| **Student Name:** Ryan Qian |
| --- |

| **Motion**: As a developing economy, this house will prioritise trade liberalisation over economic protectionism |
| --- |

| 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 your hook to be about your path to victory! Phrase it carefully, rather than for comedic effect. We also want to break up the sound of our opening - vary your volume, tone and pace here.  Set-up   * This is an actor debate - this is about the decision they should make! Do we need to spend time setting this up as literally as we do? We need to analyse instead what the NEEDs of a developing economy are. * Good work identifying limited access exists; the explanation that follows is slightly confusing - we want to explain how these states need to move towards integration in the economic order. * Don’t overwhelm with five or more points of set-up - clarity is your best friend! * Regulation - how will we ensure this happens?   + For instance, having liberalisation implemented gradually, allowing domestic industries time to adjust to increased competition. You could also try to identify industries most likely to be negatively impacted by liberalization and provide targeted support. * We want to include the WTO as an actor, to engage in the neutrality and dispute resolution mechanism in the drafting of free trade agreements.   Argument 1   * Competition grows; I’m confused as to why we want to explain that countries/companies will behave in an exploitative manner? Surely, we want to explain how or why they won’t; if the point is that we get competition - which leads to less exploitation, this is unclear. * Why is innovation or competition the best path to economic development? We need to be clearer as to what the path to victory is, and how this argument factors into it. * On infrastructure and necessities - how do you get this?   Argument 2   * No to all global partnerships - explain WHY it has to be this extreme, rather than the singular mech of companies getting annoyed (?) at you for refusing to engage in trade. Analyse the self-interested nature of these companies instead. * Why is inter-dependence or these relationships good - if it is that they lead to allies/aid - you need to prove how this occurs, rather than establishing that there is potential for this to happen. * Why is economic interdependence an exclusive mechanism for peace? Russia is a bad example to use here, given they chose to ignore this and go to war in Ukraine.   You need to first identify what the biggest gap in development for the developing country is, and then explain why trade liberalisation fills this gap uniquely.    We need to slow down, focus on enunciation and being as clear as possible. We have to reduce our reliance on filler words.  07:07 | | | | | | |

| **Student Name:** Adrian Wong |
| --- |

| **Motion**: As a developing economy, this house will prioritise trade liberalisation over economic protectionism |
| --- |

| 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: | 70.5 | | | | | |
| 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 on lack of mech - explain that this means none of their benefits accrue. Immediately flag what your path to victory is - and why this is better.  Set-up   * Good work identifying this characterisation of the economy is needed; fair characterisation of the resource curse and lack of bargaining power. Use examples to highlight where this may exist/does exist. Look into the US and Mexico in the automotive industry, where the US demanded Mexico meet a minimum wage requirement, driving up their cost of production.   + Consider why they are classified as developing in the first place? Post-colonial, post-conflict, exploited states. * We want to highlight what kind of protectionist policies we support - is it economy wide, or is it targeted to some industries? You can also point out that your side can access trade liberalisation later. Explain why this is the order in which it must happen; anything else leads to the economy of this nation being decimated.   Rebuttal   * As 1st Opp, the best response strategy is to identify the key strategic claims, and key argument premises from their side and responding to these, rather than more detail oriented coverage. In this case, it is the nature of the trade agreement trade occurs under, and that their benefits are not exclusive. We cover both of these, but take far longer to do this than ideal. Word economy and directness is needed here!   Argument 1   * Good work spelling out what is needed to compete. Explain how this isn’t a choice being made when there is some basic economy set-up, and we’re just looking to expand - it’s about what to do AS these industries are developing. Explain how your side is the one that chooses to engage in liberalisation later, but it cannot happen now. * On demand; explain that these aren’t companies looking to expand - they’re just looking to survive. Explain how they aren’t ready to compete externally yet - explain how the infant industry will collapse. Flag how infant competition is what matters more. * Developing economies need to protect nascent industries from established foreign competitors to allow them to grow and become competitive. Temporary protectionist measures, such as tariffs or quotas, can provide these industries with the breathing room needed to develop economies of scale and improve their productivity.   Argument 2   * This is repetitive - we covered this in our rebuttal; as these are 7 minute speeches, we need to structure our speech to minimise overlap.   When will you prove the positive counterfactual? How does your side achieve growth and economic development?  06:49 | | | | | | |

| **Student Name:** Audrey Lai |
| --- |

| **Motion**: As a developing economy, this house will prioritise trade liberalisation over economic protectionism |
| --- |

| 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 it drag them further into stagnation - stop and unpack this, especially given how Opp has called you out for a lack of mechanisation. THEN - go into the rest of your speech; you need to be comfortable resolving important missing links in the first minute, rather than just doing call outs and moving on.  Rebuttal   * Give me the full range of mitigations against exploitation; all your benefits are contingent on proving a reasonable trade agreement can materialise. * Regulation - how will we ensure this happens?   + For instance, having liberalisation implemented gradually, allowing domestic industries time to adjust to increased competition. You could also try to identify industries most likely to be negatively impacted by liberalization and provide targeted support. * Good work pointing to joining the WTO - but explain why this leads to better agreements; you want to engage in the neutrality and dispute resolution mechanism in the drafting of free trade agreements.   + Explain what the value of this reciprocity is! You’re only narrowing the margin here, not winning on this straight out. I need to know you are able to have good quality trade agreements - all your benefits are contingent on this! * Why does this manifest in the investment way, rather than the exploitative way as you claim? Establish how the country will never be able to kickstart their resource usage without free trade; the local demand won’t exist/these industries will develop in inefficient ways.   Extension   * Good on inability to scale it - why is this the biggest hurdle in achieving growth? Characterise the nature of this developing economy. * You need to first identify what the biggest gap in development for the developing country is, and then explain why trade liberalisation fills this gap uniquely.   + On investment - developing countries often face a shortage of domestic savings needed to finance investments in infrastructure, education, and technology. FDI helps bridge this savings gap by providing an external source of capital. * On employment - good; explain how this is fundamentally contingent on demand existing. Explain why even where these jobs pay poorly, or have bad working conditions - this is better than nothing. * We focus on the rhetoric at the end too much, rather than adding analysis - we need to explain why forcing countries to engage in self-reliance and autarky - this is bad for its economic development. Developing economies often have smaller domestic markets. Autarky restricts access to larger international markets, limiting the potential for economies of scale and hindering the growth of industries. * No sweeping statement examples re India please!   07:10 | | | | | | |