| **Student Name:** Catherine Ho |
| --- |

| **Motion**: This house would establish vocational schools and aggressively stream underperforming students into them |
| --- |

| 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:  Good opening - good tone, clear emphasis on how this is an exclusive solution. We immediately go into sounding unsure when we get into signposting. Keep the confidence up!  Set-up   * We need to start by establishing what the framing is - why is this the only solution or path forward? What is wrong with the status quo? * Good on how this is about tertiary education; how do we measure underperformance? Do we give them chances? * What is aggressive about this? Explain how the cut off and streaming process occurs; do we forbid them from applying to university? * Is it that vocational schools are a lesser option, or that vocational schools are great, but stigmatised and not seen as a real option?   Argument 1   * The structure of this argument is slightly unclear. Start with your thesis, and then tier or layer your analysis clearly please. The impact also needs to be clearer + weighed. * Explain why students fail or underperform. Why are they doing poorly? * Good on inability to apply and hence make a career out of this; explain how this is due to the intense academic nature of schools and tertiary education in the status quo. We need to explain and unpack what the focus on university does, and how it leads to feelings of insecurity, self belief and such. * Why don’t people make this choice in the status quo? Why do we need to force this choice, rather than letting people/families/students opt into this? * Good on guarantee of jobs - point out how traditional careers are super oversaturated and the difficulties of the job market! 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. * Don’t call it lower class, talk about how this is a respectable career and job. * Good on essential workers. This is the kind of phrasing we want to put front and centre; talk about how this policy makes stigma go away. * POI - ‘learn things’; you need to resolve the choice question to be able to win! Good reference to parental pressure; we should have brought this up earlier.   06:16 | | | | | | |

| **Student Name:** Joanne Lau |
| --- |

| **Motion**: This house would establish vocational schools and aggressively stream underperforming students into them |
| --- |

| 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:  Choice isn’t an a priori good. Explain why choice is valuable within the opening for a higher impact.  **We have to stop saying right…**  Set-up   * Good on how it is a choice in your world; but is it true that people opt in to these schools? Or is it that there is a stigma that exists? We can analyse how more people are forced into these schools that wouldn’t be due to structural resources or privilege problems; for instance poor students who don’t have resources, or ethnic minority concentrated neighbourhoods etc. * Good on the availability of help.   I’m not sure I follow the structure of this speech?  Rebuttal (?) Argument (?)   * Good on not wanting this. 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. * How does the state label them? This is a good point - you can argue that teachers label kids who misbehave etc. as underperforming and then the self fulfilling prophecy kicks in, which makes them being forced discriminatory. * We repeat set-up lots here rather than offering mechanistic analysis. Explain how exactly these kids get profiled, and how their performance changes when provided with resources. * What is the impact of this? * Good on kind of students re problem solution mismatch. Why didn’t we talk about this earlier? * Good on funding - analyse the incentives schools have to push these kids out - their rankings, how much funding they can get if they show a positive trend/doing well. 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?   POI: Why is choice accessible to them? Why are they able to make these decisions freely and fairly? Why does choice matter so much?  We need to explain why choice is better than the potential benefit Prop provides to a small minority.  06:23 | | | | | | |