| **Student Name:** Alissa Mak |
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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** |
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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:  Rather than just saying there is poverty, and then describing unemployment - explain that this debate is not about choice, it is about survival - so we can highlight the true urgency of this situation.  Set-up   * Framing: fair on stability - good on impossibility of extreme mobility. I think we should also explain their desire to help their family or siblings, or even themselves. Explain what the implication of this interest is - that they must do what helps them NOW as opposed to later. * Good on limitations of talent - explain how this is about the average uni experience, as opposed to going to an Ivy League. Explain what the implication of this is. * Good set-up!   Argument 1   * 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. * Good work explaining that this is a choice that exists in the future. Explain why they cannot NOW. The analysis on ‘upon graduation’ is missing. * Would they have to take a loan to go though? The harms within the argument are pretty heavily contingent on this; consider that there may be more affordable ways to go to college. * On being too responsible - the phrasing is off; the push should be that a university degree is uncertain, and that this risk is too much to bear for their situation. Fair on juggling and why both aren’t a possibility. * 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!   We need to characterise what a life under poverty and the immediacy of this choice must be!  05:20 - well done!  Why aren’t we asking POIs consistently? Let’s always ask a minimum of one POI to each speaker! | | | | | | |

| **Student Name:** Edna Chow |
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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: | 69.5 | | | | | |
| 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:  Our opening should be about why university is accessible and affordable; all our benefits are contingent on proving they can go. Good on this debate being about long term social mobility.  Set-up should come before rebuttal - so that I know what the comparative is.  Rebuttal   * We spend too much time summarising that Prop highlights it’s the lack of resources that hurt the poor; acknowledge this and then say university is what will bridge this, and explain how. 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? * Financial burdens - summary here is also too long. Be succinct! Fair on this being about those that are talented, hence they get some assistance. It might be unrealistic to claim that they will just always get financial support. * Why did we spend 3 minutes on responses? You’re first Opp!   POI: Good enough job post college; explain how the bare minimum job after university is still better than the blue collar work Prop subjects them to.  Argument 1   * What are these long term impacts? Do you mean social uplift or mobility? * Fair on limitations of blue collar work. We still need to explain why talent is consistently great such as 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? * 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. * Good connecting automation and minimum wage to the topic. * 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?   05:05  Why aren’t we asking POIs consistently? Let’s always ask a minimum of one POI to each speaker! | | | | | | |

| **Student Name:** Wendy 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: | 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:  We need to have a high impact opening! 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.  Rebuttal   * Don’t phrase rebuttals as ‘have you ever thought about’ - this is a debate speech - you’re meant to convince me you’re right! * We need to explain how access to university is limited directly, rather than going via the 7/11 route. Engage with the explanation of scholarships from Edna. Fair on how this means it won’t be a full scholarship; explain what the implication of this is. How does this hurt the poor student? * 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!   Argument 1   * Fair on the community and environment they grew up in; but won’t they probably also be impacted by school + the fact that they are talented. * Fair on what the student cares for - the implication shouldn’t be that they will be influenced into making the decision they do, but phrase it such that this is an active decision on part of the student, and how it will empower them and make them happier. Ambition means little to them.   We’re just reading out our speech. Take your hat off when you speak and make a concerted effort to have eye contact with the audience when you do.  Why aren’t we asking POIs consistently? Let’s always ask a minimum of one POI to each speaker! | | | | | | |

| **Student Name:** Karin Yeung |
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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:  The gap in the debate is the question of whether or not university is feasible for these poor students. Wendy tells me how this isn’t a possibility; to the extent this is true none of your outcomes can materialise. Resolve this up top.  The opening at the moment on what their interest is also fair, but less important than the above. Your goal/outcome is fully contingent on it.  Rebuttal   * Guaranteed good job - explain how the comparative is a blue collar job. Why are they worse? * Point out what a unique opportunity it is - and what a time oriented one it is; they have to go now rather than later. Good on reliability - good McDonald’s example. * Good on goal to earn back the 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   * I am uncertain why a university degree is what tips this debate over. We need to explain how a university degree is 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. * Unpack what success or a good job or even stability look like in the first place! * Good work analysing the middle class university - but the mech is still missing!   05:20  Why aren’t we asking POIs consistently? Let’s always ask a minimum of one POI to each speaker! | | | | | | |

| **Student Name:** Sarah Choi |
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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: | 69.5 | | | | | |
| 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:  How has it gone wrong? Start with this being wrong or impractical or not working rather than using all these synonyms! We want to get to the meat of the point versus fixating on the preamble.  After our opening, we should focus on signposting our clashes! Where are our clashes?  Rebuttal   * Automation - good. Good work pinpointing this is about the immediate priority. Don’t jump to this being irrelevant, explain why this is time sensitive - illustrate the need for food on the table, for someone to take care of younger siblings etc. Unpack that university remains a choice, but survival is not. * Fair on talent and hard work being capped due to connections; but this is probably more accessible on Opp than on Prop - don’t walk into a dangerous space. See POI from Edna. Fair on how there is still a gap, but on net, Opp probably still does this better. You need to explain how this might be true in their best case, but is untrue in the average and worst case. Weigh off the best case through discussing immediacy. So for instance, 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!   Clash (singular? At 3:12?)   * What are you proving here? What is the name of the issue? * What is new here compared to above responses? * We say their world and our world way too much!   05:20  Why aren’t we asking POIs consistently? Let’s always ask a minimum of one POI to each speaker! | | | | | | |