| **Student Name:** Gwyneth Chan |
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| **Motion**: This house would establish vocational schools and aggressively stream underperforming students into them |
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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: | 70.5 | | | | | |
| 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:  Funny opening, but I would prefer something more serious that emphasises the key need for this aggressive streaming!  Set-up   1. Vocational schools - clear definition. I think we want to explain how they exist as good solid options which pay well; you can earn a six figure salary in construction jobs! 2. Aggressive streaming - good on consistent evaluation + last chance; we might want to analyse why kids cannot improve with much intervention and effort over time; that they are just genuinely not academically oriented and hence there is no alternative. 3. Good burden push - but highlight why specifically kids stay, suffer and have no way out. They’re constantly suffering under an academic education.   Argument 1   * Start with your thesis, and then tier or layer your analysis clearly please. Give me a clear roadmap of the argument. * Good on elements of choice existing. * Explain why students fail or underperform. Why are they doing poorly? Fair on being strong in one area/weak in another and such. We do spend a lot of time explaining this but what is the impact of this analysis? * POI: roundabout answer - be more direct! I think we want to consider how schools have become incredibly intense over the past ten to twenty years - and hence why there is no choice that is seen; the only option is university. 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? * What is the impact of this argument? What outcome do we prove?   Argument 2   * 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. * The mechanisation of need is slightly odd; why then are we pushing the worst students into these areas? Why will they do well? Why will they buy into these?   We say our side too much. We also say ‘we tell you’ too much. The internal structure of the arguments needs to be cleaner!  07:22 | | | | | | |

| **Student Name:** Ryan Qian |
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| **Motion**: This house would establish vocational schools and aggressively stream underperforming students into them |
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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 think our opening needs to be more concise and condensed and packaged! Explain why choice is valuable within the opening for a higher impact.  Set-up   * Why is it below average? Justify this push to me. This is largely just asserted and I don’t know why this is true? * On societal pressure to go to vocational school? Is this true/how would this occur? * Fair on choice; 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.   Rebuttal   * Fair on supplementary programs and help existing. I think what we want to do is identify the premise of each argument and then flip it. On the first, explain how or why this is the worst way to help kids - we pressure them, make their life very hard, and do not make them happy. * 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.   Argument 1   * What is the value of self actualisation? This is a vague outcome. * I think we need to explain why choice matters because of the real risk to children; we need to consider how forcing children on this basis is bad. What happens when you get labelled as underperforming? 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. Explain how exactly these kids get profiled, and how their performance changes when provided with resources - which your side does. We don’t threaten them and kick them out. * Do you solve the forced into work problem? Isn’t this symmetric? The type of job just changes. The point isn’t that no degree is needed, but the kind of school environment they remain in and do poorly in and then don’t get into university. * Is it ten or twenty when you say it’s everyone below average? * We need to analyse how or not we help students and kids! * Good on lack of support systems in vocational schools.   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?  07:15 | | | | | | |

| **Student Name:** Adrien Wong |
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| **Motion**: This house would establish vocational schools and aggressively stream underperforming students into them |
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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: | 70.5 | | | | | |
| 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 this contradiction, what is absurd, what lacks mechanism? You can’t say this and then move on - you need to back this massive statement up immediately.  Rebuttal   * Good on wealth and resources, and prodigies. These programs are for kids who are good! Good clarification that this is a debate about kids in public schools. * Good on how there is an academic school you’re forced into - make this about choice; how they would’ve never considered vocational otherwise, now they do. 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?   I think we want to consider how schools have become incredibly intense over the past ten to twenty years - and hence why there is no choice that is seen; the only option is university. We need to explain and unpack what the focus on university does, and how it leads to feelings of insecurity, self belief and such.   * This is about tertiary education! We’re not taking 8 year olds out, this is about higher education! * We said we were moving onto our first rebuttal at 3:12..? * Good on why students fail or underperform. Explain how this is the **only** solution. Good phrasing on only failing themselves.   Why did we take three POIs….?  Argument 1   * Good on pressure; how is this different from responses earlier. * I think we want to analyse how this is the worst kids for whom there is no other solution; they have always thought they were under achieving; how does their life meaningfully change?   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.  Some great analysis, poor structure and lots of repetition. We need to clean up our speeches so our analysis can be even clearer and more poignant!  07:05 | | | | | | |

| **Student Name:** Annabel Cheung |
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| **Motion**: This house would establish vocational schools and aggressively stream underperforming students into them |
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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: | 71 | | | | | |
| 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:  Tell me why choice matters so much. Good on pretence; explain why this is the case. Our opening is too long without a clear clincher; explain 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 reference to stigma! Good on perception as well.  Cleaner opening needed, transition to signposting within the first minute please. What is the structure of this speech?  POI: Adrien wants you to justify the lack of choice here, to be principally consistent. The answer is that we do things we think are good for kids all the time; in this instance it’s making sure an academic schooling is what they receive; this is one choice we refuse to make for them.  Good on public perception; develop this further by considering how students end up here. I think we need to explain why choice matters because of the real risk to children; we need to consider how forcing children on this basis is bad. What happens when you get labelled as underperforming? 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. Explain how exactly these kids get profiled, and how their performance changes when provided with resources - which your side does. We don’t threaten them and kick them out.  Good on differences and choice + stigmatisation. Good on integration; explain how the solution isn’t to force students but to enable greater choice. Explain how yes, schools have been becoming more intense academically - but we must not punish students who don’t do well, but rather creating support systems for them.  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?  06:47 | | | | | | |