| **Student Name:** Zechariah Chen |
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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: | 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:**  [NOTE: Today’s speeches are 6 minutes’ long.]  Good spot that Prop had no characterisation of the context of this debate, but you’re not explaining it either! Go ahead and fully execute this rebuttal.  As 1st Opp, provide a counter set-up BEFORE the rebuttals.   * We needed to offer clear alternatives to organically encourage diverse interactions. * Go all out and characterise the trend of improvement in these diverse societies.   On children could still be influenced by other things like state narratives, why can’t Prop still have those tools ON TOP of the mixed schools? Then it will be doubly as effective.   * The better rebuttal would be to explain that forced interaction could instead affirm the stereotypes, rather than break it.   We keep making observations on Prop’s lack of analysis, without giving any counter-analysis. Mech it out properly!  Obviously, Prop is proposing the policy in diverse societies, not in ethnically homogenous countries that are lacking diverse identity groups. So some of these rebuttals are just too technical.  On building a sense of national identity, why can’t we do this in tandem with diverse, integrated schools? Wouldn’t it be more easily mobilised VIA these schools anyways?   * When we’re claiming that the incentives of integration are weak, this also makes it unlikely for any positive change to happen in your counterfactual. * Can we then explain how these interactions may happen in a counterproductive way, and then end up stratifying themselves into different groups even in schools? What are the macro-harms?   What is the importance of these communities holding on to their heterogeneous schools?   * Does it improve the quality of their learning and thus, their future? * Does it avoid possible discrimination? * Does it affect their sense of belonging?   + How does any of this relate to the role of schools?   Good job offering POIs today!  5.56 - Wait for 6 minutes! | | | | | | |