| **Student Name:** Nathalie Ng |
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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: | 69.5 | | | | | |
| 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:  Good opening - I think what we want to emphasise however, is that status quo has a one size fits all approach, and that this is what we disagree with.  Set-up   * Best for the child - good! I think we want to explain why the choice will be made poorly or made under stress or pressure or societal pressure and judgement; what kind of decision would their parent want them to make and why it would be wrong. * Good on role of school - why is school best actor. * Good on timing of decision. Explain that they know when it is, they can prepare for it, this isn’t coming out of nowhere. * What is aggressive about this? Explain how the cut off and streaming process occurs; do we forbid them from applying to university? Where do these students who underperform go to university now? Do they go at all? * Our set-up loses structure by the end of it; try to come at it from a more clearly ordered approach next time.   I didn’t hear when you transitioned from your set-up into the argument.  Argument 1   * Good on self esteem de-escalating; but does this go away on your side? Vocational school presumably still has stigma on your side. We need to explain why motivation isn’t the problem - but rather skillset/inherent ability and capacity/having a one size fits all approach. Fair response to the POI. * But do they like vocational school and are hence good at it? Does intrinsic motivation matter? * We need to explain and unpack what the focus on university does, and how it leads to feelings of insecurity, self belief and such.   I also didn’t hear a transition from your first and second argument.  Argument 2   * Why do we live in a university centric society and why is it bad? Explain how this emphasis occurs, such that it prevents informed choice from occurring. Do people even consider vocational school to be a viable option in the status quo? * I think we needed to explain how vocational skills or trades are uniquely valuable in society, and how you can earn a great salary from it. We can also explain how there is an oversaturation of university degrees hence making employment difficult.   06:22 | | | | | | |

| **Student Name:** Matias Li |
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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 |
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| 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:  Good opening - why is it fickle or callous; we’re using too many descriptive words without clarity of direction in terms of framing.  I want counter set-up prior to rebuttal!  Rebuttal   * Why is choice accessible to them? Why are they able to make these decisions freely and fairly? * On a lack of motivated kids - how does your side help them? Would these kids get into university in the first place? Is it true that there are lots of quirky universities? * We need to consider who this punishes unfairly! For instance, who is likely to perform poorly - those who have learning challenges, or lack resources to be able to do well.   Set-up   * Why are we hinging our responses on a shoddy implementation of this motion? We need to assume this will occur somewhat fine, and Nathalie explains how this works - which makes me more likely to believe schools are informed about their students’ performance. On incentives, good, but you need to explain why these incentives manifest in malicious ways, or that their opinions of students are crucial for change to occur. All of these concerns can be easily resolved by model clarifications on Prop. We need to engage with this as a concept, rather than it just happening in bad ways.   Argument 1   * A model clarification from Prop could make this argument go away - it could be based on a more holistic assessment, and they could get as much time as possible to prepare. How does our claim stand beyond this. * Fair on shame and neglect - why is the option on Prop fundamentally bad? Is it that there is a stigma associated with vocational schools, or that these schools are objectively bad places to send students? Why are vocational schools bad? * What incentives do schools have to push these kids out? Explain which types of schools this debate is about comparatively; is it about private schools or underfunded public schools where it isn’t that teachers aren’t malicious, but rather just too busy? We always have to be charitable and reasonable..   Argument 2   * Good analysis of student incentives. Good on lack of urgency. Why is vocational school so bad though? This goes unanswered at the end of the debate.   07:15 | | | | | | |