| **Student Name:** Jasmine Gao |
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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: | 72 | | | | | |
| 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.]  On rebutting self-segregation:   * Good job pointing that the status quo is already self-segregation and it gets even worse without intervention. We could really benefit from some grounding as to why there are zero incentives for them to reintegrate organically, e.g. post-colonial societies who are victims of divide-and-conquer in the colonial era.   + But we still need to deal with Opp’s claim that we cannot force people to interact if they don’t want to, how do your schools ensure they do mix together? * 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/conflict is still not symmetrical.   There may be some base misunderstanding on what Opp’s vernacular schools look like, these are schools using Chinese language as their medium and predominantly attended by Chinese parents and students. They cannot be “cancelled” by the ones who are outside of their communities.   * Interesting push that you can have some semblance of this in your mixed schools, what would this look like? Could an Indian person choose to study Mandarin in the integrated schools? Where would we have funding to preserve ALL of these unique cultures under a mixed school system? * The better deadlock breaker would be to explain why cultural preservation is secondary to national integration.   Excellent grounding in response to the 1st POI on the degree of humanised interaction and social bonding that happens in a schooling environment.   * We need even more mechanistic analysis here! What are the things in schools that will allow them to have better interactions? 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.   + 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?   Good attempt at using a moral parallel and showing why the state has the right to overrule autonomy, but it might be a little too generic here. Nuance it to the loss of autonomy in education in particular.   * On the conclusion that cohesion is the prerequisite to autonomy, we can analyse this further to show that there are specific problems that hurt the quality of education 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?   Good job offering POIs today!  5.37 - We are under-timed today! | | | | | | |