| **Student Name:** Dominic Gao |
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| **Motion:** This house would make tertiary education free |
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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:**  [NOTE: Today’s speeches are 6 to 7 minutes’ long.]  Nice characterisation of the kind of under-employment that may happen in society, explain properly the premise that the dynamics of the workforce dictates that not everyone needs college degrees in order to secure a job.  I appreciate the pushback that the majority of people in some societies can access colleges, but there’s no point denying the problem statement which is pretty intuitive.   * Rather than rely on facts, instead defend your counter-model and explain how each and every one of the mechanisms are an adequate way to create access.   + Be careful, student loans are not in any way a good alternative! They are quite predatory.   + Harvard financial aid is also quite exclusive, instead focus on funding community colleges which provide wider access.   Good rebuttal on more degrees in developing nations will simply lead to brain drain, An even better rebuttal is to point out that developing countries is the wrong context today:   * These countries are short of resources and will result in precisely all of the harms that Opp accuses Prop of on the loss of quality. * In developing countries, there’s a greater chance of finding economic opportunities that are not locked out by virtue of not having a college degree.   On the argument of devaluing degrees, it is still the case that society benefits overall if all workers are more highly skilled.   * So instead, we need to explain why certain colleges become diploma mills who produce low-quality graduates. * The whole argument on devaluing is mitigatory, actively explain the added HARM of messing up the dynamics of the labour force.   + E.g. If no one wants to work low-skilled jobs will inflate the wages of entry-level workers, which will then inflate the costs of services for essential things like sanitation.   + E.g. Excessive supply of labour at the highest level will deflate wages there and people will be under-compensated.   Please offer more POIs today!  7.19 - Watch timing! | | | | | | |