| **Student Name:** Verena Wong |
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| **Motion:** This house believes that professional sports clubs should not be allowed to contract minors (under 18s) to their teams. |
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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 |
| 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 a child of that level. | | | | | | |
| **Teacher comments:**  **Note:** The speeches for today’s class are meant to be four minutes in length.  Does starting with a definition boost our strategic impact in the debate? Explain how we prioritise education and having a safety net to fall back on before they go onto unleash their talent matters.  Set-up   * This definition is slightly unnecessary; we also repeat the motion. * The ban is well-explained; you should clarify you support them joining following turning 18, and want them to focus on current schooling etc. point out they can still play on the side/make it their main extracurricular. We do this presently, but in a very verbose and repetitive manner, eating up too much of our preparation time.   Argument 1   * Fair identification of **what** they should focus on. You need to explain **why** this focus matters more. Why is education so important? * What is the impact of this argument?   Argument 2   * Why is this so stressful, and why does waiting till post-18 make this stress go away? * How does your side solve this problem?   We should consider that as these sports are risky and injuries can be career ending, and hence we need to make sure there are safety nets in the form of education for these players.  Our phrasing gets very repetitive/lots of filler phrases. Our tone has gotten a lot better.  04:15  We need to ask the POI explicitly; that you provide x - why is this not sufficient, rather than just saying that you provide x. We have to ask a minimum of one POI to each speaker! | | | | | | |

| **Student Name:** Melody Zhao |
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| **Motion:** This house believes that professional sports clubs should not be allowed to contract minors (under 18s) to their teams. |
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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 |
| 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 a child of that level. | | | | | | |
| **Teacher comments:**  **Note:** The speeches for today’s class are meant to be four minutes in length.  Clear opening; can we explain why this time frame matters so much in the opening as well?  Signposting is missing!  Set-up   * Does re-defining this issue add strategic value to our case? Or is it just taking up time and space?   Rebuttal   * Clubs can make sure they have grades high enough - good idea, put this in a model in set-up instead! * On being disturbed - fair; you should develop this further! You can say:   + Only the best get contracted in the first place - so they have the ability to succeed, rather than taking an unnecessary risk.   + We have to bite the harm of no education - because this is them turning into a full-time player. * POI - explain why the training or level of it is so uniquely different, that the add on training Prop wants will never be enough.   Argument 1   * Why is this a benefit exclusive to your side? Why do we prioritise these athletes getting an earlier start than a later one? * What is the impact of this argument? We say this is good if they want to go pro for the rest of their life - but why would they be contracted if this wasn’t the case?   03:49 - let’s try to hit four next time!  We have to ask a minimum of one POI to each speaker! | | | | | | |

| **Student Name:** Aiden Cheng |
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| **Motion:** This house believes that professional sports clubs should not be allowed to contract minors (under 18s) to their teams. |
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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 |
| 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 a child of that level. | | | | | | |
| **Teacher comments:**  **Note:** The speeches for today’s class are meant to be four minutes in length.  Why do we need to imagine this? This is literally allowed in status quo. I am not sure what the purpose or strategic value add of this opening is.  Rebuttal   * Higher experience - cost more money? What is the implication of cost here? * We had zero responses today. This is unforgivable as a second speaker.   Argument 1   * This relies on poor/low quality players being recruited and playing against better people - is this actually what happens. Why do and where do teams recruit minors? * Does this ever change on your side? Is it that when they join later they are better? * What problems does this cause? This is very vague. * Is playing with people your age or skill better in any way? Why? * Why do these athletes care about school applications?   Why would they be recruited if they were bad?  04: 13 - This is not a particularly difficult motion, especially given the discussion we had prior. We need to concentrate during preparation time, so that this doesn’t happen again. We wasted a fair bit of time in starting our speech and with pauses in the middle.  We have to ask a minimum of one POI to each speaker! | | | | | | |

| **Student Name:** Jay Lam |
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| **Motion:** This house believes that professional sports clubs should not be allowed to contract minors (under 18s) to their teams. |
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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 |
| 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 a child of that level. | | | | | | |
| **Teacher comments:**  **Note:** The speeches for today’s class are meant to be three to four minutes in length.  Is this about the ones who aren’t skilled or the ones who are skilled. Are bad players being recruited?  Good work signposting. Include the title of your argument here.  Rebuttal   * Cannot compete - ask if they even get recruited. If someone is bad, does a club contract them? Why would they? Fair enough on some being experienced, and being good; but explain why they have to start playing when they are young rather than waiting. Why does this time matter so much? Extrapolate this from the example you use. * Cost - scholarships; fair. What does this prove though?   Argument 1   * Fair enough - but is this debate about the average player or very specifically those who are very good and get recruited? * Talk about the transformative nature of being young - and why that is crucial as a time period for development. * What is the impact of this argument?   03:14  We have to ask a minimum of one POI to each speaker! | | | | | | |

| **Student Name:** Chloe Lit |
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| **Motion:** This house believes that professional sports clubs should not be allowed to contract minors (under 18s) to their teams. |
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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 |
| 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 a child of that level. | | | | | | |
| **Teacher comments:**  **Note:** The speeches for today’s class are meant to be three to four minutes in length.  Our opening needs to be clearer. I’m not quite sure what it is achieving at the moment.  We have to do signposting immediately following our hook; in this speech two clashes; 1 - which is better for the athlete; 2 - which is better for the sport.  Clash 1 - title/thesis?   * Why is the training outside sufficient? Why is this enough? What are the goals of these minors and why does this fulfil them? POI - points out that some get contacted and then get to choose; might not think this through - good! Ask if under 18s can make these choices in an informed and meaningful manner. How then can we protect them from the bad choices they may make until they are ready to make these choices? * Good on injury! Talk about the safety nets that do not exist at present - and how this motion tries to solve this specific problem. * Fair identification of **what** they should focus on. You need to explain **why** this focus matters more. Why is education so important? What does it change for them> * What is the impact of this issue?   03:33  We need to ask a minimum of one POI per speaker. | | | | | | |

| **Student Name:** Yu Bo Peng |
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| **Motion:** This house believes that professional sports clubs should not be allowed to contract minors (under 18s) to their teams. |
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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 |
| 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 a child of that level. | | | | | | |
| **Teacher comments:**  **Note:** The speeches for today’s class are meant to be four minutes in length.  Our opening needs to be more urgent and explicit - call out the biggest issue in the speech before you! Give the titles of clashes in the signposting you do! What are the names of these clashes?  Clash 1 - what is the title or issue? What will you prove here?   * Want to be professional - explain why these young years matter so much that you are willing to bite the trade off. * Is this about the ones who aren’t skilled or the ones who are skilled. Are bad players being recruited? * Talk about the transformative nature of being young - and why that is crucial as a time period for development. * Why do you win this clash and what is the implication of this on the round?   Clash 2 - what is the title or issue? What will you prove here?   * Is this debate about the average player or very specifically those who are very good and get recruited? * If someone is bad, does a club contract them? Why would they? Fair enough on some being experienced, and being good; but explain why they have to start playing when they are young rather than waiting. Why does this time matter so much? Extrapolate this from the example you use. * Why do you win this clash and what is the implication of this on the round?   I noticed we weren’t writing anything down during Chloe’s speech - this is a bad habit; she is the speaker right before us we need to respond to!  We need to ask a minimum of one POI per speaker!  We sound like we’re reading at times! Let’s try to change up our tone!  03:43 | | | | | | |

| **Student Name:** Lucas Ma |
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| **Motion:** This house believes that professional sports clubs should not be allowed to contract minors (under 18s) to their teams. |
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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 |
| 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 a child of that level. | | | | | | |
| **Teacher comments:**  **Note:** The speeches for today’s class are meant to be four minutes in length.  Why is it more important? Establish this in your opening. Fair identification of **what** they should focus on. You need to explain **why** this focus matters more. Why is education so important? What does it change for them.  Give the titles of clashes in the signposting you do! What are the names of these clashes?  Clash 1 - Title? Name?   * Are athletes interested in exploring the world? Fair on this being about decisions - ask if under 18s can make these choices in an informed and meaningful manner. How then can we protect them from the bad choices they may make until they are ready to make these choices? * Talk about the safety nets that do not exist at present - and how this motion tries to solve this specific problem. * Why is the training after-school sufficient? Why is this enough? What are the goals of these minors and why does this fulfil them? Do they have to pay for the club that contracted them; they’re actually paid by the club instead. * Why do you win this clash and what is the implication of this on the round?   Clash 2 - Title? Name?   * If someone is bad, does a club contract them? Why would they? * Why do you win this clash and what is the implication of this on the round?   We need to ask a minimum of one POI per speaker!  We sound like we’re reading at times! Let’s try to change up our tone!  03:35 | | | | | | |