| **Student Name:** Nathalie Ng |
| --- |

| **Motion**: In ethnically heterogeneous areas, This house believes that governments should pursue policies to make all schools multiethnic (e.g. setting up schools in mixed districts, requiring quotas, preferential subsidisation based on degree of representation) |
| --- |

| 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: | 68 | | | | | |
| 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:  Rather than making this about benefits, make it about correcting the injustice that leads to this, such as wealth and racial disparity; analyse why this segregation exists in the first place! There is a world of impacts in this debate that are more important than the community harmony angle.  We need to do signposting following our opening!  Set-up   * We need to characterise what these AREAs are like; this is probably not about the entire US or Singapore, but specific neighbourhoods or locales. * Good on why it has to be a child. Explain what is unique about children beyond the response to Annabel’s POI. * How do schools do this? What kind of diversity are we implementing here? What potential challenges do we see occurring and how can we deal with them? * Our set-up is too long and without any structure! We more or less argued the first argument here but in less detail.   Argument 1 (at 04:05?)   * Our rhetoric is good, but I want mechanistic analysis on integration! * Explain how direct interaction allows individuals to challenge stereotypes, discover commonalities, and build relationships. Shared experiences foster empathy and break down barriers. Yet - this is only possible when it involves equal status between groups; proximity without these conditions can exacerbate existing tensions. School solves this! Explain the role of teachers, extra-curriculars, mixing and so forth. * Impact this out by analysing what status quo is like! What do racial politics in these countries/areas look like? How do you present a large scale solution to this?   05:06 | | | | | | |

| **Student Name:** Matias Li |
| --- |

| **Motion**: In ethnically heterogeneous areas, This house believes that governments should pursue policies to make all schools multiethnic (e.g. setting up schools in mixed districts, requiring quotas, preferential subsidization based on degree of representation) |
| --- |

| 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: | 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:  I buy that anger and animosity can exist, but it is easy to mitigate the specific example you mention without further analysis - such that teachers are there to take action, or that there is capital to this well. Unless, of course, you analyse what these heterogeneous areas are like, and why this might be a problem in this instance.  I want signposting following the opening; you need to flag when you go into set-up/rebuttal.  What is the purpose of acknowledging the actors in the debate?  Where was our rebuttal?  Argument 1   * What is the thesis of this argument? * Cultural tension; rather than just saying this is a fact, do the legwork and actually justify this for me! You need to explain what these societies are like, and why this tension exists. But - what is the positive comparative on your side? How do you solve this problem? Or do we just have to accept racial tension in your world? * On interactions - why do parents behave in this way? Is it okay for them to behave in this way, or is there a need to intervene per Prop? * Good on how pre-existing norms likely lead to resentment and tension at school; but this is uncomparative to the extent that you don’t provide a positive path. * Unpack how stereotypes get worse! You mention this as an impact at the end, but don’t explain this out!   POI: Will they not have to work together in the future? Or will this segregation continue?  Argument 2   * Why must this culture be upheld at all costs? If this a multi-ethnic society, will we have simple majority minority relations here? The argument is dependent on a very specific characterisation of the motion to work. * If racial tension exists, then does the benefit of closed off isolated cultures existing still stand?   I think we need to spend time explaining (a) a positive comparative, and (b) what the implication of tension is; does it make SQ worse, what harms does it have and on whom? You’re skimming the surface!  07:18 | | | | | | |

| **Student Name:** Marvis Leung |
| --- |

| **Motion**: In ethnically heterogeneous areas, This house believes that governments should pursue policies to make all schools multiethnic (e.g. setting up schools in mixed districts, requiring quotas, preferential subsidization based on degree of representation) |
| --- |

| 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: | 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 we want to impact this out properly - that this is our best chance or only chance - and why taking this chance matters so much. Characterise what these societies or communities look like and why racism exists; is it because of hatred, or is it because they have never interacted with them without prejudice? You need to analyse why people are engaged in racial tension to be able to explain how it goes away.  After our opening, we need to signpost and explain what the structure of our speech will be. What is the second speaker argument?  Rebuttal  What is this racial conflict? Is it just about eating habits, or other problems baked into the system, such as differentials in resources, opportunities and so on? We need to characterise what these AREAs are like; this is probably not about the entire US or Singapore, but specific neighbourhoods or locales.  Explain how direct interaction allows individuals to challenge stereotypes, discover commonalities, and build relationships. Shared experiences foster empathy and break down barriers. Yet - this is only possible when it involves equal status between groups; proximity without these conditions can exacerbate existing tensions. School solves this! Explain the role of teachers, extra-curriculars, mixing and so forth.  Good on trading off cultural identity! Don’t say a while ago, I was reading an article - but you can say that there is a natural trend towards mixing and use it to mitigate this.  POI - point out how this observation is damning to the Opp case; is racial tension going to be inflammatory and bad if what is said in the POI is true?  Good on forced to interact in the long-run; explain the mechanism as to how minds change! Talk about generational change and differences, and how these societies are changing and **need to change** anyways!  06:09 | | | | | | |

| **Student Name:** Annabel Cheung |
| --- |

| **Motion**: In ethnically heterogeneous areas, This house believes that governments should pursue policies to make all schools multiethnic (e.g. setting up schools in mixed districts, requiring quotas, preferential subsidization based on degree of representation) |
| --- |

| 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: | 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:  Our opening analyses what children are like well; but the connection needs to be why then there is a problem solution gap, or no solvency on Prop. We get into this list of accusations and criticisms to lob at them, without grounding it with rebuttal.  Signposting? Second speaker argument?  What is natural integration? This is the first I’m hearing of this! There is no positive comparative on Opposition as to how racial tension gets resolved, given that both sides agree it exists, and that it is bad.  Rebuttal   * Good on quota fillers and perception; why is there nothing that can change this perception? * Fair on national groups and self-selection; but what Prop says is that the harm of this is so significant we need to take action. What action is preferable? How will they see each other outside school - Matias says this is unlikely to occur in his speech! If kids are so hateful, and people are so hateful, why do their minds change naturally? * Why must this culture be upheld at all costs? If this a multi-ethnic society, will we have simple majority minority relations here? The argument is dependent on a very specific characterisation of the motion to work.   Argument 1   * Cultural tension; rather than just saying this is a fact, do the legwork and actually justify this for me! You need to explain what these societies are like, and why this tension exists. How are they different, how are they isolated? Good on kids’ behaviour. * Explain what external influences exist on children that may encourage or push them to behave in this way! * Language is fair, but can be easily mitigated. * Unpack why cultural differences are not resolvable rather than just saying this! What’s the **mech** here? * Why would they be in your sports team or tutoring class?   I think we need to spend time explaining (a) a positive comparative, and (b) what the implication of tension is; does it make SQ worse, what harms does it have and on whom? You’re skimming the surface!  07:19 | | | | | | |