| **Student Name:** Boris Cheung |
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| **Motion**: During a national emergency, This house would censor information that would harm national security |
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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 like the hook, but it would be even more impactful if we use an example to illustrate this point of panic and chaos.   * Can we have signposting that includes the labels of your arguments?   Good big picture comparison on national security being the most important thing. Can we proceed to all of the reasons as to why information becomes a stumbling block to national security?   * We have misinformation as the main reasoning, explain what exactly are these chaotic actions? If we don’t explain what people will resort to, then the judge wouldn’t be able to grasp the level of harm.   + What does this information look like that will induce this type of irrational behaviour?     - Eg. It will be invoking fear, paranoia, and even hatred among the people. * We can add on more reasoning such as the information makes it difficult to get collaboration from society.   On misinformation on social media, but we cherry-pick the parts that are easy for us to engage with.   * Engage with Opposition’s main push on mainstream media behaving responsibly during a crisis.   + E.g. The media is profit incentivised, so they exaggerate for more clicks and they will sensationalise all of this information.   On engaging with Opp’s point on state abuse:   * While I understand that the government is trying to protect you, we are not explaining how we can trust the state to not engage in abuse when there are political incentives to do so?   + We should highlight mechanisms that information can be shared AFTER the crisis, so the people can still hold the state accountable later on.   On being morally correct:   * I agree with the moral claim that security is more important than privacy, but Prop is not suggesting mass surveillance!   + I think the right you’re referring to is actually the right to know. * We need to first prove that censorship was necessary towards stopping the crisis to begin with, try to have structural analysis here.   We need to ask POIs consistently!  5.18 | | | | | | |

| **Student Name:** Jennie Jung |
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| **Motion**: During a national emergency, This house would censor information that would harm national security |
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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.]  I like the hook of having more benefits than harms, but it would be even more impactful if use an example to illustrate this point of panic and chaos, e.g. after a terrorist attack.   * Can we have signposting that includes the labels of your arguments?   Where is the set-up?   * For a burden of proof, we should highlight that the most important thing in the debate is the containment/ending of the crisis. * We should propose specific metrics on when the state is allowed to do this!   + E.g. When the state has limited law enforcement officers to manage the crisis.   + We can make it even more clear by suggesting what kind of information you will censor and what you won’t censor.   + Otherwise, the state can abuse the tool of censorship. * A strategic model would be to explain that the state is still providing information, but in a controlled manner.   On the first argument:   * Good premise on the spread of misinformation!   + We should explain why will the media sensationalise this kind of information,     - E.g. The media is profit incentivised, so they exaggerate for more clicks.   + I like the analysis of people not being able to tell which is right due to the panic, using the example of the LA fires. Well done! * On the government being selected for a reason, I like the premise that we already trust them to make decisions on our behalf!   + Can you explain to me what exactly about the government that makes them qualified to make these decisions? * We have to maximise the impact of this argument!   + When we pointed out that they might do bad stuff, what exactly are these chaotic actions? If we don’t explain what people will resort to, then the judge wouldn’t be able to grasp the level of harm.     - We mentioned protests, but why are peaceful protests bad?   + What does this information look like that will induce this type of irrational behaviour?     - Eg. It will be invoking fear, paranoia, and even hatred among the people.   I like the grounding of the state being able to calmly do their job without the interference of the public.  We are missing a second argument!  Good job asking POIs!  5.14 | | | | | | |

| **Student Name:** Ishan Harishankar |
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| **Motion**: During a national emergency, This house would censor information that would harm national security |
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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:  [NOTE: Today’s speeches are 5 minutes’ long.]  Good description of the state abusing their power in the status quo! We could take the impact even further if you have a real-life example of the state hiding information in order to hide their flaws.   * Remember that there are no re-starts during a competition, so try to push through any mistakes that may have been made. * Good job signposting.   Your counter set-up should come before the rebuttals!   * If you’re okay with SOME censorship, where do we draw the line? What differentiates you with Proposition’s censorship model? * Good burden of proof.   While it’s true that most information is not false information, is it not also true that some people may be under false impressions and share information in a panic?   * Can we explain what are check-and-balances to actively correct this false information?   + E.g. Public scrutiny and criticisms online will eventually reveal the full truth.   + We can mention all of this in the counter set-up to explain why the media will behave responsibly, i.e. competition in the free market, reputation, investments, etc.   Good big picture comparison on why societal well-being are better off with information.  We are questioning the ability of politicians without really telling me WHY! Explain to me why you don’t trust their decisions, e.g. perverse political incentives to protect their seats of power.  Time management is an issue, we only had one minute left to run out arguments:  On the first argument of state abuse:   * Well done reasoning out both the incentives and capacities of the state to overly censor. * We have to move on towards explaining why information is so key for civilians to organise against the state, and hold them accountable.   + Provide some grounding of when the state may have changed their crisis policies in reaction to the people collectivising.     - E.g. Germany ignored the needs of healthcare workers until they engaged in a strike against them.     - E.g. Americans can better demand access to vaccines if we understood the success rate of government policies.   Well done on asking POIs consistently!  5.26 - Watch for time! | | | | | | |

| **Student Name:** Lilianna Poon |
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| **Motion**: During a national emergency, This house would censor information that would harm national security |
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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.]  Prepare a hook instead of diving straight into the rebuttals!   * I appreciate the angle that the right to know is precisely what allows you to keep safe, can we weigh this version of safety versus Proposition’s version of safety?   + Prop says that people won’t make rational decisions, so can we engage with that? * Good job signposting!   On rebutting the ability of the state to govern:   * While I concede that it is the government’s duty, we have to explain why the state STILL has the ability to govern even if society is not cooperative.   + Explain that a trusted government can still correct any misinformation that exists, and convince society to be cooperative during a difficult time.   Good rebuttal on information being key so we can provide more assistance to the vulnerable!   * Can we explain why the state has very limited money and human resources, so assistance from the rest of society becomes crucial?   On misinformation, can we explain what are check-and-balances to actively correct this false information?   * E.g. Public scrutiny and criticisms online will eventually reveal the full truth.   + We need to explain why the media will behave responsibly, i.e. competition in the free market, reputation, investments, etc.   Good big picture comparison on why societal well-being are better off with information.  We are questioning the ability of politicians without really telling me WHY! Explain to me why you don’t trust their decisions, e.g. perverse political incentives to protect their seats of power.  On the first argument on informed decisions:   * If you’re okay with SOME censorship, where do we draw the line? What differentiates you with Proposition’s censorship model? * Can we illustrate what KIND of decisions they can only make when they have information?   + We have to move on towards explaining why information is so key for civilians to organise against the state, and hold them accountable so we can have better choices available.   + Provide some grounding of when the state may have changed their crisis policies in reaction to the people collectivising.     - E.g. Germany ignored the needs of healthcare workers until they struck against them.   We need to ask POIs consistently!  5.28 | | | | | | |