| **Student Name:** Matias Li |
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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:  Caste system of education - cut out of from an incredibly valuable ‘thing’; I think we want to make sure we aren’t too verbose with our opening; good illustration!  Set-up   * We’re speeding through this; slow down and break down what this looks like by giving me examples of countries where this does exist.   Argument 1   * Thesis? What will you prove here? We aren’t structuring our analysis - we need to focus on microstructure. * Good work identifying that people are aware and want to go, but do not have the capacity to do so. * Why can they bribe their way in? Is this an overclaim? You are far better off establishing why they have an advantage. However - does your policy solve for this? Don’t make this a catch all for the poor in terms of education - be very specific about what problem your motion is talking about. * Why will they get in, why will they do well? This is an impact you claim, but do not explain at all. * Is the cost barrier the only barrier? Why is it the most important barrier? Why does it create this culture? Why are they diligent and disciplined? This is all asserted, but not being explained. * We improve 99%’s lives - overclaim!   Argument 2   * Why do universities have an obligation to do this? Why are they moral actors who an obligation to the poor. Why are they meant to uplift - these are private institutions? You have to do more to establish this responsibility or obligation and why it exists. * Does this privilege go away because universities become free? Why is education the great equaliser?   The language that we use often undermines the persuasive element of our speech; don’t overload synonyms into describing harm, don’t say obviously etc.  We need to be very careful about the problem characterisation, and targeting our arguments to solve this problem; your speech is practically claiming to solve poverty! You need to make sure you’re doing a full brainstorm and filter before you start writing your speech.  Consider what safeguards you have to defend against. Would Opp defend keeping uni education exclusive? Why wouldn’t they just co-opt our benefits/mitigate against the importance of university?  07:04 | | | | | | |