| **Student Name:** James Gao |
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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: | 69 | | | | | |
| 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:  We cannot just say the motion to get started; start with the strongest push on your side. This is a repeat comment!  Give me signposting! Explain what the structure of your speech will be. Say you will begin with set-up.  Set-up   * Start by characterising what this media focus looks like - paparazzi, tabloids, constant social media focus on what they are up to, who they are dating, what they are waiting and so forth. * Is this about the media show’s coverage? Or also about social media, magazines etc.? Our CF is unclear! What do we want to happen instead? We should push privacy - that we see distance between their work and their private lives. * Good on homes + doing things with children - good use of example! * Burden? What is your burden in the round?   When did we transition from our set-up into the argument?  Argument 1   * Explain how the media focuses on their private lives in really invasive and parasocial ways; so build out the example of how their privacy gets violated. The media's relentless pursuit of personal details, often obtained through dubious means, creates a culture of harassment and violates this right. * Good on how this influences crazy fans! You should explain how this fosters unhealthy parasocial relationships, where individuals develop one-sided emotional attachments to figures they don't personally know. This constant exposure creates an illusion of intimacy and connection, making audiences more vulnerable to emotional manipulation and exploitation by the media.   We should argue that the media's demand for sensational stories fuels a parasitic paparazzi industry that thrives on invading celebrities' privacy. This creates a dangerous and unethical environment where individuals are harassed and exploited for profit. The pursuit of exclusive photos and stories can lead to reckless behavior, endangering both celebrities and the public.  What is the impact of this argument?  We just stop speaking when we’re done. Where is our conclusion?  04:19 - word your POIs more efficiently!  We cannot check out of the debate when we are done with our speech. You CANNOT go on your phone while someone else is speaking, it is incredibly disrespectful. | | | | | | |

| **Student Name:** Lilianna Poon |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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 | | | | | |
| 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:  Why do they have the right? This needs some substantiation straight away. Our opening is delivered too softly as well. We have to be louder!  Set-up has to occur before rebuttal. What does your side support? This is unclear unless you do set-up prior to rebuttal.  Rebuttal   * We repeat that they have a right to know - but why? You don’t give any reason as to why a person has entitlement over them. * Fair on news focusing on these issues. Say this with more confidence!   Set-up   * Why doesn’t it happen in the ways you claim? * I didn’t catch the rest of your set-up. We were speaking too softly. As a judge, if this happens in a competition, I cannot credit you.   Don’t take a POI just as you are starting set-up. It throws off your flow.  Even when I ask you to speak louder, your volume doesn’t really change! Please be more mindful.  Argument 1   * Why is this knowledge only accessible in your world? Explain what the need of this is. What is the value of this knowledge? Celebrities, as public figures who wield significant influence, are subject to a higher level of public scrutiny. Their private lives can be relevant to their public image and endorsements, and the media plays a role in holding them accountable for their actions. This scrutiny can deter inappropriate behavior and maintain public trust.   POI - but why do they have this right? Is it because they spend money on them, give them the basis of their fame? What is the relationship between the fan and celebrity?  We have to speak faster. We have too many gaps between our words and sentences.  05:04  Why aren’t we asking any POIs? | | | | | | |

| **Student Name:** Edna Chow |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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 | | | | | |
| 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 by explaining why the media’s reporting never occurs in the knowledgeable way Opp claims/their lack of engagement with the harms of not respecting privacy your first speaker talks about.  Rebuttal   * Ask to what extent this right to know goes. Why do they deserve this knowledge and why is the bar so high? For the outcome of accountability or scrutiny, why does your side achieve this anyways? * Start by characterising what this media focus looks like - paparazzi, tabloids, constant social media focus on what they are up to, who they are dating, what they are wearing and so forth. * The CF doesn’t make sense - is CNN currently torn between what to cover? This kind of media coverage has its own channels or occurs on social media; your CF is probably that we leave their private lives alone.   Argument 1   * Explain how the media focuses on their private lives in really invasive and parasocial ways; so build out the example of how their privacy gets violated. The media's relentless pursuit of personal details, often obtained through dubious means, creates a culture of harassment and violates this right. * Good on how this influences fans! You should explain how this fosters unhealthy parasocial relationships, where individuals develop one-sided emotional attachments to figures they don't personally know. This constant exposure creates an illusion of intimacy and connection, making audiences more vulnerable to emotional manipulation and exploitation by the media. * We should argue that the media's demand for sensational stories fuels a parasitic paparazzi industry that thrives on invading celebrities' privacy. This creates a dangerous and unethical environment where individuals are harassed and exploited for profit. The pursuit of exclusive photos and stories can lead to reckless behavior, endangering both celebrities and the public. Think of potential examples we can talk about here - such as the Princess Diana car chase.   Good analysis in the argument. Well done!  05:10  Why aren’t we asking POIs? | | | | | | |

| **Student Name:** Jacky Xu |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:  Explain what existing incentives and regulations exist such that the worst harms of Prop do not occur. We say they exist, but what are they? Good on illegal actions - explain why this is not your burden in the round.  Rebuttal   * Explain why (a) they do have privacy, but (b) bite the bullet, and explain why they do not deserve privacy.   + Celebrities, as public figures who wield significant influence, are subject to a higher level of public scrutiny. Their private lives can be relevant to their public image and endorsements, and the media plays a role in holding them accountable for their actions. This scrutiny can deter inappropriate behavior and maintain public trust. * Good on the fans and doing this on their own means; explain how the media only has an incentive to behave in this way because the people demand it. Celebrity culture is a product of public demand, and the media simply caters to this demand. They do not address the core need for this.   Argument 1   * Good work acknowledging what the nature of a celebrity is. Why would we not have access to this information otherwise? Explain why they have incentives to and do in fact hide lots about their lives that people deserve to know about - draw a link to people financially supporting celebrities through choosing to watch their content, or buy their merchandise. Create a material link between celebrities and fans. * Where did human rights violations suddenly come from?   05:16  We need to speak with more conviction and belief! Ask POIs consistently. | | | | | | |

| **Student Name:** Bernard Chong |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 71 | | | | | |
| 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:  Break down how this reporting occurs. Start by characterising what this media focus looks like - paparazzi, tabloids, constant social media focus on what they are up to, who they are dating, what they are wearing and so forth.  Names of clashes **needed** in signposting.  Rebuttals   * Explain why it doesn’t matter; it’s just a job. Why do fans not get to have access to this part of their life? Draw an analogy to a real life job and whether you have to buy into what your company does.   Clash 1 - Right to Know - good identification!   * Point out how first they never explain why this right exists, or why it exists to the extent that they claim. * Good on how they have access to legitimate information on your side. * Ask to what extent this right to know goes. Why do they deserve this knowledge and why is the bar so high? For the outcome of accountability or scrutiny, why does your side achieve this anyways? * Why is it not relevant! Fair enough on Lady Gaga. * Good response to the POI!   Clash 2   * The CF doesn’t make sense - is CNN currently torn between what to cover? This kind of media coverage has its own channels or occurs on social media; your CF is probably that we leave their private lives alone. * Explain how the media focuses on their private lives in really invasive and parasocial ways; so build out the example of how their privacy gets violated. The media's relentless pursuit of personal details, often obtained through dubious means, creates a culture of harassment and violates this right. * You should explain how this fosters unhealthy parasocial relationships, where individuals develop one-sided emotional attachments to figures they don't personally know. This constant exposure creates an illusion of intimacy and connection, making audiences more vulnerable to emotional manipulation and exploitation by the media. * We should argue that the media's demand for sensational stories fuels a parasitic paparazzi industry that thrives on invading celebrities' privacy. This creates a dangerous and unethical environment where individuals are harassed and exploited for profit. The pursuit of exclusive photos and stories can lead to reckless behavior, endangering both celebrities and the public. Think of potential examples we can talk about here - such as the Princess Diana car chase.   Good analysis today, we need to focus on our style and delivery. You have to sound like you believe everything you say!  05:04 | | | | | | |