| **Student Name:** Ethan Gao |
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| **Motion:** This house will 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: | 69 | | | | | |
| 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 7 minutes’ long.]  Good signposting, but the argument labels should be succinct and only one sentence long!  On the set-up:   * Good identification of the problem in the status quo, we perhaps want to reference that private institutions have the incentive * The model is still quite lacking!   + Do we still have a college admissions process that determines if some people are qualified to study to begin with?   + Are we prioritising access over merit?   + Are all college offerings remaining the same? What will happen to the funding and infrastructure of these colleges without the fees paid by students?   On the first argument, we’re explaining the necessity behind students taking on student loans, well done.   * But we’re not explaining the severe human costs behind taking these loans. They never achieve financial stability due to these inhumane practices. * We need to explain the incentives of the loan providers, and why the government isn’t able to outlaw their predatory practices. * Can we analyse why the loans aren’t actually worth it, but students are unable to consent out of it?   On the second argument, 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 brushed over the impact too quickly! 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.   To prove that there is a right to education, we need to hear how deeply unfair the birth lottery is, and that many children are trapped in cyclical poverty because they cannot access tertiary education.   * What is even the moral basis behind the entitlement to education? How does this relate to the human experience and why does the state have an obligation to provide it?   Instead of running 3 arguments, we should run 2 and focus on proving BOTH why it’s true and important. We focused on the former rather than the latter.  6.28 - We are undertimed, try to reach 7 minutes! | | | | | | |