| **Student Name:** Ellie Fu |
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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 want a high impact hook rather than just saying the motion and connecting your point to it; what is the biggest harm you prevent or reason for Prop within this debate? Is it that this is a question of economic survival?  Set-up   * Good on what talented is; explain how this means a scholarship is a hit or miss - we don’t know if they actually get it. Note, however, that even if you have a full scholarship, those are still 3-4 years of no full time earnings.   Argument 1   * Let’s analyse what the student wants - what are their interests? What do they want? Don’t just make it about their capacity, analyse incentive too! For instance, why they may want to prefer working and earning an income. What’s the positive comparative in the round? * 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. * On work experience - are they going into blue collar or white collar work?   We’re speaking way too slowly! We also need to speak louder and with more enunciation - our voice cannot come out muffled!  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! | | | | | | |

| **Student Name:** Tongtong Lai |
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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:  Explain why affordability is out of this debate straight away. Explain why scholarships or financial assistance is possible. Your opening + all these benefits are contingent on proving this.  Set-up   * Why is talent consistently great such to get a full ride especially at the best universities; if it is a ‘bad’ university where you are more likely to get a full ride, why is this still better than the comparative of working?   + POI - I think we’re trying to depend too much on the motion in making this claim true, rather than analysing this properly. * Why are we analysing the benefits of university in set-up? This should come in the argument or rebuttal!   Rebuttal   * What is the point or purpose of a university degree? How does it change your earning potential? How does this connect to the interests or desires of the student? You’re not really explaining the mechanism here. * 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?   Argument 1 (at 4!)   * The same comment on lack of mech applies. This was barely analysed!   Argument 2   * 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. * 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!   05:30  We need to ask POIs! Why aren’t we asking POIs? We need to be on it and ask POIs, especially when we are speaking third! | | | | | | |

| **Student Name:** Ethan Woo |
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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:  Well identified gap, but our opening is too bloated; we need to be more concise and to the point, especially in a 5 minute speech. Start with the mischaracterisation, point out that this means access to a university is super limited, and how this is then a debate about a mediocre university versus working. We’re also strawmanning and misrepresenting their case. Why?  Rebuttal   * Scholarships - explain why this is not possible in the best universities always, and how success even with the best degrees is not guaranteed - there is uncertainty that comes with it. Then analyse what is **unique about the actor in the motion** - what risks can they or can they not afford to take? * 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   * Talk about alternatives! 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 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. * On work experience - are they going into blue collar or white collar work?   05:11  When asked numerous POIs, you have to take one! You also need to ask POIs! | | | | | | |

| **Student Name:** Hanna Zhang |
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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: | 72 | | | | | |
| 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:  Point out what a unique opportunity it is - and what a time oriented one it is; they have to go now rather than later.  Clarification - good on talent; explain how uni is accessible, and that even a mediocre uni is better than working to take both sides average cases. Explain how the comparative is a blue collar job. Good McDonald’s example. Good likelihood analysis!  Mark the transition from clarification into rebuttal with ease!  Rebuttal   * Excellent comparative analysis on best case/worst case. * First priority - money; explain why the trade off is worth it. Can they work at university, get a grant, or something of value? How do they continue to uphold the interest they have with regards to their parents and family + supporting them?   Argument - Happiness   * What is the point or purpose of a university degree? How does it change your earning potential? How does this connect to the interests or desires of the student? You’re not really explaining the mechanism here. * 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? * Success needs to be proven at the end of argument, rather than just existence of opportunities. * Good on capital and networking! Develop this in greater detail!   POI: Good work defending your worst case, good work explaining how you are willing to bite the bullet. The class specific analysis is still missing though!  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.  Explain how long term earning potential is what should be the focus on; that this is what the best path towards social mobility is.  05:24  Good job asking Ethan POIs consistently after being reminded to do so.  Give me speeches of this level consistently and I’m moving you up to PSD III from Unit 4. | | | | | | |

| **Student Name:** Josephine 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: | 70.5 | | | | | |
| 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:  What is the structure of this speech? I want clashes at third, where you explain how you win each and hence the debate!  Good work identifying talent as an issue; good on how you can go after work - but explain why the burden on the student means going later is better than going now. 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.  Excellent reference to guilt! Why does this guilt matter so much? These are some great observations, but our phrasing and presentation has to have more conviction and clarity. Be more confident!  Our opening is a bit too bloated - we need to try to make it more concise and high impact.  Good work analysing the interests of the student in great detail; 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. Mech out success, rather than saying it is possible! This argument would work perfectly with an explanation as to how this occurs.  We need to engage with Hanna’s comparative analysis - explain directly why a mediocre university or community college doesn’t prepare you for the success they want which is based on networking or capital!  04:45  Good analysis, need to work on structure! | | | | | | |

| **Student Name:** Emilia Lau |
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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:  Our opening calls them out without being grounded/explaining the implication of their lack of engagement.  Clash 1: Finances   * Why will the part time job be enough? We should analyse how support for these students exists, and even where it doesn’t, why the trade off is worth it. * Bring back the best case worst case, where scholarships are likely to exist for them at worse colleges - and then explain why the worse colleges are still worth going to. * Don’t just do comparative analysis on why their side doesn't solve the long-term problem - actually engage and explain how your side solves this problem! * No sweeping statements of ‘their arguments are invalid’!   Clash 2   * Our benefits are contingent on long-term success. Explain how this long term success comes about. * What is the point or purpose of a university degree? How does it change your earning potential? How does this connect to the interests or desires of the student? You’re not really explaining the mechanism here. * 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? * Success needs to be proven at the end of this, rather than just existence of opportunities.   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!  04:15  We need to ask POIs! Why aren’t we asking POIs? We need to be on it and ask POIs, especially when we are speaking third! | | | | | | |