| **Student Name:** Marcus Tan |
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| **Motion**: This house would ban zoos |
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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 |
| 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:  The speech length for today’s class is four minutes to five minutes.  Good opening; clear illustration of what the issue is; that there are unethical profit maximising zoos. Consider though - can Opp regulate these harms away?  We should put our paper down on the podium so that we can make hand gestures with ease.  Set-up   * We’re being too literal with our definitions - you only need to characterise what this ban will look like; everything else is pretty straightforward. * Good on rehabilitating animals. * Good work considering the rehoming of employees as well.   Argument 1   * We need to explain in greater detail how or why zoos treat them in these ways. We’re just asserting that this **can** happen, not that this **does** or **will** happen. * For instance, we need to explain that even the most spacious zoos confine animals to enclosures that are significantly smaller than their natural habitats. Explain how it is this restriction of movement and natural behaviours that leads to stress, boredom, and the development of abnormal behaviours like pacing, rocking, and self-harm. * We touch on this analysis, but need to explain why there are structural reasons for zoos to do this. * Our tone is pretty singular during our speech - try to vary your pace, with some pauses when you’re describing the kind of treatment being deployed here, and showcasing anger as well. * Good work analysing what capture looks like - we should be more systematic and consider how breeding in captivity also impacts them. * Clear on how this impacts animals. * This argument could benefit from the internal layers being flagged and better organised; for instance, saying that ‘the first thing I’m going to talk about in this argument is that no matter how high quality a zoo is, why the very concept of one is inhumane….’   We needed to have spent more time unpacking the impact in each argument.  04:31 - good work! | | | | | | |

| **Student Name:** Henry Cheng |
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| Teacher comments:  The speech length for today’s class is four minutes to five minutes.  Why are we starting our speech in this manner? Where is your hook? I know very well you know what a hook is because you learned it with me last year!  We should spell out from the get go the biggest gap in their speech, which is that your side can easily regulate against the worst harms of zoos; that zoos have incentives to treat animals well. This means their harms don’t apply.  Are all zoos for homeless animals + rescuing endangered species?  Where is our signposting, our counter set-up and so on? Where is our rebuttal? We need to explain what regulations are side can have, and the implication this has on the framing coming from Prop.  Argument 1   * We need to analyse what zoos are like and why they are the way you claim them to be. Why do none of the problems Prop pointed out exist? For instance, there is a check from consumers, from animal advocacy groups, how profit incentive dictates that zoos actually take care of their animals so they don’t die etc. * Why are they the only way? Is there no difference between zoos and endangered species clinics/centres? * We need to explain how zoos and seeing animals in person leads to the learning and education you claim. Why is it important to see the animal? We should argue that it is only the direct observation of animals that can create emotional connections and increase understanding of their needs. Educational programs and exhibits can raise awareness about conservation issues and promote pro-environmental behaviours. * We spend time analysing what young kids are like, rather than how they buy-into awareness. We’re also not explaining what awareness leads to - and proving this!   We need to approach this speech with a clearer understanding of the speaker responsibility of 1st Opp - we’re missing set-up and we’re missing rebuttal.  05:12 | | | | | | |

| **Student Name:** Kris Kwong |
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| Student offered and/or accepted a point of information relevant to the topic. | N/A | 1 | **2** | 3 | 4 | 5 |
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| Teacher comments:  The speech length for today’s class is four minutes to five minutes.  We need to engage with the biggest gap in the speech before us, which is the lack of explanation as to the nature of zoos - are they all focused on endangered species? We focus on this in our rebuttal, but this should just be what we start our speech with! This is high impact.  Rebuttal   * Good response on difference between shelters and zoos; talk about what makes zoos uniquely distinct. * Why are books and pictures better? We need to engage with the analysis from Henry about young children. Good work bringing up animals here - explain why we would rather have a worse quality learning experience for kids if it means animals are safer. See the POI Henry asks you! We should also ask what the purpose of education is; is education just an acknowledged shared valued outcome in the round? * We repeat how animals have rights, which has already been explained by our first speaker; we can ADD value by explaining how even the most spacious zoos confine animals to enclosures that are significantly smaller than their natural habitats. Explain how it is this restriction of movement and natural behaviours that leads to stress, boredom, and the development of abnormal behaviours like pacing, rocking, and self-harm.   Did we have a second speaker argument? We didn’t mark our transition to it from rebuttal very clearly. Make sure to signpost properly!  We’re just reading out our speech. We need to use hand gestures, make eye contact and change up our tone! Remember, you’re trying to convince me that you are correct!  04:18  We need to ask POIs! | | | | | | |

| **Student Name:** Evelynne Gan |
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| Teacher comments:  The speech length for today’s class is four minutes to five minutes.  We should spell out from the get go the biggest gap in their speech, which is that your side can easily regulate against the worst harms of zoos; that zoos have incentives to treat animals well. This means their harms don’t apply. We need to explain how zoos are more similar to animal shelters and so on, in direct contrast to the challenge Kris makes to the content coming in Henry’s speech. We have to rebuild this.  Rebuttal   * We need to analyse what zoos are like and why they are the way you claim them to be. Why do none of the problems Prop pointed out exist? For instance, there is a check from consumers, from animal advocacy groups, how profit incentive dictates that zoos actually take care of their animals so they don’t die etc. * POI: good on trying to copy it - explain why zoos have this incentive. Analyse it for me! * We need to engage directly with the rebuttal coming in 2P!   Argument   * Is this kind of research happening in zoos, or in conservation centres and research labs? We need to be slightly more cognisant of this distinction. Why is this benefit exclusive to zoos? See the POI Marcus asks you! * What is the impact of this argument? We need to unpack this in greater detail.   We read out most of our speech! We have to make more eye contact + gusto when we speak. We need to sound more confident!  We need to ask POIs!  03:35 | | | | | | |

| **Student Name:** Ashley Hui |
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| Teacher comments:  The speech length for today’s class is four minutes to five minutes.  Good opening! I think we should call out the lack of engagement to our second speaker up top - that there is no distinction on Opp between zoos and conservation centres; they are not defending their burden at all!  We should try to have clashes, instead of the structure that we do. The clashes in this round might be; whether or not zoos can change for the better, and where people learn more or care more about animal welfare.  On endangered species - good work bringing this back! Good response on difference between shelters and zoos; talk about what makes zoos uniquely distinct.  On children - good on what they do and don’t care about. Why is reading sufficient? Why will this be equally engaging if not better? We just assert that we can use alternatives, but don’t explain why alternatives work. How does this achieve the same outcome as the other side but **better?** Good on zoos and their incentives with regards to profit; explain why this incentive means they cut corners or behave in bad ways, as opposed to good ways. The implication of profit incentive isn’t particularly clear in this speech.  We repeat how animals have rights, which has already been explained by our first speaker; we can ADD value by explaining how even the most spacious zoos confine animals to enclosures that are significantly smaller than their natural habitats. Explain how it is this restriction of movement and natural behaviours that leads to stress, boredom, and the development of abnormal behaviours like pacing, rocking, and self-harm. Good use of example wrt Amazon Rainforest.  Good on what would have happened to these animals in the CF. We need to push Opp to defend this CF!  We need to clean up the structure of this speech more!  Good tone + gusto in your speech. We want to break it up with some pauses, some emphasis + showcasing a greater sense of control over our delivery.  We need to ask POIs!  05:05 - good work! | | | | | | |