| **Student:** Ashton |
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| **Topic:** This house would escape from the zoo. |
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**My Teacher’s Observations and Feedback**

| What was the BEST thing about my speech? | * Good eye contact! * Good angles for the argument(s)! * Good tracking of what your opponent said about your arguments! * Good emotional rhetoric!   Great work for giving me two back to back 7 minute speeches!  Speaking time: 07:33.83, nicely done! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Remember, you need to have a hook! You must have an opening line that encapsulates your main case. * You need to watch out for your hand gestures and body posture; meaning that you need to make sure that you are assuming a somewhat formal position when you are speaking. * Remember to do some set-up; what will you do once you run away, etc? * 1st: Express natural and free self - Why would you get beaten in the zoo? This seems quite extreme. You might want to first make sure that you are explaining what the conditions of a zoo is like first - do this generally! * I don’t think the first argument is complete. What is the positive impact of expressing yourself as the Zebra? * 2nd: You are free (Same as above?) - Could you tell me what is materially different from living in a zoo? You suggest that you can do anything you want; but can’t you do this in a zoo already? * 3rd: Tricks - Good! This is a great argument. You should go further to explain that most zoos expect this of you, as you need to make sure that the guests are entertained when they are at the zoo. * In general, I’m noticing that you have a lot of arguments and points. I appreciate your efforts in doing this, but you gotta make sure that you are prioritising the quality of the argument over the quantity. Give me 1-2 arguments that are well explained and built vs. many arguments that are incomplete. | |

| **Student:**  Rose |
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| **Topic:** This house would escape from the zoo. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Nice hook! Take your time and pause for emphasis though. * Good pacing and tone today! * Good argument on why zoos are better relatively for the Zebra!   Speaking time: 07:25.95, well done! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * No need to repeat the motion! * Remember that you need to make sure that you are doing signposting - give me a preview of the speech! * Even though you are the Opposition, you need to provide a set-up; meaning that you need to give me an illustration for what things would look like in your world when you remain at the zoo. * Try to make sure that you take POI’s when you are in the most strategic position; meaning that you are ready for it and you are not in the middle of the argument. * I like the argument that the Zebra can’t cope and won’t know how to live outdoors and or in the wild anymore; but why is this true though? What happens in the five years that you are in the Zoo? You gave me some illustration here, but make sure you are giving me the logic as well. * For the argument about the animals dying in the wild; you really could have just simply argued that this is a bad idea since there are predators out there. * I would like to see you do more signposting even in your internal arguments - for example, starting your arguments with “This is my claim, here is why it's true, reason 1-2-3, etc.” * Good attack on the other side and why the herd isn’t valuable; Try to push this further and explain that the speaker before you did not prove anything! Especially since Ashton does not explain this. | |

| **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?** |  | |