| **Student Name:** Bernard Chong |
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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: | 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:  We have to consider how we want the first thirty seconds of our speech to sound. Do we think the most significant claim in the round is about family bonds breaking, or about the economic development of the country - and which model is the best way to achieve this?  Set-up   * We discussed a number of methods through which we can disincentivise this - where did these go?   + 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   * Why does urbanisation occur in this way, such that the elderly get left behind? Why is the harm they are accrued - which you assert, rather than prove - more important than the potential economic benefits of urbanisation? * Why is the care of the elderly contingent on people staying in rural areas? The claim here doesn’t fulfil your burden in the round - which is to prove we must heavily disincentivize urbanisation. * You spent maybe 30 seconds on this argument. Did you prove it?   Argument 2   * The bulk of this argument relies on the example, as opposed to an explanation of why structurally, where development is concentrated, it leads to a straining of resources - and then the harms you talk about. Don’t discuss these harms as questions - ‘how is the MTR supposed to deal with this’ - instead, you have to PROVE why it would not be able to cope. * What is the impact of this argument? You prove urbanisation is bad, but do you prove that the way of the motion is the only or best way to fix it?   Our phrasing is not following the style of a competitive speech at all! We’re relying on examples, we’re asking rhetorical questions, we aren’t spending any time on the impacting of our arguments. We’re also back to stuttering lots - we have to be more mindful and intentional with our delivery!  05:02 | | | | | | |

| **Student Name:** Jacky Xu |
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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 | | | | | |
| 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 tone in the opening, but keep it as simple as possible - make it as easy to follow; rather than talking about how you will explain benefits, your opening should be focused on the biggest benefit, or the exclusivity of your side.  Rebuttal   * Challenge whether this moral claim holds any weight in the round. Do we prioritise the elderly if it comes at the cost of economic development? * Point out that the example is the argument - if you can showcase how the example benefits your side, their argument flies out the window. * We didn’t engage with their second argument - we need to point out how they just explain that urbanisation has harms, but not that rural development works, or that urbanisation is so bad that we need to prevent it from happening all together.   Good work spending time characterising what urbanisation looks like - set-up should be done PRIOR to rebuttal. What does your side support? How do you manage urbanisation? When do we transition from this to our 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! We briefly 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.   Did we have a clearly delineated argument in this speech?  We made little to no eye contact in this speech. Don’t ask rhetorical questions!  05:13 | | | | | | |