| **Student Name:** Hisham Khan |
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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: | 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:  Good opening highlighting what the problem is; I would prefer an even tighter link between tertiary education + social mobility.  Set-up   * Fair on taxation + redistribution; this isn’t strictly needed, but good coverage. * The poor people matter is a good attempt at framing, but needs to be done with more clarity; establish that this is not a debate about those who can already afford to go, or incentive - poor people want to go to university, but do not have the capacity to do so.   Argument 1   * Thesis?   POI: Free doesn’t equal to good. Why are they able to get in to these universities? What you need to establish is why they get in, and that the only hurdle is pay. Otherwise, you don’t solve any problems.   * Then, you need to actually explain why university is the great equaliser. What do you learn, what connections or capital do you accrue that lead you to be successful? You need to explain what the value of university is first. * On debt - explain why this is worse or a non-option for the poor. Our illustration of what it means to live under debt is too simplistic - go beyond the debt is bad push. How does it condemn people to poverty even further - how does it hurt generations further?   Argument 2   * Thesis? * Same question of why they enter, graduate and join the workforce. * Why wouldn’t they join the workforce in the counterfactual? * Why does education change the game? * Does the value of a college degree remain if it becomes a resource all have access to? Why does this still hold value in the long-run?   You tend to speak too fast + merge words together due to enunciation. You have to SLOW DOWN, and focus on delivery - what do you want judges to track, to write down to take-away! You HAVE to start focusing on this.  06:13 - make sure you ask POIs consistently! | | | | | | |

| **Student Name:** Jodie 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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:  Fair opening - are you going to deal with this problem?  On characterisation - do you need to say which world this debate happens in?  On money - do we need to point out they forgot about fiat - which did they? Was this necessary?  Fair on counter-model; but the why needs to be clear - that higher education matters less, other levels matter more and why! You need to explain this.  Rebuttal  Good work pursuing premise by premise responses.  Point out how or why capacity doesn’t increase - but rather fewer; so this makes university more competitive/more resource strained; so this only benefits the most qualified poor people - why is this a bad mechanism or way of pursuing social mobility? I think you need to pinpoint this in greater detail; this is the actual challenge that you only skirt around.  Argument 1  Thesis?  Fair on constraint + issue; point out this is what they do to universities as well.  Fair on competition; point out that they never explain why someone is able to get in/the average poor kid who needs university the most never gets in.  Loans, debt etc. - how do you solve this? Fair on lots of wealthy people being able to access this anyways and hence their money being misplaced.  Why is backlash bad?  Your impact is that there is no impact and that people get angry…?  You eventually do slow down - which shows you can, but you often refuse to. You have to speak slower, otherwise it is impossible to track you.  06:18 - there are no positive reasons in this speech as to why your side better deals with social mobility - other than a singular mention up top in set-up. | | | | | | |

| **Student Name:** Gemma Yeung |
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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 |
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| 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:  Our opening + signposting is too long-winded; get to the point quicker.  You need to slow down + vary your pace. Everything coming at x words per minute with no let-up means your speech blends together + is hard to listen to/track.  On the wealthy being taxed - okay? You claim the benefits to the poor here as the comparative - but these haven’t been proven. Jodie’s lobbed many an attack at this - so you need to deal with this first.  Rebuttal - good attempt at structuring this out with more signposting + flagging - but speed/lack of tone variation means that despite this, it blends together anyways.  Scholarships - say this isn’t enough; you still have to be good enough to qualify. The issue is that university still remains selective on your side. Explain how marginally, you still help more people - because of the ten people who are poor who get in, all ten can attend on your side; in theirs these ten have to fight for a singular scholarship.  Why does education suddenly mean inequality goes away? There’s no analysis whatsoever on this issue. Why do they even get in in the first place?  On jobs - fair, but this is logically secondary to the question of getting in/doing well as per above.  Are you engaging with any of the analysis on Jodie’s case about what type of education matters more?  Why is tertiary more important than anything else?  POI: engage directly.  Understaffing - this is because of profit incentive/lack of qualified people - how does this change in your world? You jump to this problem being solved.  Why does the economy adapt?  Where is the second speaker argument?  06:20 | | | | | | |