| **Student Name:** Emma Kwok |
| --- |

| **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: | 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:**  [NOTE: Today’s speeches are 5 to 6 minutes’ long.]  I appreciate you starting your hook describing the severity of harms suffered by celebrities, but try to link it back to the motion and how this was actually caused by the media’s scrutiny on their lives!  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, e.g. paparazzis are stationed outside of the houses of celebrities, relationships are a matter of public reporting, etc. * For the counterfactual:   + We should actively explain what the media would be focusing on instead, e.g. the media focusing on the talents and work of the artists instead!     - Nice job explaining that artists feel free to live their personal lives as they see fit.       * 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!   Excellent analysis on why investment on the private lives of celebrities will often damage the safety and well-being of celebrities, and lead to intense scrutiny on their own lives!   * Expand the mechanistic analysis a lot more and why the media focus is the culprit behind all of this!   + Why don’t these intense fans 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 stalked 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?   We should try to have a distinct second argument! Try to explain why celebrities would be encouraged to focus on their talents instead!   * Try to reference your counterfactual in the argument.   We should have a better formed conclusion rather than just saying “end”.  Well done offering POIs today!  5.03 | | | | | | |