| **Student Name:** Zechariah Chen |
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| **Motion:** This house would establish vocational schools and aggressively stream underperforming students into them |
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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: | 71 | | | | | |
| 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 8 minutes’ long.]  Excellent job phrasing the hook, good use of rhetoric and emotionally evocative phrases!  On the counter set-up:   * Good job differentiating that Opp can encourage and incentivise them, as opposed to aggressively streaming them.   + On these vocational schools offering very limited programs and facilities, explain why your side is any better off! I.e. When there’s less people forcefully enrolled, then resources will be less likely to be stretched thin.   + Good rebuttal that the most under-performing students go to the worst vocational schools, can we separate this from your set-up?     - It’s becoming clear that you are rebutting first before the set-up, always do set-up first! * Opp, you need to mitigate the problems set out by Prop! How do you deal with the rigidity of traditional education systems and underperforming students being ignored and set up for failure in these systems?   We should’ve also attacked many of the assertions made by Prop that teachers in vocational schools would have the ability to give them more attention, that the student communities there are more supportive; all of these attributes are not uniquely inherent to vocational schools, nor have they proven that this is a likely attribute to begin with.  If you’re going to argue that these students would have chosen to go to vocational schools anyways, then everything is symmetrical! Your only clash would then be autonomy, and nothing else. Don’t make the clash too soft.   * If parents and teachers all recognise vocational schools are better and they will pressure students, then they are ALSO coerced on your side. There would be a violation of autonomy still, and mitigates your own winning point.   + Same thing with peer pressure! What is even the difference if both sides of this debate have the same outcome?   On students killing their own dreams, could you explain why they would’ve been capable of succeeding in these traditional systems anyways? Otherwise, it’s all a pipe dream!   * Mechanise why with a little bit of ambition and hard work, they could find a viable occupation.   + We need to also attack Prop’s model and explain why not meeting performance standards in traditional systems could often be temporary, caused by transient life circumstances, e.g. what if the student was just dealing with grief at the moment? * Spend time as well proving that vocational schools do lock out alternative career paths! * I understand the rhetoric of being mentally oppressed, but could we weigh the long-term harms?   + Prop is saying a stable job is preferable for their future, why do you think vocational satisfaction is the preferable outcome?   Good job offering POIs today! Please offer to P2 as well!  8.09 | | | | | | |