| **Student:** Ashley |
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| **Topic:** THW give teachers bonuses for increased student performance. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good hook! * The clarity of voice is very good. * There is little to no nervousness that can be observed. Good confidence. * Good work for referring to the content learnt today in your speech! * Good job bringing the ‘impact’ in your last argument clearly.   Speaking time: 04:40.25, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Please make sure to fulfill your role; as first speaker, you must provide a model and definitions for the debate. * Please make sure to place your paper on the podium and to keep your hands free for gesturing! * I like the idea that money is a great motivator; try to tell me why a teacher will really be motivated by money! Is it because teachers are facing not so great pay or wages? * Don’t forget about your signposting! Signposting is necessary for the judge to know what to expect out of your argument! * The pauses in between can be fixed with better mental clarity of the notes. * Try to focus more on the how of your arguments; for example, when you are explaining that the teachers will be more willing to do things like help students achieve and score, tell me about the specific steps/actions that will be taken! * It is recommended that you have better signposting of your arguments. Furthermore, I would suggest you attempt to have a better structure with your arguments. * Please do try to add more emotiveness to your speech! | |

| **Student:** Anson |
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| **Topic:** THW give teachers bonuses for increased student performance. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Nice hook! * Good eye contact! * Good rebuttal re: why there are other factors for a student to fail! * Good attempt incorporating several examples in the arguments. * The first argument, though needs more work, does seem to cover examples, context and conclusion. Good job. * You made good use of the time provided.   Speaking time: 05:43.44, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Don’t be distracted by the reactions of your opponents; they are there to try to defeat you! They will do anything to throw you off. * Try to make sure that you are speaking loudly and confidently; you need to make sure that you are using emotional contrasts as well! * Overuse of the word ‘like’ can be reduced. * The first minute included a hypothetical example that took much longer than it could have. It is recommended that you are concise with your opinion. * Body language/movement can be improved. There is a hint of discomfort and nervousness. It is highly fixable, especially with more focused practice on mannerisms. * The arguments are based on largely hypothetical scenarios that may or may not take place. Therefore, it may not be very convincing. More moderate and realistic examples are recommended. * I understand that some classrooms can be harder compared to others; but can a teacher really not change anything at all with these bonuses? Try to consider your opponent's perspective here. * Make sure to consider the impact of your arguments; for example, if you are saying that some teachers will be unfairly treated, etc, what might this do to them and the education system as a whole? | |

| **Student:** Ashton |
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| **Topic:** THW give teachers bonuses for increased student performance. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good job with signposting. * Good rebuttal re: teacher support! * There is little to no sign of nervousness. Good level of confidence. * Good call out re: extreme example! * Good utilization of the time for rebuttals. * The use of a diverse range of examples is praiseworthy. Keep it up!   Speaking time: 06:45.94, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * You need to have a much stronger start to the speech; you gotta go high energy and have some confidence in your tone! Less nonchalance please. * Consider presenting your hook at the very start. * Try to make sure that you are telling me why a teacher can change things for any classroom; this means, telling me why the teacher can end up changing the grades of even the most underperforming student. * Even in a classroom with some high performing and low performing students, the argument of the opposition still applies. Try to show me why a teacher can definitely manage the students in this context! * You can attempt to rebut the mental illness argument by suggesting that most people do not have a mental illness that is so extreme to the point where they are unable to perform at school; mental illness itself is pretty common actually! * Statements like ‘nobody need to worry about mental illness’ may compromise the credibility of the speech, as it not only disregards an important point, it also suggests that the approach from your side may be exclusionary towards a vulnerable group. * At the second last and last minute, you seem to have deviated from the stance. The examples seem to be less relevant to the core thesis. * Try to make sure that you are getting to the impacts of your argumentation; might this perhaps cause teachers to focus on students they previously ignored, etc? | |

| **Student:** Lucas |
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| **Topic:** THW give teachers bonuses for increased student performance. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Very good volume and projection today! * The start of the speech was very well done. Good choice of words. * Good signposting! * Good analysis for why students might not succeed! * Good process analysis!   Speaking time: 05:53.18, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * The idea that teachers will only be concerned about money and get greedy can be linked with a strong ‘impact’. The justification seems insufficient. * Try to make more eye contact with your judges! * For the rebuttal, try to tell me what it looks like for a teacher to become a lot harsher to get the funds or money. Try to give me some illustrations of what this might look like! * Try not to take a POI in the middle of your sentence; take the time to complete your sentence and then move on! * Try to tell me what the harm of students being money making machines is; does this mean that teachers abandon students who cannot perform well in order to get the bonus? * If you start structuring your arguments, for example: speak out the numbers for your sub-arguments, the argument would sound clearer and more impressive. * While your arguments are reasonable, try using technical words such as ‘gap’, ‘inequality’, ‘underprivileged’, etc to link them with broader ideas. * Try to make sure that you are also telling me about HOW MANY people will be impacted by your arguments; this is an important aspect of impacting! | |

| **Student:** Michelle |
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| **Topic:** THW give teachers bonuses for increased student performance. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Good examples! * Good signposting! * The speaker seems to have worked well in preparing the notes. Good job there! * Good conclusion!   Speaking time: 04:27.98, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Try to make sure that your hook is more fluently explained; try to use a smooth tone! * Consider looking at the opponents/audience as well. Take your eyes off from the notes at times to directly face the audience. * Try to make sure that you are doing your best to maintain stage presence; you are a confident person usually. Please make sure to bring that energy to the debate! * There could be better work done in engaging with the wide range of points brought by the other side. This can be done directly by pointing out their points and then responding to them. * The point that ‘teachers will teach better when provided with bonus money’ needs to be justified. Comparative questions can be a good way to do that. Example: When a teacher knows they don’t have additional financial incentive for extra bit of hard work, why would they sacrifice their leisure to work harder? * There is not enough being done to rebut the other side; the main push of the other side is that this is not going to succeed as this is going to end up only pressuring the teachers; try to focus on telling me about ‘how’ these teachers will end up successfully increasing the performance of their students. * This speech is a bit too monotonous; you need to make sure that you are projecting a voice that is easy for the judge to pay attention to. | |

| **Student:** Angie |
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| **Topic:** THW give teachers bonuses for increased student performance. |
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**My Teacher’s Observations and Feedback**

| **What was the BEST thing about my speech?** | * Very good start to the speech. Humorous! * The stance is clear from the very start! * Good vocal clarity. * Much better energy and pronunciation today! * The emphasis on classrooms that can be difficult to manage served well setting up one set of stance on your side. * Good utilization of the overall time provided to you. * Good level of confidence throughout the speech.   Speaking time: 05:50.78, good work! | |
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| **What part of my speech NEEDS IMPROVEMENT?** | * Try to make sure that you are moving your hands; don’t hang on to the podium! * “Some guy in prop” can simply be replaced with “The proposition side mentioned…” or “Speaker from the Proposition side”, or “The PM/DPM…” * I like the idea that some students are more difficult to manage; but try to make sure that you are also dealing with the idea that some teachers can actually solve this situation, but choose not to due to a lack of motivation. * The characterization that ‘students are hard to manage, they don’t behave well’ may be a little limiting, though it does convey one set of arguments well. * Try to make sure that you are explaining more about why it is truly out of the hands of the teacher to get their students to perform at a certain level; try to name and explain the reasons brought earlier! * Please don’t take a POI in the middle of your sentence; plan out when you want to take a POI! This could be before your first argument or after you are done explaining the impact of your arguments. * Try to make sure that you are explaining the impacts of your argumentation; you gotta make sure to tell the judge what the important/positive effects are likely to be! * Try to structure your argument with CREI; this will make things a lot more clear in your speech! * A strong connection between “bonuses” and your evaluation of the debate needs a stronger link. | |