| **Student Name:** Christy Yuan |
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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: | 68.5 | | | | | |
| 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:  Is it just social media? Or is the stronger push about traditional media, such as paparazzi, and the way in which they behave? We should try and build a stronger problem statement!  Set-up? Where is our explanation of the problem and what our counterfactual will be?   * 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. * What do we want to happen instead? We should push privacy - that we see distance between their work and their private lives. * What is our burden in the round?   Argument 1   * Present tense versus past tense! This is a regrets motion; it is not that it is difficult for them to have a private life, but rather that it has been difficult. * Why are these the incentives of the media? Why do they behave in this manner - and why can’t we regulate against it? * 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. * Why do celebrities deserve the right to a fully private life?   POI - why is their choice legitimate in this instance?  Counter-factual needs to come out in set-up! Why is it probable and likely that this is the way in which it will manifest?  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 leads to reckless behavior, endangering both celebrities and the public.  04:40  **We have to ask POIs!** | | | | | | |

| **Student Name:** Alissa Mak |
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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 why this lack of characterisation is bad, as opposed to just calling this out; for instance, explain how this focus is not as extreme as they claim, but rather occurs in reasonable and accountable ways. Don’t criticise, rebut!  Set-up   * Characterise what this focus is, and why it occurs. * Good work acknowledging what this entails - habits, families; but make it about their political views, their endorsements versus what they actually do. * Good safeguarding against extreme measures - you do not have to defend illegal paparazzi action. * On this lack of knowledge - make this the central reason why then media focus is relevant and important.   Rebuttal   * Rumors - fair on this being symmetric. Why, though? Don’t just say it’s irrelevant! * What about the right to privacy? Engage with this directly! You can argue that this right goes away because they consented to be part of the public sphere in the first place/that the fan’s right to know matters more; because they spend money on them, giving them the basis of their fame. Analyse the relationship between the fan and celebrity?   Argument 1   * What is the value or impact of trust? We can analyse this in greater detail. * 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.   04:36  **We have to ask POIs!** | | | | | | |

| **Student Name:** Emilia Lau |
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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: | 69.5 | | | | | |
| 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:  You’re just describing the status quo, not explaining why the status quo is bad. Why is their personal life being entertainment a bad thing?  Set-up   * Why does the media behave in this way, or how have they behaved in this way? You need to use the past tense when building this out. 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. * Privacy concerns - it’s not that it will lead to this, but that it HAS. * CF - is this what would have happened instead? Is this a counterfactual, or a counter policy? * Good on alternate sources of information - what are these? Why are these better?   Argument 1   * Deserving of respect; explain why this is true and will always be more valuable than the fan’s right to know. * 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. * 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. * If they’re aware of the stakes, doesn’t it mean they technically consent?   POI: Does speculation go away in the CF?  04:46  **We have to ask POIs!** | | | | | | |

| **Student Name:** Shawn Nip |
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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:  What then is the true representation? Don’t give me so much preamble - just jump straight into it, characterising the way in which this focus materialises. Good safeguarding against extreme measures - you do not have to defend illegal paparazzi action. You need to link this information to impact; why do people need to know about this?  Set-up? Where is the counter characterisation, where are the burdens?  Explain how they profit off this, and other information.  Rebuttal   * Explain why rumours are symmetric and do not go away. * Clear burdens - why is this coming out in rebuttal?   Argument 1   * You can argue that their right to privacy goes away because they consented to be part of the public sphere in the first place/that the fan’s right to know matters more; because they spend money on them, giving them the basis of their fame. Analyse the relationship between the fan and celebrity - financial, power endowing etc. * On image - explain how their image is what earns them brand deals, money etc. We need to be able to hold it accountable. 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. * 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.   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.  Why are we randomly doing comparisons? Integrate this comparative analysis into your argument!  Good work asking POIs!  05:09 - conclusions need to be more punchy! | | | | | | |

| **Student Name:** Karin Yeung |
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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: |  | | | | | |
| 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:  Good on pressure; explain how they deserve a break, or a reprieve. Or explain how even if they consent, their friends and families never did. This is bad. Good opening, good transition into the motion.  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 wearing and so forth. From this, link to the invasion of their privacy. Is it just about hobbies or interests, or is it about them being outed, them and their personal belief systems being judged etc. Go for high impact harms! * We need to be mindful of time! We spent lots of time on problem characterisation here. * CF - not the benefits, what would the media have done? Laid off them? Give them a distinction between their work and private life? We’re getting into argumentation here, rather than just set-up.   Argument 1 - started at 03:57! Too late!   * Does all stress go away in your world? * 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. * 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.   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.  05:06  **We need to ask POIs!** | | | | | | |

| **Student Name:** Jacky Jiang |
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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: | 71.5 | | | | | |
| 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:  Rhetorical questions? Repeating the full motion? Where has our high impact hook explaining why or how the public **needs** this information gone? We fairly acknowledge we don’t have to defend extreme circumstances of stalking etc., but we do need to 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.   Our opening is also a bit too long - we need to deliver our opening, and then jump straight to signposting - and then our counter set-up where we can engage in this re-characterisation further.  Good link to call out culture - but either deal with this up top, or don’t flag it so oddly where you bring it up as a rebuttal but then don’t actually make it and say you’ll sort it later.  Rebuttal   * Hobbies - point out how low impact this is. Explain what instances this likely is about; what kind of information do we **need** from celebrities?   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. * Ground the ‘shady’ activities please! Use examples to ground the harms you reference, but aren’t acknowledging explicitly. You use one example, but do so in a round about way - explain why this is a direct impact of the media’s focus. The causal relationship needs to be fleshed out in greater detail! * Good on influence on fans - explain for the specific stakeholders this matters the most; for instance young people! How does the information the media provides allow us to change this? * 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.   05:11  **We need to ask POIs!** | | | | | | |