| **Student:** Annabel |
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| **Topic:** This house believes that schools should promote students based only on their grades in final examinations, to the exclusion of other factors such as attendance, punctuality, submission of assignments, etc. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Nice signposting! * Nice use of hand gestures!   Speaking time: 05:31.77, let's aim for 6 next week! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Start with a hook! You gotta make sure that people are really invested in your speech and you get that investment by getting people to listen to you. * Try to make sure your set-up isn’t too long! I appreciate that you were talking about stakeholders, etc, but remember the main focus has to be on your arguments itself! * Try to ask less rhetorical questions - you want to make sure that you are answering the questions vs just asking them! * I understand the argument about fairness, but could you explain why students will feel like this is unfair? * Nice angle on the teacher teaching better - but make sure you give me **multiple** reasons for this! * Don’t say words like “sucks.” etc, in your speech! Once as a joke is fine, but you want to make sure that this is something you keep to a minimum. | |

| **Student:**  Charlotte |
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| **Topic:** This house believes that schools should promote students based only on their grades in final examinations, to the exclusion of other factors such as attendance, punctuality, submission of assignments, etc. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Nice signposting! * I like the approach that we need to make sure these students are actually learning.   Speaking time: 04:53.29, nicely done! Let’s try to hit 5 minutes next week. | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Remember to make sure to have a nice emotive and emotional hook before moving into your speech! * Please remember; we need to use your hands! Don’t do hand gestures where nobody can see them. * You need to make sure that you are making consistent eye contact with the judge. * Good argument that people don’t have the best memories - now tell me, how does this make things more fair? Why can people who have bad memories perform better on other platforms? * When it got to the position that people may have mental problems, etc, it became a bit unclear as to what exactly it was that you were trying to prove, etc. Make sure the conclusion is always clear in your mind! * You can also talk about how this motivates people to be more consistently hardworking. Why might that be true? | |

| **Student:** Rose |
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| **Topic:** This house believes that schools should promote students based only on their grades in final examinations, to the exclusion of other factors such as attendance, punctuality, submission of assignments, etc. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good signposting! * Good job for starting with a hook!   Speaking time: 06:20.18, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Don’t repeat the motion! * You want to get straight into the meat of the argument of your side and or the other side. I appreciate the beginning where you were telling me about all the issues that may arise, etc, but that isn’t the main focus! * When you are rebutting, you want to make sure that you are dealing with the major issues of the other side - the other side was suggesting that kids could drop out, etc if we don’t recognise their achievements beyond grades. Why is that a good/bad thing? * Don’t get distracted by things that are happening in the room! Keep up the pace. * I understand that people might have good learning under exam systems, but can you tell me **why** this is true? * Remember the other side talked about a 60:40 division for grades and factors beyond grades - you gotta stay focused on the main issue of the other side! * I think the harm of not going to university was a bit extreme, but it could be made to be more reasonable by perhaps talking about how this hurts their motivation, etc. * You need to work on detailing the internal parts of your arguments! Keep asking yourself why for when you are saying something is true, etc. | |

| **Student: Luke** |
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| **Topic: This house would make schools focus on the lowest-performing students, rather than the highest-performing students** |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good hand gestures! * Good eye contact! * Good framing.   Speaking time: 6:13.67, nicely done! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * You **must** start your speech with a hook. Not signposting, not your position, but a hook. * Why are they putting people to waste? They did have the claim of the talented people being able to succeed regardless of the context anyway. * I understand that you’re trying to outframe the Pro team, but you still need to make sure you’re disproving and responding to the main claims of the Pro team before moving into your arguments though. * I understand that poorer districts are important to you - but why exactly does it matter in this debate? What's the unique value of aiding these groups of people? * You must explain **why** certain groups are vulnerable - remember this is in the context of education. The links may not be as clear to the average judge. This is especially true if they are already performing well as you say. * I think the economic argument is fine, but I think its too far off and random in the debate. In a context where people are fighting over the learning opportunities and academic scores for students, this felt quite out of place. * Moreover, what do you mean by growth in these poor districts? There’s quite a bit of vagueness in this speech that has to be avoided next time around. * You have to take the best case scenario of the Pro and weigh against that. Also, you want to talk about arguments like idols, etc. Success stories are important | |

| **Student: Charlotte** |
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| **Topic: This house would make schools focus on the lowest-performing students, rather than the highest-performing students** |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good rebuttal re: averages! * Good response to the POI!   Speaking time: 4:31.64, try to speak for 5 minutes next time around! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * You gotta improve on the emotive expression of your speech - I felt as though the speech sounded quite uncertain and unconfident. You gotta believe in yourself! * Please try to make eye contact and use hand gestures! * I wasn’t too sure what exactly was being proven in the rebuttal made about averages - you might want to break this down for me! * Try not to jump to something as large and as far away as job opportunities - start small. How does this impact students? * Try to make sure you aren’t jumping around in your argumentation - for e.g,, you said you were done with your rebuttals and then you went back to it after your argumentation. You want to avoid this! * You can focus on a lot of other arguments too in your speech - for example, such as that this policy helps us build icons and models for other people to follow, etc. * What's the value of making sure that everyone has the same relative standing in the school? What's the impact of this? * How do you give people a chance? | |

| **Student:** |
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| **Topic:** |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** |  | |
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| **What part of my speech NEEDS IMPROVEMENT?** |  | |