| **Student Name:** Gwyneth Chan |
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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: | 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:  Good opening - but don’t make it about Opp perpetuating this, or general descriptions of the poor; establish instead the clear link between social mobility and a uni education.  Signposting missing.  Set-up   * Why do you need to intuition pump anything here? You’re intuition pumping that education matters and that this is an extension of education? * This is an overly complicated way of establishing that this is a debate about the poor, who cannot go to university because they cannot afford it; the reason you cite - a need for income, isn’t solved by this motion; it just becomes free, it doesn’t give them income to support their family immediately. * Why are you noting the middle class buys into this in set-up - reserve this for your argument. * Model is fine! * You need to be cognizant this is a debate about social mobility; and why tertiary is the tipping point to change.   You didn’t go into your arguments until 3 minutes into your speech - too long, not entirely strategic!  Argument titles are so long! Make it short and snappy.  Argument 1   * Fair identification of how people are locked out of university education. You do this in a roundabout way - where you talk about the social hierarchy, as opposed to cost being the prohibitive factor. Is it that incentive for poor people to go to university exists, but that they don’t have the capacity to go? What is the issue here?   + Is it that debt/loans aren’t a possibility? * Why is a university degree the tipping point? Why is this suddenly going to lead to their life being changed? * Why do they get into university in the first place?   Argument 2   * Underexplained! I don’t know why this is true.   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?  Very clear speech style + enunciation.  06:15  Good work asking POIs! | | | | | | |

| **Student Name:** Stephanie Kwan |
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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: | 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:  Tax-payers pay tax anyways; is this about them? The focus at the top of this speech is kind of all over - is it about tax payers, is it about the poor, is it about students? There needs to be more clarity on stance and path to victory at top.  Signposting missing.  Set-up missing.  Rebuttal   * What are you rebutting here on choosing not to go? This general observation isn’t actually rebutting anything - you’re asking me to connect the dots here. * Primary and secondary are compulsory - where did child labour come from? * Do you need to rebut their second argument? Was it explained in any capacity that you should? You have to spend time tearing to pieces their first argument - you barely address this!   What is the structure of this speech? What is your argument, its thesis, its outcome? You cannot do this!  Why do you need to tell me what tertiary education is? Don’t talk about the skill gap at college, start by asking - do they even get in? Why would someone who has no maths skills get into university in the first place?  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.  No positive justification as to why your side is better; what resources are you allocating to primary and secondary education - why is there a gap in status quo? What is the problem you are trying to solve?  05:21  You need to ask POIs - and take them! You didn’t speak to time and should have taken a POI instead! | | | | | | |

| **Student Name:** Ryan Qian |
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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: | 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:  Challenge head on whether or not the problem lies in primary or secondary education; is it that someone who has no maths skills is even getting into a university?  What is the structure of this speech?  Rebuttal   * You need to start by identifying what you need to respond to in the first place. * Point out that a college degree is the qualifier for most jobs anyways - especially high paying ones. You need to be cognizant this is a debate about social mobility; and why tertiary is the tipping point to change. * There are some big gaps in the case you need to plug:   + Is it that incentive for poor people to go to university exists, but that they don’t have the capacity to go? What is the issue here? Is it that debt/loans aren’t a possibility?   + Why is a university degree the tipping point? Why is this suddenly going to lead to their life being changed?   + Why do they get into university in the first place? * Why is this about GDP? * Call 1O out for being unresponsive.   On lack of funds - does this get solved on your side? If they need money, why are they willing to suffer from three to four years of not earning? This isn’t sufficient analysis as to why people go!  Fair on lack of scholarships. The so what is missing - why is access to university the most important or most necessary way to social mobility in the first place? Further, 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.  Focus on the wording - the sentence mergers are still happening!  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?  05:50 - Take and ask POIs! | | | | | | |