| **Student Name:** Alexander Zhu |
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| **Motion:** This house regrets the media’s focus on the private lives of celebrities |
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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: | 70.5 | | | | | |
| 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:**  [NOTE: Today’s speeches are 6 to 7 minutes’ long.]  Good brief statement on what the status quo, but it’s too short! We could use more illustrations and impacting.  On the set-up:   * Clear definition, but we should also describe what the status quo looks like rather than just broadly mention that they focus on the personal lives of celebrities, e.g. paparazzis are stationed outside of the houses of celebrities, relationships are a matter of public reporting, etc. * For the counterfactual:   + Solid counterfactual on the media focusing on the talents and work of the artists instead!     - Expand this to explain that artists feel free to live their personal lives as they see fit. E.g. they can date whoever they like.       * Later on, we should also explain the incentives of artists to keep their private lives private to make the counterfactual likely.   + We also need a stance or a metric to complete the set-up!   Good problem statement on the public expectations imposed onto the celebrities.   * Can we explain why these expectations are often excessively demanding, or unfair? E.g. Sexism in society means female celebrities get criticised for what they wear.   + We are stopping too early! Provide some illustrations such as fans canceling their Kpop idols if they enter into relationships and try to find love.     - Then compare and explain why fans are more likely to be toxic. Why don’t they consider the well-being of the people they idolise? Explain the psyche of the fans here. * Expand the mechanistic analysis a lot more and why the media focus is the culprit behind all of this! * We are missing some impact analysis here. We cannot move on too quickly after explaining that it hurts their mental health. Expand on it so I can feel its severity: * Will they resort to self-harming practices? * What pressures will this create and how will this influence their personal decisions? * Will this force them to leave a job that they love because they cannot cope with the pressure?   On the loss of privacy:   * Explain that it’s immoral to expect celebrities to sacrifice their personal lives just for a job that they love! Point out that they are humans who deserve the right to privacy.   + Why is the right to privacy so important to one’s quality of life?   + We can build a positive comparative here on artists getting to focus on their work and produce high-quality things in their occupation. * Is there a reason why we only focus on the lives of their families? Why is it impossible to keep family members out of the public eye?   Excellent job offering POIs today!  5.52 - We’re a little bit short! Wait for the bell! | | | | | | |