| **Student Name:** Emi Ruijs |
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| **Motion:** In ethnically heterogeneous areas, This house believes that governments should pursue policies to make all schools multiethnic |
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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: | 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:**  [NOTE: Today’s speeches are 6 minutes’ long.]  Don’t give up on your hook mid-way!!!  Set-up:   * Good job setting up the problem in the status quo of segregation in a diverse society, give some background context as to why they don’t organically integrate, e.g. victims of divide-and-conquer in the colonial era. * On the policies, aside from repeating the actions in the motion, clarify things like preferential subsidisation. Are we denying public schools funding if they are not integrated? * We have no caveats today! Introduce school policies to help assist with this forced interaction, such as zero-tolerance bullying policy or civics classes that will help with integration. * What is the metric to win the debate?   We are still putting in characterisation in the set-up that would be better placed in the arguments, re: stereotypes and breaking them in a school environment.   * The problem statements are clear, but we need to mechanise what are the things in schools that will allow them to have better interactions?   + We cannot just assert that all their interactions will end up being positive!   + Focus on the common lived experiences and social bonding that occurs in a schooling environment, and how this will be more dominant than any assumptions passed down by their parents.   + Explain the role of teachers and schools in navigating the kind of differences students will face.     - Can they mediate the conflict?     - Can they handle instances of discrimination?     - Can we FORCE these kids to be in the same group and work together?   In response to the POI, the explanation was actually well done on why humanisation does end up breaking stereotypes, so stop giving up!!  On improving the quality of education, while the problem statement is accurate, it isn’t clear why improving funding to public schools would be unique to Proposition?   * Why can't the Opposition just counter-propose more funding to these minority schools? * We have to explain that the underlying problem was the lack of political capital, which will no longer be an issue if every school is a mixed school. * On the benefits of diverse interactions, what will actually be the things that they will learn from learning how to collaborate with people from diverse cultures?   + Will they become more empathetic?   + Will they have a better ability to problem solve and collaborate?   + Will they become more forward-thinking adults?   We need to focus on the macro-impacts on how this improves social cohesion overall.  Good job offering POIs today!  5.37 - We are under-timed today! | | | | | | |