| **Student Name:** Lorelyn Schroeder |
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| **Motion**: This house, as a talented student from a poor family, would choose to prioritise working after graduation instead of going to university. |
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| 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 think we need to analyse straight out what the circumstances or constraints of this student are; that going to university would require an incredible financial sacrifice - and that this is something that they cannot afford. We want to be as concise and clear as possible in our opening, especially in a 4 minute speech. We spent 1 minute on our opening.  Set-up   * Good work analysing interests of the family. * We need to explain what the capacity to go looks like; is it strategic to talk about their genius - isn’t it easier for Opp to argue that they’ll get a scholarship or get financial aid if this is true? * What does this kid want? What do they need?   Argument 1   * Why can’t they get a scholarship, especially if they are so bright? * Good on loans. * Explain why the short term benefit of earning money is crucial - why is this in the interest of the actor; they need immediate financial assistance to be able to survive. Explain how the student cares about their parents, their potential siblings as such. * You can also say that education is a choice that exists in the future, we’re not writing it off, but we just think at this moment in time, this is the single best option. * We should characterise what making this choice looks like when living under a life of poverty.   You can argue how there are increasing non university options for students, such as online courses, apprenticeships and so on. What is the value of a college degree in the status quo? Does it really lead to mobility as they claim? You need to push three to four years of this student being unable to earn any money to help their family!  04:00 | | | | | | |

| **Student Name:** Anastasia Kavvathas |
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| **Motion**: This house, as a talented student from a poor family, would choose to prioritise working after graduation instead of going to university. |
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| 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:  Explain why affordability is out of this debate straight away. Explain why scholarships or financial assistance is possible. We need a high impact opening! Don’t just go straight into rebuttal!  Where’s our set-up? Where is our analysis of the family’s situation + the interests of the student; what do they want?  Rebuttal   * Why is a high paying white collar job significantly better? What outcome does this achieve that both sides are striving towards? What are the interests of the actor? Explain to me how long term success is what needs to matter for social mobility.   Argument 1   * Remember that this is a POOR student. Why are they self-interested, as opposed to the earning potential you’re forgoing for three to four years? * Explain to me what the value of university is! * Why is a university degree the mechanism of change? Is it that many higher-paying jobs and careers require specialised skills and knowledge that are typically acquired through university education? Is it the social network and capital you build at university?   We have to be able to speak for a full four minutes with fifteen minutes of prep! We need to answer the above questions to be able to analyse this in full detail!  We have to speak louder and with more confidence!  03:29  Good work asking POIs - make sure to pay attention to phrasing. Write the question out before asking them! | | | | | | |

| **Student Name:** Hon Sum Yang |
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| **Motion**: This house, as a talented student from a poor family, would choose to prioritise working after graduation instead of going to university. |
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| 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:  Don’t make it about the family, make it about the student - connect them to the family; what their interests are - presumably to care for their family and loved ones. Is it true that struggle is a prerequisite? Anastasia points out scholarships remain available, especially if the kid is the genius your first speaker makes them out to be. You have to resolve this!  Rebuttal   * Rather than pointing to Google, which is an extreme response, build up the following analysis: there are increasing non university options for students, such as online courses, apprenticeships and so on. What is the value of a college degree in the status quo? Does it really lead to mobility as they claim? You need to push three to four years of this student being unable to earn any money to help their family! * Good on immediate choices; and how a transition remains possible in the future; but we’re making it sound super unrealistic. Ground this and explain how it occurs. * Unpack that university remains a choice, but survival is not. Their immediate priority must be financial stability and security. Working after graduation allows the student to contribute to the family income, alleviating financial burdens and potentially supporting younger siblings' education. This direct and immediate impact outweighs the long-term, uncertain benefits of a university degree.   Argument 1   * Good work pushing that this is three to four years of this student being unable to earn any money to help their family! Explain what the impact of this is! Characterise what it means to live under poverty. * Is this new? * Why is a scholarship off the table?   04:16 | | | | | | |

| **Student Name:** Jasper She |
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| **Motion**: This house, as a talented student from a poor family, would choose to prioritise working after graduation instead of going to university. |
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| 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:  I want a more high impact opening! The gap in the debate is the question of whether or not university is feasible for these poor students. They tell me how this isn’t a possibility; to the extent this is true none of your outcomes can materialise. Resolve this up top - point out how if they’re such geniuses, why wouldn’t they get a full ride?  We need to signpost and signal the structure of our speech following our opening!  Rebuttal   * Fair on how work is harder and hence success is more questionable here. * How likely will they succeed through university? Why will they become such high powered CEOs! Why is a university degree the mechanism of change? Is it that many higher-paying jobs and careers require specialised skills and knowledge that are typically acquired through university education? Is it the social network and capital you build at university? Good analysis here! Explain how this is what is truly game changing about university.   Argument 1   * Good response on scholarships and access - this should have come first! * Fair on quality of education. Explain how long term earning potential is what should be the focus on; that this is what the best path towards social mobility is.   We need to explain why the sacrifice or trade off is worth it. Emphasise that while working immediately might provide short-term financial relief, a university degree offers a path to long-term financial stability and a higher quality of life for both the individual and their family. Highlight the potential for a university degree to not only benefit the individual but also future generations, creating opportunities for their children and grandchildren.  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Torres Li |
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| **Motion**: This house, as a talented student from a poor family, would choose to prioritise working after graduation instead of going to university. |
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| 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: | 68.5 | | | | | |
| 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:  The gap we need to resolve is of being able to go. They point out that if the student is as much of a genius as your own first speaker characterised, then a scholarship has to be on the table; your clarification leads to tension in your own case. This is the exact POI Jasper asks you. You need to engage with this in good faith.  What is the structure of this speech? We have to be disciplined when it comes to speech structure.  Why are we taking POIs in quick succession?  Rebuttal   * Unpack that university remains a choice, but survival is not. Their immediate priority must be financial stability and security. Working after graduation allows the student to contribute to the family income, alleviating financial burdens and potentially supporting younger siblings' education. This direct and immediate impact outweighs the long-term, uncertain benefits of a university degree. * We can also explain that there are increasing non university options for students, such as online courses, apprenticeships and so on. What is the value of a college degree in the status quo? Does it really lead to mobility as they claim? You need to push three to four years of this student being unable to earn any money to help their family!   Clash 1 - Title? What are you proving here?   * I think we want to clearly spell out how the most pressing issue for a poor family is often immediate financial stability. Working after graduation allows the student to contribute to the family income, alleviating financial burdens and potentially supporting younger siblings' education. This direct and immediate impact outweighs the long-term, uncertain benefits of a university degree.   Clash 2 - Plausibility   * Don’t make it about the family, make it about the student - connect them to the family; what their interests are - presumably to care for their family and loved ones. * Good work pushing that this is three to four years of this student being unable to earn any money to help their family! Explain what the impact of this is! Characterise what it means to live under poverty.   We need to ask POIs consistently! We also need to make sure our POIs are clear questions!  I want a meaningful conclusion rather than the ‘I am proud to be..’ - what does this do in terms of value add?  03:48 | | | | | | |

| **Student Name:** Kayley Cheng |
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| **Motion**: This house, as a talented student from a poor family, would choose to prioritise working after graduation instead of going to university. |
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| 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: | 68.5 | | | | | |
| 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:  You need to call out the case shift at 3rd on the nature of intelligence of this student - are they a genius or are they not? And if they are not, how do you resolve the question of access?  Give me the NAME of the clash; you’re also meant to have TWO.  Why are connections exclusive to university? You need to explain how this is exclusive in terms of capital, networking and so forth. This is also largely contingent on access, which needs to be proven first. We talk about aid and support but need to explain this in greater detail. Mech it out for me!  We need to explain why the sacrifice or trade off is worth it (of not working and earning for 3-4 years!). Emphasise that while working immediately might provide short-term financial relief, a university degree offers a path to long-term financial stability and a higher quality of life for both the individual and their family. Highlight the potential for a university degree to not only benefit the individual but also future generations, creating opportunities for their children and grandchildren.  We need to question what kind of work this student would be doing in the CF - are there inherent limitations to blue collar work? Explain how you might be better off immediately, but the likelihood of actual social mobility is close to zero.  Not having to pay for university and earning an income are two different things; we still have to justify this loss on our side!  04:03  We need to ask POIs! Why aren’t we asking POIs? | | | | | | |

| **Student Name:** Emma Kwok |
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| **Motion**: This house, as a talented student from a poor family, would choose to prioritise working after graduation instead of going to university. |
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| 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: | 68.5 | | | | | |
| 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:  How is it falling apart? This is a big statement, with no follow-up or explanation of how this happens. Keep your openings simple and grounded. You need to call out the case shift at 3rd on the nature of intelligence of this student - are they a genius or are they not? And if they are not, how do you resolve the question of access?  What is the name of the clash? What will you prove? Our structure is unclear!  We need to question what kind of work this student would be doing in the CF - are there inherent limitations to blue collar work? Explain how you might be better off immediately, but the likelihood of actual social mobility is close to zero. We mention some examples, but don’t really explore the implication of this!  Good on paycheck to paycheck - but we need to explain why the sacrifice or trade off is worth it (of not working and earning for 3-4 years!). Emphasise that while working immediately might provide short-term financial relief, a university degree offers a path to long-term financial stability and a higher quality of life for both the individual and their family. Highlight the potential for a university degree to not only benefit the individual but also future generations, creating opportunities for their children and grandchildren.  Not having to pay for university and earning an income are two different things; we still have to justify this loss on our side!  All our benefits are contingent on these students being able to access university. They are poor, and unlikely to be able to take loans in the way you claim. You have to resolve this clearly up top.  Fair on how work is harder and hence success is more questionable here. Good on inherent nature of risk.  We have to focus on the actor and the realistic constraints on them.  04:19  We need to ask POIs consistently! | | | | | | |