jobs? Is the problem that bad at the moment? * Why don’t the immigrants assimilate in the longer run, and stop having an increasing number of kids? * We 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. * Rather than making it about time, make it about feasibility. Explain why there is a birth rate crisis in the first place! Explain why you cannot incentivise birth. Feminism, cost of living - how do you deal with these/how should they be valued in this debate? * How do the locals feel about this? What about their tax money being spent on childcare incentives?   06:02  Remember, it’s our job to ask POIs, especially when we aren’t the person speaking immediately after, or have already spoken. | | | | | | |

| **Student Name:** Vania Wong |
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| **Motion**: This house believes that countries with ageing populations should significantly relax requirements for immigration instead of incentivising birth. |
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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 on what different characterisations this debate is about - but what is the implication or upshot of this clarification? What do you want me to think?  Rebuttal   * Fair; point out why then people don’t have kids. You need to explain why cost is the only barrier to having kids; explain how more people have kids later, rather than net decrease - explain how this means there is incentive but no ability; we give them ability by giving them money. This isn’t a debate about old people being unable to have kids, or that people are too busy and hence don’t have a romantic life. This is about (a) the cost of living; and (b) the feminist movement making women far less interested in having children. * Our mech is missing. You need to tell me how people actually change their minds, as opposed to just saying the money suddenly flips it; your own logic is the world is kind of off - does the subsidy change this? * Inhumane and unethical - is this true, or are we just asserting this? Why are remittances bad? * POI: this toxic workplace is symmetric; no one changes it. It’s not why people aren’t having kids.   Argument 1   * Prop wants menial labour, and under their model this is who comes in. * Fair on competition; why does this make lives worse for locals - are they willing to work for cheaper? * Why don’t they give birth? Maybe consider how they assimilate, or have a higher cost of living as well - unlikely to be able to expand their family radically? * What is the difference between this argument and the argument SQ makes in her speech? * We need to explain why this harm is so significant, that we value the comparative more; what is the positive comparative? How do we achieve better outcomes? * We can also claim that these types of immigrants will create a burden on the welfare state. * We also need to analyse how cultural fit will be difficult to achieve with regards to the immigrants - and why this leads to inter-cultural or ethnic tensions and what impact that has.   06:05  Remember, it’s our job to ask POIs, especially when we aren’t the person speaking immediately after, or have already spoken. | | | | | | |

| **Student Name:** Kevin Hu |
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| **Motion**: This house believes that countries with ageing populations should significantly relax requirements for immigration instead of incentivising birth. |
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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 on how a short-termist intervention is needed; but why is labour the backbone of these countries? These are advanced economies, who aren’t manufacturing or production based? How are locals harmed? Cheap labour and MNCs are a problem in developing countries, not developed ones!  After our opening, we need to signpost immediately. **What is the structure of this speech?** What will you do? You aren’t providing me with a roadmap to your speech, and making it harder to track.  Point out how no amount of money can change this problem; you shouldn’t make it about politicians and their lack of interest - you’re creeping into challenging the feasibility of the motion itself. Rather, this is about (a) the cost of living; and (b) the feminist movement making women far less interested in having children. The upshot is that even if politicians do it on scale, they aren’t able to overhaul these intrinsic values people have. 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.  Why won’t immigrants have culture or religion or belief? Even if they don’t, why don’t they assimilate into the beliefs of the developed country over time? 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.  Next time we speak third, we need to use clashes!  04:53 | | | | | | |

| **Student Name:** Joanne Lau |
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| **Motion**: This house believes that countries with ageing populations should significantly relax requirements for immigration instead of incentivising birth. |
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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:  Clearer opening today, clearer signposting.  Clash 1 - Principle - what is the internal structure of this clash?   * I’m unsure as to how the government will solve all the systemic problems you acknowledge are leading to a lack of birth rates through a subsidy specifically? * On the lower salary immigrants - make it about the burden on the welfare state. * Why is this the incentive of immigrants? Asserted, not explained. * How does a subsidy fulfil this moral responsibility? How does a subsidy achieve any of these? * Are they blue collar or white collar? I’m getting confused. * Are you changing these systems? * You need to explain why cost is the only barrier to having kids; explain how more people have kids later, rather than net decrease - explain how this means there is incentive but no ability; we give them ability by giving them money. This is about (a) the cost of living; and (b) the feminist movement making women far less interested in having children. Our mech is missing. You hence need to tell me how women actually change their minds, as opposed to just saying the money suddenly flips it.   Clash 2   * Why are remittances bad? * We can also claim that these types of immigrants will create a burden on the welfare state. * Fair on competition; why does this make lives worse for locals - are they willing to work for cheaper? * Why don’t they give birth? Maybe consider how they assimilate, or have a higher cost of living as well - unlikely to be able to expand their family radically? * We need to explain why this harm is so significant, that we value the comparative more; what is the positive comparative? How do we achieve better outcomes? * You need to clarify blue or white first; this determines if this argument is true such that jobs can even be stolen in the first place?   06:17 | | | | | | |

| **Student Name:** Jodie Li |
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| **Motion**: This house believes that countries with ageing populations should significantly relax requirements for immigration instead of incentivising birth. |
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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: | 71 | | | | | |
| 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 call outs up top; point out they have to defend a burden on the welfare state and make the demographic collapse/crunch worse. Good on who they neglect (why does this actor matter more); the third is the same as the first two.  Reason 1 - Popularity   * Good on assimilation and fit - what is the implication of this call out? You don’t need a Trump dig. * How does it lead to societal cohesion being hard, or discrimination - and hence prevents economic growth; good on alienation.   Reason 2 - Principle   * You need to explain why cost is the only barrier to having kids; explain how more people have kids later, rather than net decrease - explain how this means there is incentive but no ability; we give them ability by giving them money. This is about (a) the cost of living; and (b) the feminist movement making women far less interested in having children. Our mech is missing. You hence need to tell me how women actually change their minds, as opposed to just saying the money suddenly flips it. * Good on obligation state has to fulfil capacity where incentive exists.   Reason 3 - Economy   * Why are remittances bad? * Why don’t they give birth? Maybe consider how they assimilate, or have a higher cost of living as well - unlikely to be able to expand their family radically? * We need to explain why this harm is so significant, that we value the comparative more; what is the positive comparative? How do we achieve better outcomes? * You need to clarify blue or white first; this determines if this argument is true such that jobs can even be stolen in the first place?   The reply loses clarity at the end, but for most of it is very clear and good. You need to link this to the strategic upshot you want to be taken away. You also just speed up at the end.  04:15 | | | | | | |

| **Student Name:** Theodore Wang |
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| **Motion**: This house believes that countries with ageing populations should significantly relax requirements for immigration instead of incentivising birth. |
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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: | 71 | | | | | |
| 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 - push that this is fundamentally about the short term highlight the gap is. You lose appeal when you drop ‘yapping’ - push that this hasn’t worked before.  Good on how a short-termist intervention is needed; but why is labour the backbone of these countries? These are advanced economies, who aren’t manufacturing or production based?  Structure of this speech?  Good work on how no amount of money can change this problem; you shouldn’t make it about politicians and their lack of interest. Rather, this is about (a) the cost of living; and (b) the feminist movement making women far less interested in having children. The upshot is that even if politicians do it on scale, they aren’t able to overhaul these intrinsic values people have. 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.  Good on remittances; good on why there is still a minimal level of integration.  Good on mystery with actual modelling.  Good on gap being jobs missing; hence anger doesn’t occur. I’m not sure how realistic this is, but it fills the gap in the context of the debate. You still do need to engage with this directly though!  Why won’t immigrants have culture or religion or belief? Even if they don’t, why don’t they assimilate into the beliefs of the developed country over time? 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.  STRUCTURE NEEDED.  04:08 | | | | | | |