| **Student Name:** Alex Zhu |
| --- |

| **Motion:** This house, as a talented student from a poor family, would choose to prioritise working after graduation instead of going to university |
| --- |

| 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 | | | | | |
| 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.]  Good job pushing back against this actor only having access to low-income jobs and clarifying that the actor is very talented.   * I appreciate that they are talented, but Opp has argued that these high-income jobs are locked out if you don’t have a college degree.   + So you have to illustrate what are these high-income jobs which don’t require tertiary qualifications. * The context of this immense talent they have also means they might be able to access some of the scholarship pathways Opp suggested. So try to explain why this still difficult to access.   On the first clash of financial well-being:   * Opp suggests that they are unlocking an even greater mass of wealth now that they have the high skills necessary for certain high-income jobs.   + Can we compare why immediate wealth is more important than the kind of long-term wealth that will bring their family out of poverty?     - Characterise the living conditions of their family, and why they struggle from paycheck to paycheck. * We cannot assert that the 4 years’ work experience is better than the fresh grad job with a college degree without analysing market incentives of what employers value and without giving me an illustration on what kind of job type comparisons we are talking about.   On the second clash of family wellness/financial viability:   * Nice explanation on them having to work on the side to make ends meet and giving back nothing to their family. * Prove first that the main priority of a talented student from a low-income family by using the context of wanting to alleviate the family burdens!   Please offer more POIs!  6.47 - We are way overtime! | | | | | | |