| **Student Name:** Carine Yeung |
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| **Motion**: This house would introduce a salary cap for professional sportspeople |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | **4** | 5 |
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| 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 |
| Competition Score: | 67.5 | | | | | |
| 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 child of that level. | | | | | | |
| Teacher comments:  Your introduction opening isn’t particularly high impact; neither is repeating the motion! You should highlight to me  Set-up   * On definitions - what do you mean by a ratio? This isn’t clear at all in terms of how it works - so you’re leaving the debate confused about the model your side wants to exist instead. * Give me the framing of the debate, provide a model, and then explain   Argument 1   * What is the thesis of this argument? * On guidelines - I’m slightly confused how you come to these guidelines; who decides them and what on basis? * Why do big players become available? * You need to spend time establishing the status quo - what is wrong with the free market system, where clubs decide - is it that some clubs have more capacity to get the best? Or is it that sportspeople get paid too much and hence we need to prevent this?   Argument 2   * Thesis? * What are the incentives of players such that their motivation in the status quo is low? * Why isn’t that solved in the status quo - is it the case that better/worse players earn the same? Or do they spend the exact same on each player? I’m very confused as to what the problem with the status quo is!   We need to spend more time thinking about the direction we want the debate to go in. What is the problem characterisation, why is status quo insufficient? Even within the argument you have, there’s no clear sense as to what you will prove or what outcome you want to achieve; or what the impact of your argument is.  We need to ask and take POIs! The POI we ask re ‘elaboration’ isn’t really a question - you want to make rebuttal into a question and then ask this!  03:59 - we need to hit a minimum of four minutes!  We largely just read this speech out - are we making eye contact with the audience? | | | | | | |

| **Student Name:** Edna Chow |
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| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | **3** | 4 | 5 |
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| 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 |
| Competition Score: | 68 | | | | | |
| 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 child of that level. | | | | | | |
| Teacher comments:  Fair opening, fair jump into responses; you might be better off pinpointing the biggest reason for why the cap is bad - or how status quo rewards those who do well! Then jump into your COUNTER SET-UP, before rebuttals.  Rebuttal   * Fair on motivation - explain how motivation is linked to pay. * Excellent response to the POI.   Argument 1   * Thesis? * Why would it go where you claim; if the argument is dependent on this claim, you have to establish this to be true rather than assert that this will occur. Why will clubs behave in this way? * What is the impact of this argument? Why does it matter in the debate?   Argument 2   * Thesis? * You need to first establish how payment works in the status quo - and then tell me how this changes in Prop’s world; otherwise, we’re largely just repeating the content we said in our rebuttals. * What sources of motivation exist in athletes’ lives? Why is money so important? Think of the risk of playing a sport professionally; why do they deserve to be compensated in the way that they do? * What is the impact of this argument? Why does it matter in the debate?   The microstructure of the argument needs to be better established - ask if you prove the outcome of the argument!  We need to deliver our speech with more intent - tone modulation, using specific words in terms of phrasing and so forth.  05:01  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Bernard Chong |
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| 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 |
| Competition Score: | 68 | | | | | |
| 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 child of that level. | | | | | | |
| Teacher comments:  Give me a more high impact opening - point out how or why the most valuable contribution coming from 1O is out of the debate/untrue; for instance, that overspending/bidding races happen - and that this is fundamentally bad.  Did we offer sufficient responses? We need to engage with the following:   * That pay rewards performance. * That money is a motivator for performance.   Argument   * Thesis? * Why do these clubs lose money; is payroll the key cause for this? * How do poor clubs do better on your side; given that you haven’t really given me a number re the cap - why do poor clubs suddenly recover; could they even afford any of the players prior. What is their condition such that it changes so radically when this cap occurs? * We need to spend far more time characterising what these poor clubs are likely to be able to do that leads to recovery? * POI - this hits at the key issue; surely they still go to rich clubs who now just spend the money on coaching, rather than the salary - they still remain the better club? * Is overspending on specific players a problem that clubs undergo in status quo? Have we established this as a problem? * Why are existing guidelines - such as FIFA Fair Play insufficient?   We need to work on delivery - you have to sound convinced, and effectively be convincing me when you speak! We can increase our pace, increase emotion as well.  04:35 | | | | | | |

| **Student Name:** Jacky Xu |
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| 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 |
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| Competition Score: | 69 | | | | | |
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| Teacher comments:  Opening can be cleaner! Make sure you have it written if you know you struggle with speaking impromptu at the moment.  In rebuttal, I think you want to first identify the three things/key points that Prop presents and then engage with each area, rather than the point by point bit; so for instance 1 - their lack of model 2 - poor clubs and 3 - athletes and fairness.  Good questions re the model; explain how this means we have no idea what change occurs; for instance, how do poor clubs do better on your side; given that they haven’t really given me a number re the cap - why do poor clubs suddenly recover; could they even afford any of the players prior. What is their condition such that it changes so radically when this cap occurs?  Fair on competing preferences - aka you go to a rich club anyways because they provide better coaching. Stop and explain what the upshot of your rebuttals has been so far; that poor clubs aren’t better in their world, that athletes lose out on motivation and fairness, and that the quality of sports gets worse etc.  Don’t take a POI in the middle of a sentence!  Argument 1   * First establish the thesis of the argument. * The growth element of this argument is interesting - but the chunk before it is repetitive from responses. Why is growth exclusive and why is it linked to pay? * Why is money so important? Think of the risk of playing a sport professionally; why do they deserve to be compensated in the way that they do? * Exclusive mechanisms are missing in terms of the outcome you claim.   You’re showing improvement in each speech, but it would increase even further and faster with more practice - see if you can get more practice in with the debate club at school, or through the practice/spar package at Capstone.  Good POIs! Ask them more consistently.  05:48 | | | | | | |

| **Student Name:** Jenny Zong |
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| --- | --- | --- | --- | --- | --- | --- |
| 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 |
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| Student applied feedback from previous debate(s). | N/A | 1 | **2** | 3 | 4 | 5 |
| Competition Score: | 67 | | | | | |
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| Teacher comments:  Why are we opening our speech in this way. You’ve received feedback at length about how our openings need to be high impact hooks - why aren’t we implementing it and changing the way we open our speeches?  The role of third is not just to summarise what the other side says and then ask questions about it/make statements as to why what is being said is incorrect/untrue by repeating responses made in the debate. We have to use CLASHES to organise our rebuttal in the way we’ve been explained to as to how to do. If you don’t push yourself to change the way you’re giving these speeches, progress is going to be really difficult.  Jacky asks lots of important questions about how this model is going to be implemented. You HAVE to answer them. What is the ration, how does it work, how does it lead to the changes your side claims?  Why do players or clubs behave in the way that you claim?   * How do poor clubs do better on your side; given that you haven’t really given me a number re the cap - why do poor clubs suddenly recover; could they even afford any of the players prior. What is their condition such that it changes so radically when this cap occurs?   Why would they fight? Why does this jealousy not exist in the ratio either?  On spending - how does this change the overall sum of money the club has - surely they still go to rich clubs who now just spend the money on coaching, rather than the salary - they still remain the better club?  POI - Is overspending on specific players a problem that clubs undergo in the status quo? Have we established this as a problem?  Why are existing guidelines - such as FIFA Fair Play insufficient?  Jenny, we just have one line responses and don’t develop them in detail! If you tell me they care about more than money - then why is policy even needed?  What is the purpose of spending the last two minutes of our speech just repeating what has already been said with regards to our first and second speaker? We need to at least try to identify the key clashes in the debate!  We didn’t ask a single POI in the debate!  04:44 | | | | | | |