| **Student Name:** Maddie |
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| **Motion:** THW place a significant tax on companies that use Artificial Intelligence. |
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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: Speaking time: 07:07.46, good work!   * Nice hook! Good eye contact and hand gestures. I think content wise, it may have been better if you approached this from a protection angle; meaning that you prioritise protecting and retaining your workers. * Set-Up; Disincentivise companies to use AI. I think you want to make sure to tell me what this tax would look like; is there a point where we stop taxing the companies? * You also want to make sure that the set-up is clear; What about employees using AI? That might technically fall under this jurisdiction. * I think you want to be clearer about what the claim is; at the beginning when you were speaking about what the difference between the human and AI workers was, I wasn’t too sure about what the point of this argument is and where the argument would be going. * From what I have gathered, you were explaining the strengths of a human worker as compared to an AI worker; this felt like it was an attempt to prove that humans are better than AI, thus, we need to tax people for using AI. Personally, this feels a bit like a misdirection; I think the debate is not so much about whether AI or humans is better, but its about what we can do to protect our species from this AI. * You can try to extract what would happen if we don’t tax AI; it would mean that companies are free to basically do what they want. It means that humans are likely to be fired, etc, and left unemployed. Unemployment is terrible as it leaves you vulnerable and open to crime, and instability in your country. * Try to also tell me what the impact of bad AI use would have on the economy; could this mean worse products, etc? * Make sure to link this back to the topic! You gotta make sure to link all the analysis back to why a tax is needed and justified. | | | | | | |

| **Student Name:** Luke |
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| **Motion:** THW place a significant tax on companies that use Artificial Intelligence. |
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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: Speaking time: 07:07.46, good work!   * I think you have great energy when you speak; try to get that energy into your speech too! I think a more forceful start would have been really good. * Good rebuttal that companies would not want to invest or take the AI on if it’s that bad shape; you could go further here to point out that the point of the debate is not so much about whether AI is good or bad; but it’s about whether we should tax it! * I think you did a great job of explaining that jobs won’t be lost; I’d like you to try to apply the logic at each of the six steps for why it is true though. For example, if you said that companies will hire people to do different jobs, you gotta back it up with analysis like it's cheaper to rehire workers who are already within the company, etc. * Good manner of speaking! Try not to lean on the podium though. * I think you could offer a few more base ideas for why companies won’t fire people; 1. It’s very very controversial because people don’t quite seem to like AI so much to the point where they are okay with losing their livelihoods. 2. Firings are always messy, there are threats of lawsuits, etc. * Try to give me more step-by-step or process analysis for how people will move into these AI jobs; this is really important especially when you consider that people might go from blue collar (technician) to white collar (maybe coding?) jobs! * I like the idea that AI can have great innovations; but you gotta be specific with what the AI innovations are and in what industry; also, how do the innovations work and benefit people?   Speaking time: 08:00.64, good work! | | | | | | |

| **Student Name:** Amber |
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| **Motion:** THW place a significant tax on companies that use Artificial Intelligence. |
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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: Speaking time: good work!   * Try to make sure that you are dealing with the biggest accusations! * Nice hook! Nice references to the shows. * Good method of shutting down the POIs! * I like the emotional appeal to unemployment; but you can go ahead and tell me why AI will actually replace human workers - when you said that companies don’t care, you can point out that companies have a lot more power over the government compared to citizens; because that’s where they get all their funding from! * I think that you want to go back to recapping why companies will want to go for AI; bring back the analysis about how fast AI is, the incentives attached to getting AI, etc. This could be efficiency, hiring costs, etc! * Try to make sure that you are defending your partner against some of the hard questions that the LO asked; the main accusation they made was that the content given by Maddie was irrelevant to the topic at hand; make sure that you defend them! * You could also say that companies will always pursue policies that prioritise profit; even if it means they have worse products!   Speaking time: 07:19.60, good work! | | | | | | |