| **Student Name:** Zechariah Chen |
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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.]  We need more impact in the hook, and clearer signposting.   * Rather than segregating rebuttals, integrate it into your clashes.   Good initial response that we are focused more on the right to education that people are entitled to, above specific outcomes for the workforce.   * However, our main justification for this is reliant on the specific outcome of having a job, which is something that Opp claims they can co-opt. So we need to focus on the universal enrichment that is distinct from any specific benefits.   We need to properly engage with Opp’s counter-model on still providing education to the disenfranchised:   * They offered targeted measures like scholarships and financial aid, so we have to explain why this is woefully inadequate in the status quo. * Then in the best case scenario, we can still conclude that your safety net is wider.   + But the question you need to answer is why should accessibility be prioritised over merit?   We are not properly engaging with many of Opp’s arguments on:   * The loss of qualities in these universities due to the loss of funding, * These students are set up to fail when they enter university without any adequate merit.   On the point of minorities, good job reinforcing accessibility.   * However, Opp engages with this by stating these minorities will be set up for failure because they have terrible secondary education, and that they will be ostracised in the tertiary environment due to prejudice.   + So we need to weigh why access needs to be prioritised more than the best overall quality.     - Explain that Opp’s harms are symmetrical, because they will still face this under status quo as well. We should at least enable their agency to go to college.   On the dynamics of the workforce, we are not deconstructing the essence of Opp’s points, which is we don’t need everyone to have a college degree and this will result in harmful situations where people are either under-employed or unemployed.   * I appreciate the AI point, yes, but Opp is asking you who will be the ones working as sanitation workers??   On the poor, I understand that a degree makes them more employable. But we need to explain clearly why social mobility is tied down to the possession of tertiary education. What are the kinds of jobs we need to get out of poverty?   * We need to re-emphasise the human costs. intergenerational poverty is not just something you can assert, we need to explain how poverty is a trap and a college degree is the only way out.   Please offer more POIs today!  6.36 - Good timing! | | | | | | |