| **Student Name:** Chloe Lit |
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| **Motion**: This house believes that social media has done more harm than good for friendships. |
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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:  Clear opening connecting to the breakdown of friendship.  Set-up   * Don’t say you’re going to do definitions, just jump in saying, first - I want to establish what social media looks like. * Clear stance relating to the nature of social media! Add detail here! We note that digital footprints stay forever, but we can also add other details such as likes, comments, and shares, replacing meaningful face-to-face conversations.   Argument 1   * Clear thesis, if in the form of a run on sentence. * Our outcome is contingent on friends behaving in ‘bad’ ways, rather than it being fundamentally the problem of social media. We can link it to constantly being in each other’s lives, and hence boundaries being erased. * We can also link this to friendships being superficial - the constant availability of online only creates an illusion of being close, rather than being actually close. * We can also talk about sharing culture and envy, how people may get jealous of each other.   03:04 - power through! Keep speaking, even when you run out of material. | | | | | | |

| **Student Name:** Verena Wong |
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| **Motion**: This house believes that social media has done more harm than good for friendships. |
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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 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:  What positive effects? Let’s be specific in our opening as to what these are; we mention long distance - let’s say instead that social media has revolutionised friendship and made it easier.  Set-up   * Note that you don’t need a model/counter for a believes motion; instead we can say - we think increasing attention on reliance on social media has led to investments in offline friendship and connection; the worst harms of Prop don’t exist/we don’t have to defend them.   Rebuttal   * Explain how this relies on people being bad friends, rather than fundamentally social media. Arguments on the basis of what other friends might say happens offline as well - we point this out eventually, but need to say that this means what Prop runs is not exclusive. * Let’s be more efficient in our summary - we recounted roughly the entire argument in identifying what we were responding to. * Good work responding!   Argument 1   * Thesis? * Good use of examples. The upshot should be clear: social media makes friendship easier, especially when we’re friends with people who live further away, or those who we don’t see frequently. * Explain why this is an exclusive benefit - friendship offline remains, this distance friendship goes away without social media.   04:03 - well done! Clear speech! | | | | | | |

| **Student Name:** Moses Cheuk |
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| **Motion**: This house believes that social media has done more harm than good for friendships. |
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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 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:  In a four minute speech, our opening should be phrased more efficiently and urgently - explain that social media has made friendship worse; the quality of connections has gotten worse. Good on barrier/wall phrasing.  Set-up   * We need to establish what the metric of measurement is; is it that friendships have become worse? Is it that they have reduced?   Argument 1   * Good work referencing the addictive nature of social media; and how it hurts in-person friendship interactions. * We repeat the way in which communication on social media manifests - this is repetitive; you could have made your opening more economical by putting the analysis here.   Why did we randomly end 2 minutes in? Our argument should unpack how the quality of friendship gets worse under social media, because we just share content, rather than speaking to each other. You can add in how the infrastructure and platform architecture end up facilitating - likes, comments, share etc.  We should also analyse what ‘good’ friendship is, and how that goes away in a world with social media usage.  03:26 - good work pushing through. | | | | | | |

| **Student Name:** Lauren Lui |
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| **Motion**: This house believes that social media has done more harm than good for friendships. |
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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 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:  Socialise and connect - good; explain why this is increasing the need of our time - why is there a need for online interaction; is it because of long distance? Let’s say instead that social media has revolutionised friendship and made it easier.  Rebuttal   * Explain why this reel sharing isn’t bad at all; it’s a way of sharing content with friends - people don’t just share, they talk to each other and engage on this basis. * Let’s also explain why people are likely to use social media responsibly, rather than getting addicted/only having superficial conversations.   Argument 1   * Good work establishing what social media is like, and what opportunities it awards; explain why this is uniquely necessary. * Explain why this is an exclusive benefit - friendship offline remains, this distance friendship goes away without social media. * The upshot should be clear: social media makes friendship easier, especially when we’re friends with people who live further away, or those who we don’t see frequently. * Good work establishing people are busy and cannot always see each other in person. * We should analyse what good friendship is, such that we can achieve this on our side.   02:27 - let’s push to 3! Keep going, even when we run out of content.  Let’s try to speak louder and with more confidence! | | | | | | |

| **Student Name:** Jay Lam |
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| **Motion**: This house believes that social media has done more harm than good for friendships. |
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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 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 |
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| Teacher comments:  We aren’t responding to the speaker before us! If we want to establish what social media is, let’s do this in set-up. Explain how social media operates such that it hurts friendships.  Set-up   * Good work considering what more harm than good is; we can phrase this in a simpler and clearer manner: is it that friendships have become worse? Is it that they have reduced?   Argument 1   * Good work differentiating between messaging platforms and social media; communication versus sharing platforms.   + We need to explain how the quality of messaging on social media is worse, or that sharing culture often inspires envy - and why.     - Why are friends likely to get jealous of each other? * Our argument should unpack how the quality of friendship gets worse under social media, because we just share content, rather than speaking to each other. You can add in how the infrastructure and platform architecture end up facilitating - likes, comments, share etc. * We should also analyse what ‘good’ friendship is, and how that goes away in a world with social media usage.   02:55 - Let’s push to 4! | | | | | | |

| **Student Name:** Yu Bo Peng |
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| **Motion**: This house believes that social media has done more harm than good for friendships. |
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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 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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| Teacher comments:  Good opening; be clearer on how this benefit manifests. Let’s be specific as to what these are! For instance, is it that social media has revolutionised friendship and made it easier.  Set-up   * Note that you don’t need a model/counter for a believes motion; instead we can say - we think increasing attention on reliance on social media has led to investments in offline friendship and connection; the worst harms of Prop don’t exist/we don’t have to defend them. * How do we measure more good than harm? Is it that friendships get easier? Are we able to maintain more friendships?   Rebuttal   * On whatsapp - why is this such a big deal? Jay is technically correct; there is a difference between messaging platforms versus social media. * On envy and competition - explain how this relies on people being bad friends, rather than fundamentally social media. Jealousy can occur offline as well. We should pinpoint that these harms are not exclusive.   Argument 1   * Is e-mail the comparative? If people aren’t engaging on IG, are they e-mailing each other? * Good use of examples. The upshot should be clear: social media makes friendship easier, especially when we’re friends with people who live further away, or those who we don’t see frequently. * Explain why this is an exclusive benefit - friendship offline remains, this distance friendship goes away without social media. * What is the need for this? Are people busier? * On relatability - good work attempting to explain exclusivity - point out that it’s really easy to share memes/reels - you can bond on the basis of this, develop inside jokes etc. * Clear impacting on trust and time connections.   04:17 - good work! | | | | | | |