| **Student Name:** Catherine Ho |
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| **Motion:** This house would 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 5 minutes’ long due to time constraints.]  We need to answer the question you posed in the hook! If we only have one line for the hook, we need to make it extremely impactful!  On inflation happening anyways, we are not explaining why tertiary education is actively needed in modern society! Don’t keep asserting this, characterise the kind of jobs available and why most economies are transitioning to a knowledge economy.   * We can explain what are high-skilled occupations that only be unlocked with college education, and ground the impacts in certain industries.   + On unlocking specific skill sets, it’s unclear why the development of all of this is unique to a college experience. Why can’t they learn all of this in the workplace?   Try not to rely on the poverty cycle argument as a rebuttal, because our responses ended up being entirely repetitive of our positive material.  On the poverty trap:   * Aside from stating that poor people cannot afford education, we need to explain why many children are trapped in cyclical poverty precisely because they cannot access tertiary education; and social mobility can only be accessed with tertiary qualifications.   + We can be more comparative here, if the analysis is only limited to poor people, why can’t the Opp address it by only subsidising community colleges, or providing financial aid/scholarships? * On social mobility, we’re still not explaining why only a college degree can break the poverty trap. * We are brushing over the impacts too quickly, what are the human costs of intergenerational poverty?   We can be more comparative here, if the analysis is only limited to poor people, why can’t the Opp address it by only subsidising community colleges, or providing financial aid/scholarships?   * We eventually mentioned that scholarships are limited, but Opp is increasing funding for this. Try to explain why only the privileged of the low-income communities received this added help.   After explaining that it’s a necessity for people to survive, we can expound this desperation into conning young students into taking out excessive student loans.   * Which often involves predatory practices that impose lifelong financial liabilities on students, and students can very rarely consent to that.   We need to properly engage with Opp’s argument that poor people are coerced into going to universities even if they don’t want to!   * Explain that on your side, poor people will have more options and can exercise their agency! On Opp, they are coerced by the complete lack of options!   The argument also overlaps with your first speaker without necessarily adding more value.   * Why is the wealth gap so harmful in society? Link it back to the unfairness of the birth lottery and the obligation of the state to correct inequality.   Please offer more POIs today!  5.19 | | | | | | |