| **Student Name:** Hon Sum Yang |
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| **Motion**: This house would place a significant tax on companies which replace workers with A.I. |
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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 | | | | | |
| 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:  The specific harm of this needs to be illustrated. Yes it’s bad for society - but how? What happens? We sound very uncertain and under-confident in our opening. We keep punctuating with ‘uhh’.  We need to highlight why this is the (a) the best way and (b) the only way. We need to explain why we need to force companies to adjust in this way, whilst we figure out the best way to accommodate these workers.  We’re not making any eye contact!  Set-up   * Why is it a year? What’s the point of this? We need to identify what this is in response to; is it that this is a short term strategy, long term strategy? Why are we doing this? What is the problem characterisation? * We must support upskilling, and explain how it happens. Will we keep this going until those workers retire and then phase out these jobs/allow AI adoption? What does the timescale look like? Don’t commit this is going to occur indefinitely - there needs to be a reason to do this now! * We aren’t burden pushing them in terms of how if we don’t take action, companies will just lay off people - and this becomes a burden on the welfare state. They can’t spend money upskilling - because they’re too busy handing out food stamps and unemployment benefits. Budgetary allocation problem!   Argument 1   * What is a more balanced company? We need to analyse why in absence of this hurdle, companies would gun for replacement. We need to first establish profit as a key motivator, and then how their rationale is likely to change under your world. How does this force companies to keep employing people, while you work to upskill them so this doesn’t need to happen? What happens in Opp’s world when they have to go all guns blazing? * How would it make their lives really hard? We need to explain HOW these people will suffer, and that they have no further optionality.   Argument 2   * Is this not the impact of the first argument? We must explain how the speed of development of AI is so fast, that we need to give people time to breathe, and governments to figure out a plan of action.   + A significant tax acts as a brake on the unchecked rush towards automation, giving policymakers time to grasp the implications of widespread AI deployment. This approach allows for the development of appropriate regulations and safeguards to ensure a more responsible and beneficial integration of AI into the workforce.   WE HAVE TO STOP WITH THE UHHS IN THE MIDDLE OF OUR SENTENCES. THIS IS THE MOST UNCERTAIN WE HAVE SOUNDED IN MONTHS.  05:24 | | | | | | |

| **Student Name:** Torres Li |
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| **Motion**: This house would place a significant tax on companies which replace workers with A.I. |
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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:  Strong tone up top! We need to explain WHY innovation matters so much, to the extent that we’re okay biting the harms from Prop. Otherwise, we sound out of touch of the debate.  Where is our set-up? What will we do? How do we help the vulnerable workers who lose their jobs? We just say yes - this is fine?  Rebuttal   * Our responses are uncomparative - yes small businesses may benefit from AI, but is this benefit so substantial it weighs against the increased burden on the welfare state from those who are jobless? * Ari’s POI point out lack of capacity; are small businesses at present so reliant on AI?   Argument 1   * What innovation? What efficiency? This is really vague!   + We need to explain HOW AI advancement is fueling the growth of startups and fostering “AI+” innovation across diverse industries and on large language model platforms such as ChatGPT. By leveraging AI technologies, businesses can evaluate and enhance the value of technology-driven startups, facilitating innovation in small and medium enterprises and supporting technology transfer to developing nations.   + This is what increases business capabilities globally. * I think we acknowledge that companies are profit driven, but explain why this is a good thing. Talk about the benefits of economic productivity and growth.   + Explain how this inefficiency is being propped up for no reason and no explanation as to how we get out of it. Will they do this indefinitely? How do they do so?   + Taxing companies for adopting AI would discourage investment in this transformative technology. This would slow down the development and implementation of AI, hindering productivity gains and potentially putting businesses at a competitive disadvantage globally.   Argument 2   * What is new about this argument? * The economy naturally goes through cycles of creative destruction. While some jobs are lost, new ones are created. The market, incentivized by profit, will adapt to AI by creating new industries and roles. Wages and labor markets will adjust to the changes brought about by AI. As some jobs become obsolete, demand for other skills will increase, driving up wages in those areas and incentivizing workers to acquire those skills. Point to historical examples of technological advancements (e.g., the Industrial Revolution) where initial job displacement eventually led to overall economic growth and new job creation.   We need to ask POIs consistently! We have to look back at how to do set-up. Without it, your side concedes to all the harms on Prop and doesn’t provide the weighing  05:05 | | | | | | |

| **Student Name:** Ari Hu |
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| **Motion**: This house would place a significant tax on companies which replace workers with A.I. |
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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:  The POI is rescuable - what small business is currently relying on AI to this extent? Any future use where it is critical WILL be expensive and WILL require payment.  We should not start our speeches with ladies and gentlemen! Is the biggest impact in this round about the dictatorship of AI? We spent the class talking about how to realistically characterise AI - but this is missing from our opening!  Our biggest response strategy must be about how they concede this will hurt people and harm workers. Burden push them - if they don’t take action, companies will just lay off people - and this becomes a burden on the welfare state. They can’t spend money upskilling - because they’re too busy handing out food stamps and unemployment benefits. Budgetary allocation problem! How do they deal with the millions in poverty?  We say AI art is bad - but where does this come from? We need to first establish why AI replaces artists, and then how this harm occurs.  We need to explain how going full steam ahead leads to a decimation of the economy; this tax can also act as a brake on the unchecked rush towards automation, giving policymakers time to grasp the implications of widespread AI deployment. This approach allows for the development of appropriate regulations and safeguards to ensure a more responsible and beneficial integration of AI into the workforce. If it develops in the way Opp wants, how many people lose their jobs and where do they get money from instead?  Argument   * Why is this tax revenue so critical and needed such that the world is significantly better without it? Sure, there is more money, but why is this such a substantial and unique benefit in the round that we must do this? * Why is this tax revenue more important than the gains from efficiency and innovation on Opp? The benefit is not comparative!   We could have run a principle claim about needing to rescue these largely blue collar workers. Analyse how they ended up in clerical/blue collar work in the first place due to the birth lottery - the public school system/the state likely failed them; talk about the lack of social mobility being part of the state - link this to the moral obligation the state has to intervene in this way, even though it may limit GDP/profit for a short period of time. Acknowledge the trade off here!  We need to make sure our POIs are worded as questions, and that we aren’t reacting heavily - no loud deep exhales after asking because you’re frustrated or annoyed. Watch for decorum in the round!  04:28 | | | | | | |

| **Student Name:** Jasper She |
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| **Motion**: This house would place a significant tax on companies which replace workers with A.I. |
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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 |
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| 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 how this kind of transformative change is normal. We need to enable it, and take charge, rather than preventing it. The economy naturally goes through cycles of creative destruction. While some jobs are lost, new ones are created. The market, incentivized by profit, will adapt to AI by creating new industries and roles. Wages and labor markets will adjust to the changes brought about by AI. As some jobs become obsolete, demand for other skills will increase, driving up wages in those areas and incentivizing workers to acquire those skills. Point to historical examples of technological advancements (e.g., the Industrial Revolution) where initial job displacement eventually led to overall economic growth and new job creation.  Our fluency has been impacted due to the break we’ve taken. We need to make sure that even when we take breaks, it doesn’t hurt our delivery!  Rebuttal   * Is the biggest response on the viability of measuring the revenue generated from AI? You can focus on the infinite repression of innovation on their side, and how it keeps the economy from growing and innovation and growth from occurring.   + Good example of the agricultural revolution. This links to the claim above.   + You need to not just point to the capacity of new jobs, but explain what they are and how they materialise! While automation may displace certain jobs, it creates a demand for new roles such as data scientists and machine learning engineers.     - It creates new professions that involve the use of AI to do traditional jobs, such as AI-based artists. This shift necessitates re-skilling workers for more complex, non-automatable tasks that emphasise creative problem solving and emotional intelligence-based roles.   Good on exclusivity and usage - this is missing analysis from the small business/individual usage argument your first speaker runs. Explain HOW this means the benefits are only limited to large tech monopolies which can repress innovation in the form of AI start-ups.   * AI advancement is fueling the growth of startups and fostering “AI+” innovation across diverse industries and on large language model platforms such as ChatGPT. * By leveraging AI technologies, businesses can evaluate and enhance the value of technology-driven startups, facilitating innovation in small and medium enterprises and supporting technology transfer to developing nations. This is what increases business capabilities globally.   How do we help the vulnerable workers who lose their jobs? We need to fill in the gaps on set-up from 1st Opp.  We need to ask POIs consistently. How many did we ask today?  05:12  We need to pay attention to delivery! Sounding confident, persuasive and forceful! | | | | | | |

| **Student Name:** Emma Kwok |
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| **Motion**: This house would place a significant tax on companies which replace workers with A.I. |
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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 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:  Our biggest response strategy must be about how they concede this will hurt people and harm workers. Burden push them - if they don’t take action, companies will just lay off people - and this becomes a burden on the welfare state. They can’t spend money upskilling - because they’re too busy handing out food stamps and unemployment benefits. Budgetary allocation problem! How do they deal with the millions in poverty?  Rebuttal   * Explain how it is really difficult to upskill workers! What does your side do to help them though? There were no additional policies, such as on education programs in 1st Prop. You have to fill the gap here! * We need to explain how going full steam ahead leads to a decimation of the economy; this tax can also act as a brake on the unchecked rush towards automation, giving policymakers time to grasp the implications of widespread AI deployment. This approach allows for the development of appropriate regulations and safeguards to ensure a more responsible and beneficial integration of AI into the workforce. If it develops in the way Opp wants, how many people lose their jobs and where do they get money from instead?   Clash 1   * Explain why this matters so much! What is the role and purpose of the state? Point to the principle obligation here! * Analyse how they ended up in clerical/blue collar work in the first place due to the birth lottery - the public school system/the state likely failed them; talk about the lack of social mobility being part of the state - link this to the moral obligation the state has to intervene in this way, even though it may limit GDP/profit for a short period of time. Acknowledge the trade off here! * Explain how they are harmed without any protection on Opp! What is the incentive of companies? Point out here how if we don’t take action, companies will just lay off people - and this becomes a burden on the welfare state. Opp can’t spend money upskilling - because they’re too busy handing out food stamps and unemployment benefits. Budgetary allocation problem!   Clash 2   * On widespread society, explain how innovation and efficiency can also be accessed and should only be accessed if it is equitable - and then explain why it is unlikely to be. Which companies get to use it? The POI Ari asks is rescuable - what small business is currently relying on AI to this extent? Any future use where it is critical WILL be expensive and WILL require payment. * Explain how yes, this is inevitable, but we need to create systems which can adapt - which is why we want to slow down development and adoption right now. They just go full steam ahead without considering how it decimates so many people’s lives?   04:53  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Chester Tam |
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| **Motion**: This house would place a significant tax on companies which replace workers with A.I. |
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| 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 argument reflects application of theory taught during class time. | N/A | 1 | 2 | **3** | 4 | 5 |
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| Teacher comments:  The opening is asking questions without answering them. Explain how this kind of transformative change is normal. We need to enable it, and take charge, rather than preventing it. The economy naturally goes through cycles of creative destruction. While some jobs are lost, new ones are created. The market, incentivized by profit, will adapt to AI by creating new industries and roles. Wages and labor markets will adjust to the changes brought about by AI. As some jobs become obsolete, demand for other skills will increase, driving up wages in those areas and incentivizing workers to acquire those skills. Point to historical examples of technological advancements (e.g., the Industrial Revolution) where initial job displacement eventually led to overall economic growth and new job creation.  Your role is not to summarise, your role is to respond - but you don’t need to say this. The structure of a third speech is opening, signposting, clash 1 and clash 2, conclusion.  Rebuttal   * Is Prop saying we stop using AI? There is a difference between usage of AI and job replacement. * On making companies poorer - the money is then presumably used for something? A smart Prop would invest in reskilling and upskilling people. How would you engage with this? * We have to engage with the material on helping vulnerable workers. How do you help the millions likely in poverty if companies are allowed to implement AI full steam ahead? How do you help them? Yes, there are new jobs, but can they just go in and take them?   Clash 1 - needs to come earlier. What is the name of the clash?   * This has overlap with rebuttals you’ve made earlier. * Is the biggest response on the viability of measuring the revenue generated from AI? You can focus on the infinite repression of innovation on their side, and how it keeps the economy from growing and innovation and growth from occurring.   + You need to not just point to the capacity of new jobs, but explain what they are and how they materialise! While automation may displace certain jobs, it creates a demand for new roles such as data scientists and machine learning engineers. This shift necessitates re-skilling workers for more complex, non-automatable tasks that emphasise creative problem solving and emotional intelligence-based roles. * We can also argue that maybe the future is one in which we don’t have to work to survive; we tax the profits of these companies - let them go full throttle, and let people re-evaluate how to gain meaning outside of economic output.   One clash?  05:07  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Kayley Cheng |
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| **Motion**: This house would place a significant tax on companies which replace workers with A.I. |
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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 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:  Yes, but this is a pretty big loss. We have to engage with the material on helping vulnerable workers. How do you help the millions likely in poverty if companies are allowed to implement AI full steam ahead? How do you help them? Yes, there are new jobs, but can they just go in and take them? How do we solve this problem?  Good response to the POI - they can’t just randomly model in a POI during Opp Reply! Is Prop saying we stop using AI? There is a difference between usage of AI and job replacement.  You can focus on the infinite repression of innovation on their side, and how it keeps the economy from growing and innovation and growth from occurring. You need to not just point to the capacity of new jobs, but explain what they are and how they materialise! While automation may displace certain jobs, it creates a demand for new roles such as data scientists and machine learning engineers. This shift necessitates re-skilling workers for more complex, non-automatable tasks that emphasise creative problem solving and emotional intelligence-based roles. You need to explain how your side achieves this!  We need to explain how this kind of transformative change is normal. We need to enable it, and take charge, rather than preventing it. The economy naturally goes through cycles of creative destruction. While some jobs are lost, new ones are created. The market, incentivized by profit, will adapt to AI by creating new industries and roles. Wages and labor markets will adjust to the changes brought about by AI. As some jobs become obsolete, demand for other skills will increase, driving up wages in those areas and incentivizing workers to acquire those skills. Point to historical examples of technological advancements (e.g., the Industrial Revolution) where initial job displacement eventually led to overall economic growth and new job creation.  What is the structure of this speech?  We need to ask POIs consistently. How many did we ask today?  04:28 - don’t take two POIs! Speak to 5 without such an excess! | | | | | | |