| **Student Name:** Charles Wang |
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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: | 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 7 minutes’ long.]  We need to be careful because a lot of our characterisation on why there will be conflict in schools is also the reason why integration will never happen organically in the Opposition’s world.   * Strong rebuttal that students will still self-segregate even within the mixed schools and good emphasis on students inheriting the stereotypes of their parents will still lead to more conflict. * However, we still need to engage with Prop stating that students can see that many of the stereotypes are not true due to the mixed interactions. Otherwise, on scale, even if the change fails, Proposition is still closer to getting integration unless you actively prove there is more harm than good (not just that the policy won’t work).   + Explain that there is always a risk of affirming certain stereotypes, because underprivileged communities lack the kind of support to achieve higher educational goals, and we affirm that they have less merit when they academically underperform in the same schools.   On creating more conflict overall:   * Spend more time analysing how likely this conflict is. Can we explain why teachers and schools would not be able to mediate these kinds of conflict? We need more grounding as to what this looks like as well! * What is the ‘more harm than good’, and the extent of severity of what students will suffer through?   + Will these students suffer from discrimination in these mixed schools?   + Will some students be actively ostracised in these schools?   + Will the playground interaction involve slurs and bullying?   On preserving culture:   * We need to relate this back to the role of schools. Does it harm the quality of their learning and thus, their future? How so?   + E.g. The language used in the medium of instruction could make a big difference on how well the students learn the subjects. * Expand on the loss of their sense of belonging, and explain why only parents know best on what their children need. * However, it’s not clear why they cannot have their cultures in their own communities and residential areas. We are only mixing students in schools. * Why can’t parents and communities keep their cultures outside of schools? * The last speaker has also rebutted this and explain that some amount of cultural diversity can still be preserved within these integrated schools. So we need to explain the differences between these two strategies of cultural preservation.   We can offer even more POIs today!  7.22 | | | | | | |