| **Student Name:** Kelly Au |
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| **Motion:** This house would establish vocational schools and aggressively stream underperforming students into them |
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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: | 72.5 | | | | | |
| 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 6 minutes’ long.]  Excellent job phrasing the hook, good use of rhetoric and emotionally evocative phrases!   * Good signposting.   Nice job spotting the strategic inconsistency of 1st Prop’s set-up and they’re not aggressively streaming if they are allowing exceptions.   * Good conclusion as well that they undercut their own benefits. Say students who value their own autonomy will simply find excuses to be exempted, so it limits the scale of their impacts.   Our characterisation that some students do not have the aptitude to succeed in school, this is going to be more likely to be true in traditional schools, rather than vocational schools!   * How are you able to deal with dyslexic students? At least, on Prop, hands-on learning makes it more likely for them to succeed. * Try to weaponise your counter-model and explain why you are able to spearhead reforms to improve all of these flaws. * We should’ve also attacked many of the assertions made by Prop that teachers in vocational schools would have the ability to give them more attention, that the student communities there are more supportive; all of these attributes are not uniquely inherent to vocational schools, nor have they proven that this is a likely attribute to begin with.   On not killing their dreams, could you explain why they would’ve been capable of succeeding in these traditional systems anyways? Otherwise, it’s all a pipe dream!   * Mechanise why with a little bit of ambition and hard work, they could find a viable occupation.   + We need to also attack Prop’s model and explain why not meeting performance standards in traditional systems could often be temporary, caused by transient life circumstances, e.g. what if the student was just dealing with grief at the moment? * Good job proving that vocational schools do lock out alternative career paths!   Try to spend time explaining that students can also very easily opt into vocational schools with the right encouragement, and therefore, Opp can easily co-opt all of Prop’s benefits.   * We finally threw this in at the very end of the speech! * Especially if Prop explained that there are unique ways in which these students can thrive in the vocational schools, then they have a natural incentive to enrol without being forced.   Could we weigh the long-term harms of a loss of autonomy against safeguarding their future?   * Prop is saying a stable job is preferable for their future, why do you think vocational satisfaction and happiness with choosing your own job is STILL the preferable outcome?   + We finally mentioned that pursuit of dreams is not contingent on income but the meaning derived from the process, we needed to spend more time on this!   Please offer more POIs today!  6.20 | | | | | | |