| **Student:** Ashton |
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| **Topic:** This house believes that hard skills (e.g. coding, etc) are more important than soft skills (e.g. communication, leadership, etc) |
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**My Teacher’s Observations and Feedback**

| What was the BEST thing about my speech? | * Good argument re: how soft skills are tough to quantify! * Good comparisons between the soft skills and hard skills! * Good work coming up with so many arguments!   Speaking: 08:10.44, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * There’s quite a few random pauses in the speech; you want to avoid that! It makes things kind of relevant. * If you’re making a joke in your speech, it’s gotta be obvious! * Remember as a first speaker, you need to prepare a set-up; a set-up means definitions, and in this case, standards. Standards refer to how I as a judge should try to see this debate. * I think a lot of the speech and arguments could be improved upon if there was some attempt to be serious about delivering the argument; I get that the analogies are funny! But there has to be a line where we stop and go for the reasoning and logic. * I agree that soft skills are not quantifiable; but do they need to be quantifiable? Why so? * You need to be more focused! Try not to move around so much during the speech, it’s quite distracting! * Fair enough that AI has the ability to do things like text to speech, etc. But is that really as good as a human though? Why so? I feel that there is an assumption of the AI being successful here. | |

| **Student:**  Ashton |
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| **Topic:** THBT animals should be granted the same legal protections as children. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Thanks for adjusting and having a hook so quickly! * Good clarity! * Good eye contact!   Speaking time: 07.48.66, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * You don’t have to actively say “Hook” or etc when you are done with each segment of your speech! * I think things would be a lot easier for you if you stuck to a structure; Try your best to make sure that you are arranging your argument into this form: **Claim - Reasoning - Example - Impact.** * You need to avoid having long pauses in your speech - it is quite awkward! * Try to make sure that your claim is named and follows what the conclusion of your argument is. (E.g., you wanna show that an argument causes X, just name the argument that!.) * I understand that animals and children are different - but I think the point coming from the Proposition was that they are similar where they matter, in that the children are vulnerable so are animals. Etc. * Good work explaining that we already have laws that can help with animal abuse! Tell me what these laws are - how do they work? Why are they effective? * Try not to be too tied down to one idea - proving that children and animals rights are different is important, but you gotta move on at some point! I think there was much to be said about the harm this may cause for both children and animals. * You have some real moments of brilliance that really shines through when you’re doing the speech right! | |

| **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?** |  | |