| **Student Name:** Boris Cheung |
| --- |

| **Motion:** This house regrets the media’s focus on the private lives of celebrities |
| --- |

| 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 |
| 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 minutes’ long.]  I appreciate you starting your hook with a description of the status quo, but try to go deep into the severity and harms of it to make a greater impact!   * Good job signposting the rest of your speech.   On the set-up:   * We don’t have to detail all of the harms of the status quo at the top of set-up, most of these things would be better placed in the argument. We just have to describe what the status quo looks like. * For the counterfactual:   + Good job describing your counterfactual as the media focusing on the talents and work of the artists instead!     - Nice defense by explaining the incentives of artists to keep their private lives private.     - However, the claim that the media also gains more profit by focusing on their talent is very contentious! This is something we have to spend time proving because many fans typically enjoy consuming the private lives of celebrities.   + We also need a stance or a metric to complete the set-up!   You don’t have to accept the POI as soon as it’s offered! Wait for a transition point in your speech to accept it.  Try to enter your argument sooner, rather than at 3:30.  Excellent analysis on why investment on the private lives of celebrities will often damage the safety of celebrities, and lead to intense scrutiny on their own lives!   * While the mechanistic analysis is well done via building a parasocial relationship, it’s still missing some links as to why fans behave negatively if they are so in love with their celebrities.   + Why don’t they consider the well-being of the people they idolise? Explain the psyche of the fans here.   We are missing some impact analysis here. We cannot move on too quickly after explaining that they will be harassed or scrutinised. Expand on it so I can feel its severity:   * What will this do to their mental health? * 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?   Good second claim about encouraging celebrities to focus on their talents instead!   * But why don’t they focus on that anyways if that’s their main job?   + So we can provide a comparative analysis here about being pressured by their managing companies to focus on public image so that everyone can earn more money from the public attention!   Well done on continuously referencing your counterfactual in both arguments, keep it up!  Excellent job offering POIs today!  6.47 - Watch for time! | | | | | | |