| **Student Name:** Isabella Zhu |
| --- |

| **Motion:** In ethnically heterogeneous areas, This house believes that governments should pursue policies to make all schools multiethnic |
| --- |

| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 71.5 | | | | | |
| 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 7 minutes’ long.]  Good hook today, but we lost our flow at the very end! Try to flesh your hook fully beforehand, so you can start strong.  On whether it leads to more tension:   * Why is something being a value debate means Opp’s argument on the outcomes being counterproductive become less relevant? Your 1st speaker also clearly proposed a policy. * Rather than the example of social movements facing more backlash, use her example of African-Americans facing conflict at the intial phase of integration against her! Little Rock had to happen and face conflict so that black people can peacefully go to school within a single generation. * Good attempt at flipping their countermodel against them on using your national unity syllabus.   + However, Opp is saying that the source of tension comes from forced interaction, which would not exist on their side. So the level of tension is still not symmetrical. * While these communities can hold to their culture and language outside of schools, can we explain why these communities will find this to be adequate? Could they also have an incentive to prioritise integration?   On improving integration:   * We need to introduce school policies to help assist with this forced interaction, such as zero-tolerance bullying. Explain the role of teachers and schools in navigating the kind of differences students will face.   + Can they mediate the conflict?   + Can they handle instances of discrimination?   + Can we FORCE these kids to be in the same group and work together? * On breaking stereotypes in a schooling environment, we cannot just assert that all their interactions will end up being positive since the Opposition has argued that there are prevailing stereotypes that they inherit from their heterogenous communities.   + Focus on the common lived experiences and social bonding that occurs in a schooling environment, and how this will be more dominant than any assumptions passed down by their parents.   While there is a good macro-focus on the importance of social cohesion, a lot of the material is not very contentious since Opp concedes this being the main goal of the debate.   * Good conclusion that cohesion is the prerequisite to autonomy. Point out specific problems like these heterogeneous community schools being actively underfunded by the state. * We can expand that the underlying problem was the lack of political capital, which will no longer be an issue if every school is a mixed school. * On the benefits of cohesion/diverse interactions, what are the harms to the nation if we don’t have unity beyond a vague sense of “conflict”?   + On the flip side, what will actually be the things that they will learn from learning how to collaborate with people from diverse cultures?   + Will they become more empathetic?   + Will they have a better ability to problem solve and collaborate?   + Will they become more forward-thinking adults?   The argument on why we should focus on schools should’ve come out in the first speaker, and integrate this with the earlier rebuttal on the effectiveness of your policy. This is part of the mechanistic analysis missing at the top.  Good job offering POIs today, try to offer at the beginning of the debate as well!  Isabella, we have to slow down so I can track your speech!  7.05 - Good timing! | | | | | | |