| **Student Name:** Candice |
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| **Motion**: THW ban the use of Artificial Intelligence in the creation of Art. |
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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 |
| 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 gotta have a hook Candice! You can’t just repeat the topic. * I think the loudness of your speech was something that could have been improved significantly - I think the message was really lost due to the presentation! * When you suggest that we should ban it due to it not having any culture, etc, you need to make sure that I am convinced about this - meaning that the judge believes that focusing on the culture is something that is a good thing! * Try to explain just how bad this AI can be on people and the art industry - what exactly is it doing? Is it flooding and crowding out other artists?   Speaking time: 03:02.22, nice work! Lets go for 4 minutes next time. | | | | | | |

| **Student Name:** Jaylan |
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| **Motion**: THW ban the use of Artificial Intelligence in the creation of Art. |
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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 |
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| Teacher comments:   * Nice hook! * For each of the things you said, here is how you expand:   + Your claim:What are you attempting to prove?   + Reasoning: Give me three reasons for why your claim is true!   + Impacts: How does your claim change and or impact society? * For the argument itself, I think it makes sense - but what is the impact of people getting access to art and or enhancing the type of art they are producing? Make sure you tell me how this positively impacts society! * Why does reliability matter?   Speaking time: 00:34.60, let's aim for 1:30.00 next time! | | | | | | |

| **Student Name:** Giselle |
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| **Motion**:  THW ban the use of Artificial Intelligence in the creation of Art. |
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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** |
| 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:   * Try to move away from the imagine if type of hooks - don’t make me work to believe your arguments! You can fix this by just dropping the imagine part of the argument! * Good signposting! * Rebuttal - I think it’s possible for the art to be relatable despite not being created by the art. I think the even if aspect can actually focus on something like the business and or work argument made by the speaker before you! * I think the argument could have been labelled a lot better - for example, is it basically to prove that artists can't keep up with the AI produced art? * For the POI response, you could also suggest that creativity isn’t the point- the point is that some people had to take years and money to build up their skills; only for them to become suddenly worthless! * Why would people go for AI art? I think this is something that needs to be explained especially when you suggested that AI does not have creativity, etc. Would it just be because it's cheaper? * I think the argument about stolen art was really good! I think you wanna make sure that you are explaining that there is no way to fight against this as an artist? Why so? * Good pre-emption Giselle! Nicely done.   Speaking time: 07:18.27, good work! | | | | | | |

| **Student Name:** Louca |
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| **Motion**: THW ban the use of Artificial Intelligence in the creation of Art. |
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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 |
| 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 hook! Good energy too. * For the rebuttal, I think you can also go further to suggest that people generally won’t go for AI art - there is quite a lot of stigma against AI art currently. Also, most AI art is labelled as such and it's identifiable; meaning that people can avoid it if they want to! * I think that there is an argument to say that AI actually makes making art easier and better; the reason for this is because there are a lot of stages in producing art (ideating, laying it down, etc.) where AI can be super useful and make the lives of artists much better! * Good long-term comparison! I think the argument about accessibility is a strong one - but make sure that you explain how exactly this is gonna make the art industry better. It's better in the sense that people who could not previously produce art can now do so - for cheap and quick methods! * I think you wanna focus on making sure that you are impacting your speech - you gotta go into some depth as to why the argument you made is significant for certain actors in society. E.g., when you suggest people can now just use AI to make the art, does this mean we have more types of art, etc? Why is that a good thing? | | | | | | |

| **Student Name:** Amanda |
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| **Motion**: THW ban the use of Artificial Intelligence in the creation of Art. |
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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 |
| 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. | | | | | | |
| Teachers comments:   * Good hook! Very nice illustration for why AI art isn’t quite art. * I think you gotta make sure that you are explaining why the stories are exclusive and so meaningful to begin with; Why can’t we get these stories from AI? Is it because it isn’t as impressive, etc? * I understand that there is an issue with the AI art - but why is this significant and important? When you mentioned stolen art, you can actually go much further - which is that you can mention that people lose their jobs, OR people don’t enter the art industry at all anymore. Why spend years learning fine art if someone is not willing to respect your work? * The copyright issue can be linked with the impact above; if people are stealing art from each other, does it mean people won’t post their art anymore, etc? * I think you need to rebut Louca’s claim that you can just use AI for inspiration and to get your ideas fleshed out - why is that unlikely to be the way people use it? * What happens when the value of art decreases? Is it the case that now people don’t feel the need to invest in museums, etc? How does that destroy the way we see art? * AI does not have emotions - it can only replicate, that is pretty much the premise of the last argument you were making! You wanna check out a phenomenon called uncanny valley. * I think you gotta work on your structure and signposting! I can flow with you because I’m used to you, but I can see a judge who has not met you before getting lost sometimes. Make sure you walk the judge through the speech!   Speaking time: 07.24.57, nicely done! | | | | | | |

| **Student Name:** Alvina |
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| **Motion**: THW ban the use of Artificial Intelligence in the creation of Art. |
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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 |
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| Teacher comments:     * Try to move away from the imagine if type of hooks - I’d like to see something more artistic and emotional for you! * When you suggest that there are new genres to be discovered etc, give me those details! What are these new genres? Why are they a priority for this debate? * I think you gotta up your energy Alvina! I need to see that fierceness from you. * I think you gotta make sure that you deal with Amanda, especially when she suggested that people are likely to lose jobs, etc, from the AI industry? * Good explanation for the originality of the AI work - I think you can go into more details here, such as how people perceive the art, etc. Are people more likely to get invested in the art, and the art scene in general? * I think the speech felt a bit too defensive - it seemed that the proposition managed to put you guys on a foot that made you wanna explain how you are not so harmful more than anything - in that context, you really want to make sure that you are hyping up the positive impacts AI has on society and art as a whole! * I think you wanna make sure that you are explaining why the impact of more people getting art is valuable - is it because it gets people more invested in art, etc? * Great work on the comparative rebuttals!! Don’t spend too much time on it though. * You gotta manage your time better next time!   Speaking time 07:50.27, nice! | | | | | | |

| **Student Name:** Amanda |
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| **Motion**: This house believes that the rise of "Fandoms" has done more harm than good. |
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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 |
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| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
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| Teacher comments:   * I think that was a solid observation in the hook; but I think you really need to sound a bit more assertive! Give me some intensity here. * Re: communities. I understand that conflict can happen - but I really need more details. You could talk about how stan culture really is quite devoid of logic and its mostly vibes. If there is a perceived slight against someone, then the fans go for the person who did something against the idol. TLDR; need more details to do. * Re: Marilyn Monroe - you could also mention that the decline in fame for an artist is also a really tough thing to face. Tell me the impacts of how we perceive Marilyn Monroe today! It has spillover effects for how society as whole treats women, etc. * Good argument that people may not really consent - you could also mention that fame itself is pretty lucrative. Even then, consent can be withdrawn - the difference is that in this case, celebrities can’t. * The tone at the end when you were talking about how all idols aren’t bad people is the tone I want you to take on for your speeches! It’s persuasive. * Time management is a problem!! Entered the clashes at 4:58. * Fandom hatred; how does this impact people and their interests?   Speaking time: 05:40.11, good work! | | | | | | |

| **Student Name:** Andrew |
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| **Motion**: TH, as the animal rights movement, would aggressively shame non-vegetarians. |
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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 |
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| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
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| Teacher comments:   * Nice hook, but I feel like you could have employed a tone that was more assertive and or emotional here to add impact to the hook. Also, you wanna make sure that you are getting into your argument a bit sooner. 1:00 minute on a hook is a bit too long. * Nice signposting! * Why is it likely for you to start arguing back? Fair enough that shaming might be unreasonable, but you gotta analyse this. * You can also mention the fact that most people are actually pretty pro eating meat. How does this affect the way the arguments are received, etc? * When you say this policy of shaming will spread hatred, what do you mean? How will this hatred manifest and appear? * You want to assume the best of the proposition though; what if shaming works? What if it truly causes behaviour changes? You wanna do the even if; why is this something we truly cannot afford to do as the animal rights movement? * You gotta up the volume and tone! I need more swagger and flow from you. You’re saying smart stuff, but it won’t be received well if you don’t sell it. * You also wanna consider the potential drawbacks of your case and explain why those don’t matter as much!   Speaking time: 05:28.81, nice work! | | | | | | |