| **Student Name:** Jacky Xu |
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| **Motion**: This house will ban tabloid journalism |
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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: | 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: [NOTE: Today’s speeches are 5 minutes’ long.]  I appreciate the call-outs of the Proposition, especially the contradiction in their set-up!   * Let’s explain to the judge how this harms their case, i.e. this means all of their harms continue to exist in their world if they allow tabloid journalism to an extent.   We need clearer structure and signposting of the speech! What are your clashes as the whip?  We mentioned that stalking and harmful paparazzi actions are illegal, but it clearly isn’t in a world that allows tabloids. Proposition has pointed out clearly that they still exist today.   * But you CAN counter propose this! This needs to go in the Opposition’s set-up.   Well done reinforcing the check and balances, with competition, and reputation is still being valued by media organisations. However, this is true IN GENERAL, is this necessarily true for tabloid media?  On the first clash:   * On tabloid being perceived as entertainment, can we explain why this is a valid form of publication?   + Explain the benefits of people being entertained by the media, e.g. stress reliever, coping mechanism, happiness, etc. * Proposition said that most viewers cannot differentiate between exaggeration and a lie, can you tell me WHY they can? E.g. The rise in media literacy in the 21st century.   On needing tabloids to fund high-quality journalism, we need to engage with Prop’s argument on bad journalism crowding out good journalism.   * Point out that these viewers will just read other forms of entertainment, instead of watching high-quality news. * Explain the cross-subsidisation model and how it works first! Can we explain why high quality journalism is incredibly resource-intensive?   + - E.g. Embedded journalism requires high insurance to travel to a battlefield.     - E.g. Investigative journalists require high levels of research, labour and training. * What is then the impact of the lack of high quality media in the information diet of the average citizen? Point out the lack of political awareness leads to terrible and uninformed voting decisions in elections.   What happened to the clash on the state cracking down on free speech?   * You need to reinforce the incentives of the state to abuse this law and limit other forms of speech. E.g. Political incentive to minimise dissent against the ruling party so they can hold on to their power. * What are the harms of the loss of free speech?   + We have to impact it to the loss of diversity and the inability to hold the state accountable.   Let’s ask POIs consistently! 5.11 | | | | | | |

| **Student Name:** Tony Huang |
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| **Motion**: This house will ban tabloid journalism |
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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: | 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: [NOTE: Today’s speeches are 5 minutes’ long.]  Interesting hook linking tabloid journalism to quality content and free speech, immediately explain to the judge the concept of cross-subsidisation! Otherwise, the judge would not understand how tabloid journalism actually funds high-quality news.  On the set-up:   * We insisted that there will be legal accountability, but it’s not clear what it is. Do they sue? Why will suing be effective? * Explain what are the checks and balances to ensure that the audience will not buy into low-quality journalism. * What is your burden of proof?   We mentioned that stalking and harmful paparazzi actions are illegal, but it clearly isn’t in a world that allows tabloids.   * But you CAN counter propose this! Put it in your set-up.   We need to engage with 1st Prop’s argument on bad journalism crowding out good journalism.   * Point out that these viewers will just read other forms of entertainment, instead of watching high-quality news.   On the first argument:   * Excellent claim on the state not having authority to crack down on free speech.   + Can you explain the incentives of the state to abuse this law and limit other forms of speech?     - E.g. Political incentive to minimise dissent against the ruling party so they can hold on to their power.   + The context of dictatorship is not that useful, because authoritarian regimes would do this on either side (irrespective of whether a ban on tabloid journalism exists). * What are the harms of the loss of free speech?   + We have to impact it to the loss of diversity and the inability to hold the state accountable.   On the second argument:   * The argument that tabloid journalism is entertaining, can we explain why this is a valid form of publication.   + Explain the benefits of people being entertained by the media, e.g. stress reliever, coping mechanism, happiness, etc. * It’s not clear why these viewers will switch to misinformation entirely!   Avoid taking the POI immediately, so you can better control the flow of your speech.   * Avoid taking two back-to-back POIs as well. Don’t take more than 2 POIs in a speech!   Good job offering POIs, try to offer them more consistently.  05:00 | | | | | | |

| **Student Name:** Angela Qian |
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| **Motion**: This house will ban tabloid journalism |
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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:  [NOTE: Today’s speeches are 5 minutes’ long.]  Nice job with the hook and signposting!  On the first call-out, it isn’t clear why the exaggeration does not bleed into misinformation. How does one even distinguish the two?   * Explain what are the checks and balances to ensure that the media organisation will not venture into the latter territory.   + Point out that defamation lawsuits exist to prevent news media from spreading lies.   I appreciate the pushback that Princess Diana’s death was a freak accident, then explain that laws have evolved to ban the stalking and harassment conducted by paparazzis.  While I understand that public attention is a type of occupational hazard for celebrities, does this mean we can treat them in any manner of ways?   * Highlight that celebrities actively consent to these harms, and they actually benefit from the huge and constant amount of media attention.   Well done explaining competition being a good check and balances, and reputation is still being valued by media organisations.   * However, this is true IN GENERAL, is this necessarily true for tabloid media?   On your first argument:   * Good job highlighting the specific problem of news media having little attention, and the audience do not gravitate to them over tabloid media. * Explain the cross-subsidisation model and how it works first!   + Can we explain why high quality journalism is incredibly resource-intensive?     - E.g. Embedded journalism requires high insurance to travel to a battlefield.     - E.g. Investigative journalists require high levels of research, labour and training. * What is then the impact of the lack of high quality media in the information diet of the average citizen?   + Point out the lack of political awareness leads to terrible and uninformed voting decisions in elections.   We must ask POIs consistently. How many POIs did we ask today?   * We need to also take a POI, be mindful of the time!   05:13 | | | | | | |

| **Student Name:** Alissa Mak |
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| **Motion**: This house will ban tabloid journalism |
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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: | 70.5 | | | | | |
| 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 minutes’ long.]  Excellent rebuttal in the hook that high-quality media won’t even be consumed since it’s overshadowed by tabloid journalism.   * Conclude clearly that access needs to come logically prior to funding. * You can bring the rebuttal further by saying that there’s already adequate funding for news media to begin with.   Good job signposting. You can integrate your rebuttals with your clashes.  Well done explaining that exaggeration is also a form of misinformation.   * Explain why the average consumer has very low media literacy and they are unable to differentiate between the two.   When we’re bringing back the rights of the celebrities, engage with the Opposition saying that they have consented to these harms.   * Explain that while they consented to public attention, they did not consent to being stalked, harassed and harmed.   + I appreciate the flipping of the Princess Diana example being a form of victim-blaming. * Do some comparatives: The right of the people to know does not outweigh the civil liberties of these figures.   Good call out on the contradiction that tabloid cannot simultaneously be important in society but having minimal impact in terms of harms.  We need to engage with the Opposition’s arguments:   * The state will abuse the right to free speech.   + Point out that authoritarian regimes will crack down on speech on both sides regardless. * Tabloid media is a valid form of entertainment.   + Point out that entertainment does not have a limitless right to abuse others. * Tabloids are a form of revenue-generation that will fund high-quality media.   + Explain that there is an adequate amount of funding to begin with, and raising funds is not a good enough justification to violate civil liberties.   Good reinforcement of your team’s argument, but remember that we have to be adding value to the debate!  We need to ask POIs consistently!  05:20 | | | | | | |

| **Student Name:** Karin Yeung |
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| **Motion**: This house will ban tabloid journalism |
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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:  [NOTE: Today’s speeches are 5 minutes’ long.]  Prepare a hook next time, so you don’t lose your train of thought!  On the harms of paparazzis, can we clarity whether Opp’s statement that harmful paparazzi actions are already banned are true?   * When we’re bringing back the rights of the celebrities, engage with the Opposition saying that they have consented to these harms.   + Well done explaining that while they consented to public attention, they did not consent to being stalked, harassed and harmed. * Do some comparatives: The right of the people to know does not outweigh the civil liberties of these figures.   We need clearer structure and signposting of the speech! What are your clashes as the reply?  Yes, the quality of tabloid journalism is poor, but the point that opp is making is that money made via tabloids can be used to fund high-quality news!   * Explain that there is an adequate amount of funding to begin with, and raising funds is not a good enough justification to violate civil liberties. * Then engage with Opp’s checks and balances on competition and reputation.   In the first clash:   * Good engagement on the state authority argument.   + Why doesn’t the state have the ability to crack down on speech when you’re allowing the ban on free speech?   + Point out that authoritarian regimes will crack down on speech on both sides regardless.   Engage with their point that the tabloid media is a valid form of entertainment.   * Point out that entertainment does not have a limitless right to abuse others.   We cannot go into the second clash after the 5th minute!  We must ask POIs consistently. How many POIs did we ask today?  05:33 - Watch for time! | | | | | | |

| **Student Name:** Sophia Tan |
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| **Motion**: This house will ban tabloid journalism |
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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:  [NOTE: Today’s speeches are 5 minutes’ long.]  Good hook clarifying your position in the debate.   * Well done signposting.   Good pushback that paparazzis would cease to exist if laws to protect public figures already existed, point out that in the status quo, there are actually laws to protect the invasive practices of paparazzies.   * Don’t randomly assert that it even leads to death! Properly ground the example of Princess Diana dying as a result of aggressive stalking.   We need to engage with 1st Opposition’s arguments:   * The state will abuse the right to free speech.   + Point out that authoritarian regimes will crack down on speech on both sides regardless. * Tabloid media is a valid form of entertainment.   + Point out that entertainment does not have a limitless right to abuse others.   On your first argument:   * Good job laying down the loss of trust in journalism, and the mechanistic analysis as to why viewers feel this way.   + However, can’t they differentiate between tabloids and other forms of credible media? Why can’t we limit the harm to just losing trust in tabloid media? * Before we explain the harmful practices of tabloid media, start with why these practices are so INHERENT to tabloid media, and why they aren’t likely to change.   + E.g. Point out why clicks bring them money, the competition leading to a race to the bottom, faster production time, etc. * What exactly is the impact statement to the loss of trust?   + We mentioned the impact statement briefly which is low-quality journalism crowding out high-quality news.     - Explain what happens to the political awareness that the general public has as a result of this!   We must ask POIs consistently. How many POIs did we ask today?  04:23 - We are under-timed! Try to reach 5 minutes. | | | | | | |

| **Student Name:** Renee Yang |
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| **Motion**: This house will ban tabloid journalism |
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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: | 70.5 | | | | | |
| 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 minutes’ long.]  On the set-up:   * Good use of examples on what tabloid journalism looks like. * Clear mech of what a ban is, but would you extend it to other forms of media who start to imitate the behaviour of tabloid media, such as clickbaity headlines? * Why are we okay with tabloid journalism to an extent? That undermines the fullest extent of your benefits! * Good stance, try to limit it to just one thing to make it easier for you to defend.   + Nice job burden pushing Opp to defend harming individuals.   On the first argument:   * Before we explain the harmful practices of tabloid media, start with why these practices are so INHERENT to tabloid media, and why they aren’t likely to change.   + E.g. Point out why clicks bring them money, the competition leading to a race to the bottom, faster production time, etc. * Nice job using the Britney Spears example to ground how invasive and problematic these paparazzis are.   + Point out why it’s legal for the paparazzis to invade their privacy, and how helpless these celebrities are because of their status as a “public figure.”     - The clarification of being okay with taking pictures of Justin Bieber is not that helpful because he still did not consent to this. * We needed to expand the harms of the loss of privacy beyond that single example!   + Explain the complete fish bowl these people live under, and why they have no quality of life just because of the nature of their occupation.   On the second argument:   * Nice job outlining the limited attention span of consumers, and why the audience will always gravitate towards tabloid journalism. * Expand the impact statement which is these low-quality journalism crowding out high-quality news. * We assume that people will automatically switch to high-quality news, rather than reverting to other forms of entertainment.   I love your style, confidence and projection, keep it up!  Good job asking POIs consistently!  5.05 - Good timing! | | | | | | |