| **Student Name:** Ivy Xu |
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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: | 70 | | | | | |
| 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.]  Nice start explaining tertiary education as a gateway to unlocking potential, but it’s probably even more persuasive to focus on the human costs of the poor who are denied this opportunity, rather than the benefit of society who will enjoy more educated people.  On the set-up:   * Very clear modelling on utilising taxes and reallocation of resources.   + I appreciate the caveat that society and alumni are responsible for large sums of donations, but bear in mind that this is often only true for large, prestigious universities. * But clarity on very important aspects of the debate is still quite lacking!   + Do we still have a college admissions process that determines if some people are qualified to study to begin with? Are we prioritising access over merit in all instances?   + Are all college offerings remaining the same? What will happen to the funding and infrastructure of these colleges without the fees paid by students? * On justifying the huge resource burden this will be, we can point out that this as an extension of already making education free at the primary and secondary level, extend here by stating that society has evolved so much that tertiary qualifications are necessary to survive, thus we have to propose extending state subsidy here.   Good response to the POI on this being an adequate justification to utilise state resources, but bear in mind that her POI is questioning whether the state would have financial viability to begin with.  On using education to close the wealth gap:   * We need to characterise society first and explain the value of university education in the current economy. * Good analysis as to why scholarships are quite exclusive and limited, but this analysis doesn’t belong here in this argument! Leave it to your second speaker. * 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.   + 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?   + 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.   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.   Good focal point on the unique economic value of everyone receiving higher education! This should be its own argument, rather than an impact of the first argument   * We can explain what are high-skilled occupations that only be unlocked with college education, and ground the impacts in certain industries. * Otherwise, the economic benefits are entirely vague, and I’m not sure why these benefits are unique to a college education.   Please offer more POIs today!  5.02 - Good timing! | | | | | | |