| **Student Name:** Jodie Li |
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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:**  Good ideas, but needs to be fleshed out. I am unclear how the government is paying back its debt. If it's through profits of an economy that is recovering, and where the banks are re-investing and so on; we need a clear step-to-step mech for it!  **Opening**   * Good hook, I like that you connect to the struggle of the general population directly! * I also like you to make the point of trust rather clear!   **Setup**   * Countries fall into debt crisis when they have unemployment; this is a valid take * Supporting aid or emergency reserve percentile are both acceptable * Forceful lowering of interest rate is also fine!   **Arg 1**   * In the short run, there is a quicker fix because people have more money in their hands, and can keep purchasing power. While generally ok, please nuance this argument in times of recession. How do people decide at times like this, including aspects of panic, trust, and so on, needs to be analysed. * Creation of jobs is fine. Please explain why businesses want to increase production in the first place here. * Re-investment is hindered when money is saved only is fine; but please explain what that looks like, e.g., what happens to necessary services.   **Arg 2**   * On regaining trust on government, why won’t inflation be a barrier needs to be answered clearly (especially because POI was asked on it clearly) * Good impact that people will trust to keep money in the bank, and good extension of bank can re-invest it. But again, nuance it to recession and say how it helps in fighting the ongoing recession. * I am also unclear why kick-starting investment is more important than paying debt.   **Style**   * We need a more confident body language, and we need more hand gestures! * We need to generally increase our eye contact (to all of the audience)! * Lets have better enunciations in speech!   07:15; full BP length! | | | | | | |

| **Student Name:** Joanne Lau |
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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 |
| --- | --- | --- | --- | --- | --- | --- |
| 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 ideas, but needs to be comparative. I am unclear how the money being saved is going to be useful; when you say pay off the debt; is the government saving anything, or some part of it, or a large part of it. We need clearer analysis here! Please also engage in propositions on unemployment, and on people’s immediate inability to purchase things.  **Opening**   * Good hook, I like that you make your priority, and if not matched, the potential harm, clearer! * But we need to say this with more conviction/ passion!   **Setup**   * Unnecessary funding cut * Higher taxation * Using money towards reaching budget surplus, and paying off debt!   **Arg 1**   * Concrete increase in capital; I am unclear what this means in this debate. If it means the government has more capital, I am unclear how it is helping the economy. * I am unclear why this would create trust in the government, and I am also unclear why the trust in the government is going to increase.   **Arg 2**   * I am unclear how the people will be able to take increased tax, especially in such turbulent times of a recession * Opposition’s point on how the general population will be reacting to increased taxation needed to be addressed here. * You could use your inflation point here; that people would be just as angry, if not more, in propositions world   **Style**   * We need a more confident body language, and we need more hand gestures! * We need to generally increase our eye contact (to all of the audience)! * Lets have better enunciations in speech! * We also need to have clearer transitions when moving from one point to the other!   05:58; full BP length! | | | | | | |