| **Student Name:** Oscar | P1 |
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| **Motion:** TH regrets the rise of social media over traditional media as a primary news source. |
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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’s choice of words was persuasive and strategic. | 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: | 69.5 | | | | | |
| 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:**   * Nice hook! Let’s try to move away from starting all our hooks with nowadays though. * Try to make sure that you’re making eye contact with the judge; you gotta look like you’re speaking from the heart vs reading! * I think you gotta make sure to first do the definitions of the debate; this means, you gotta tell me what traditional and social media looks like, and the differences between the two! * Good argument choice: But I think you want to go into a bit more depth about traditional media and how it is a lot more reliable. You could say things like for example, traditional media has editors, editorial standards, can be sued, etc. This is pretty different from social media! * You can also go further to explain that most social media have the incentive to give you false or at the very least, very sensational media. You could say this is because social media requires engagements, etc. * Good response to the POI! You could mention that social media relies on algorithms, which basically show what you want to see only, vs news that is basically not personalised. * Try to make sure that you’re creating the impacts of the arguments for me; for instance, when you mention that traditional media is more reliable, etc, what does this mean if people don’t use traditional media? Does it mean that people can’t agree on anything, etc? * I like the idea about AI; you could go further by talking about the fact that AI is getting super realistic, it’s difficult to decide who is and is not real, etc.   Speaking time: 06:24.10, good work! |
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| **Student Name:** Anders | O1 |
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| **Motion:** TH regrets the rise of social media over traditional media as a primary news source. |
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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’s choice of words was persuasive and strategic. | 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: | 69.5 | | | | | |
| 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:**   * Nice hook! Try to maintain your eye contact though; gotta make sure that you’re looking at the judge! * Good signposting! I think that in a regrets debate, it’s very important that you start with some standards - this is because this will help the judge understand what matters and does not matter! * I understand where you are coming from when it comes to bias in the traditional media; I think before getting into ownership etc, you could first dive into the fact that most media is founded on ideological lines, etc. Also, China and North Korea might be a bit too extreme of an example for traditional media. * Good response to the POI; you could mention that social media is not centralised. This means that content on social media spreads even when it is blocked in certain countries - this is even better compared to the TV channel that is local and can be blocked! * I think you can point out a lot of failures in traditional media; you could start with things like coverage of wars, disasters, elections, or others where the bias is quite apparent. You could then point out that most people would not choose to move on from traditional media if traditional media was actually doing a good job of reporting. * Good argument about people/kids caring more about social media: you should extract this to say that look, people care and therefore engage in the issues - which is way better than people knowing nothing! * Try to be pre-emptive; give me multiple reasons for why people will try to be credible online!   Speaking time: 05:22.27, good work! |
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| **Student Name:** Luke | P2 |
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| **Motion:** TH regrets the rise of social media over traditional media as a primary news source. |
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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’s choice of words was persuasive and strategic. | 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: | 70 | | | | | |
| 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:**   * Start with a hook! You seem to have great content; try to use that to give me a solid personal story or example! * Good pacing; just don’t go too quickly! * For the rebuttal, I think it isn’t very wise to focus on specific influencers to prove that certain harms will happen - try to focus on the incentives. Regardless of the site's political leanings, they need to make money and are incentivised by profit. Try to make sure that you analyse this profit incentive first! This is why they are willing to not be accurate with reports, etc. * I like the idea of misinformation; I think that there needs to be a lot more analysis from a reader perspective though. The question I had in my mind is why wouldn’t the average person be able to tell if a social media post is irrelevant, etc? This is pretty important so that I understand just how serious this issue is! * Try to make sure that you deal with the worst case scenario: The worst case scenario is that you deal with huge and biased news outlets. The way you can navigate this is to explain that yes, these issues may exist, but, it is easier to control and correct misinformation when it is a few large actors VS when it is thousands of social media accounts across multiple platforms. * Good explanation for how these echo chambers work; make sure that you tell about why these echochambers are so incredibly dangerous - it is because what you believe is pretty much decided by what you choose to believe. This means that it is difficult for us to find a middle ground on anything that we can agree on! * Time management was an issue; don’t enter clashes at 7:15!!   Speaking time: 07:18.91, good work! |
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| **Student Name:** Ethan | O2 |
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| **Motion:** TH regrets the rise of social media over traditional media as a primary news source. |
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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’s choice of words was persuasive and strategic. | 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: | 70 | | | | | |
| 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:**   * Try to up your tone; I think you’re saying solid things, but you gotta match this with your emotion and tone! * I understand the AI response, but it is fair to assume that the problem with AI online is quite widespread - perhaps a better response would be to explain that people can detect fake AI written articles, etc? * I think that your rebuttals need to be a bit more directed; right now, your rebuttals feels like observations of technical and strategy mistakes in their case VS directly disproving their argumentation (As in, why the main assumption or claim they have is untrue), try to make sure that you’re dealing with the truth of the situation! * Try to also make sure that you’re showing me why it is so unacceptable to allow this news to spread on social media - it is mostly because we absolutely cannot control the news source once it happens! It is impossible to retract negative or false stories on social media because it spreads so quickly. * Try to make sure that you aren’t reacting to your opponents; don’t bother too much with the reactions of your opponents! * Try not to take a POI in the middle of your sentence; finish what you’re saying and move on! * Try to make sure that you are switching up your tone; a bit too monotonous! * I understand where you are coming from when you say social media news is more accessible; but this is contingent on that news being good and credible first. You need to make sure that you are proving the credibility of the news first!   Speaking time: 06:32.63, good work! |
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| **Student Name:** Elvina | P3 |
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| **Motion:** This House Would Place significant tax on companies that use Artificial Intelligence. |
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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’s choice of words was persuasive and strategic. | 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: | 69.5 | | | | | |
| 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:**  Good ideas, but needs to be fleshed out more!  We need to be comparative through our speech. While negative analysis of opponents points help, there is more to it than just saying them to be persuasive enough to win over them!  **Opening**   * The hook gave a weighing, not an engaging start! * We need to start with something that is delivered with conviction, and helps explain your point better!   **Rebuttal**   * Good point that you could use the tax for giving people welfare! * On your response to the opp team on where their funding will come from, they had actually well explained it already! They talked about all the regular sources of taxation by the government!   **Clash 1**   * I am unclear on whether our pros are better than your pros, and our cons are better than your cons as a complete analysis. We need to go deeper here and explain with substance! * You could hammer a lot more on the unemployment point! * You could also talk more about the point of AI going rogue in its worst possible case (why the risk is not worth it)!   **Style**   * We need a more confident body language, and we need more hand gestures! * We need to generally increase our eye contact (to all of the audience)! * Lets have better enunciations in speech! * Please try to adopt some facial structure as well! * Good clarity in the speech!   04:27! |
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