| **Student Name:** Emma Kwok |
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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 your point.   * Good job signposting.   I appreciate the emphasis on the context of the covid-19 crisis, but can we weaponise this context to showcase why the Opposition's argument on democracy is irrelevant?   * The state will no longer engage in extreme censorship as soon as the crisis is over. * Explain the priorities of this debate and why the containment of the crisis must be prized above all else? * 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? * What exactly are these chaotic actions done by the public as a result of too much information? 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 should reinforce your first speaker’s reasoning such as the information makes it difficult to get collaboration from society.   We should engage with Opp’s point on state abuse:   * While I understand that the government is trying to protect us during a crisis, 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 your argument:   * We are repeating a lot of premises on this being a national security concern, but the Opposition is not suggesting that we divulge ALL classified information.. The information you are currently referring to, such as in times of war, is classified information to begin with.   + For the harms to be true, we have to illustrate what are the kinds of information that would hurt others?     - We kept saying this information could get us killed, how did the public get their hands on this information to begin with? * This debate is about information that is already public and it’s your state that is actively removing the information that the public would have already known.   We need to ask POIs consistently!  5.02 - Good timing. | | | | | | |

| **Student Name:** Chester Tam |
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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 other countries gaining an advantage and hurting national security.   * Can we have signposting that includes the labels of your clashes?   On classified information being divulged and hurting the nation:   * Opposition is not suggesting that we divulge ALL classified information, including those that affect relations with other countries. Those are classified information to begin with.   + For the harm to be true, we have to illustrate what are the kinds of information that the public would find out that can harm national security?     - How will the public have information on spies? * It’s simply information that is already public and it’s your state that is actively removing the information that the public would have already known. * We are arguing national security harms generically, when has this ever happened before? What are these plans that the public has that will benefit the enemy??   I appreciate a 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.   We should engage with Opp’s point on state abuse:   * While I understand that the government is trying to protect national security, 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.   + While I understand that the state won’t keep vaccines a secret, Opp is asking what if the government is underplaying the severity of covid so they won’t be held accountable?   On misinformation on social media, 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. Explain that the media is profit incentivised, so they exaggerate for more clicks and they will sensationalise all of this information.   5.17 - Good job asking a POI, but we need to ask POIs consistently! | | | | | | |

| **Student Name:** Ellen Lui |
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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: | 70.5 | | | | | |
| 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.]  We should have a hook, rather than beginning with repeating the motion!   * Can we then have signposting that includes the labels of your arguments?   On the set-up:   * Good definition, but 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 some information and clarity to the people, but in a controlled manner and we will exclude harmful information. * For a burden of proof, we should highlight that the most important thing in the debate is the containment/ending of the crisis.   On the first argument:   * Good premise on the public being neutral and it enables the state to manage the crisis!   + The example of the Christmas Island refugee camp is not advantageous to Proposition. The Australian government definitely has adequate capacity to deal with it better.   + We need to characterise the state of the crisis and how the state is heavily constrained, e.g. inadequate resources and human capital. * We should explain why the media sensationalise this kind of information, so this is precisely what leads to the backlash you described.   + E.g. The media is profit incentivised, so they exaggerate for more clicks. * We have to maximise the impact of this argument!   + What exactly are these chaotic actions done by the public that hurts the government? 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.   On the second argument:   * Opposition is not suggesting that we divulge ALL classified information, including those that affect relations with other countries. These are classified information to begin with.   + For the harms to be true, we have to illustrate what are the kinds of information that would hurt others?   + What is the impact statement? * It’s simply information that is already public and it’s your state that is actively removing the information that the public would have already known.   5.23 - We can ask more POIs! | | | | | | |

| **Student Name:** Kayley Cheng |
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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.]  It would be good to illustrate precisely what you’re talking about in the hook to drive the point home!   * Signpost your speech before the rebuttals.   Good initial response that people are entitled to this information, but they are not entitled to EVERYTHING, e.g. classified information. So where do we draw the line?   * Be mindful that your rebuttal completely overlaps with your constructive argument.   Where is your counter set-up?   * Are you against ALL forms of censorship in any given moment? * We need to highlight the media’s self-correcting mechanism to mitigate all of the harms of the status quo.   + Explain why the media will behave responsibly, i.e. competition in the free market, reputation, investments, etc.     - Public scrutiny and criticisms online will eventually reveal the full truth. * What is your burden of proof?   After the first argument, try to insert a big picture comparison on why societal well-being is better off with information.   * Otherwise, it isn’t clear why protecting democracy and trust is particularly important during a time of crisis! * We are arguing this generically, what are the larger long-term harms that are far worse than the misinformation and chaos argued by the Proposition?   On state abuse:   * Spend time reasoning out the incentives and capacities of the state to overly censor.   + E.g. Political preservation of power.   + E.g. Minimising backlash against government policies. * 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.   Spend time asking POIs consistently!  4.46 - So close! Try to reach 5 minutes. | | | | | | |

| **Student Name:** Hon Sum Yang |
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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: | 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:  [NOTE: Today’s speeches are 5 minutes’ long.]  It would be good to illustrate precisely what you’re talking about in the hook to drive the point home!   * Good job signposting!   Try to write your notes clearly, so you don’t lose your train of thought. Otherwise, we spend too long simply trying to collect our thoughts.  On rebutting the point on social chaos:   * 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. * We can flip this point by saying that information is the key so the public can provide more assistance to the vulnerable! * Explain why the state has very limited money and human resources, so assistance from the rest of society becomes crucial.   Avoid taking the POI right away, finish your point first.   * While classified information is true, Proposition is saying there could be misinformation spread out there that the state needs to actively censor. * 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.   Try to insert a big picture comparison on why societal well-being is better off with information.   * Otherwise, it isn’t clear why protecting democracy and preserving trust is particularly important during a time of crisis! * We are arguing this generically, what are the larger long-term harms that are far worse than the misinformation and chaos argued by the Proposition?   On citizens not knowing anything and believed that covid-19 isn’t serious, the Proposition is not suggesting censoring EVERYTHING, only that they remove harmful information.   * 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.   We need to ask POIs consistently!  5.05 - Good timing! | | | | | | |

| **Student Name:** Tiffany Chan |
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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.]  I like the rhetoric in the hook, the use of illustrations would really drive the point home!   * Good job signposting!   Well done on calling out the contradiction from Prop!   * This would’ve been the opportunity to reset the context of the debate.   + We need to also justify why the debate is likely about covid-19 crisis, not war time. * Yes, good job stating that this isn’t about divulging classified information, just the state is censoring information that should’ve been private.   + Then conclude that this WON’T be about national security information that will benefit some vague enemy states. Point out that their arguments are irrelevant.   We are questioning the trustworthiness of the state and why they will abuse their powers 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 clash:   * On transparency being important, 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. * If the goal is to prevent societal collapse, then you have to rebut Prop’s argument on the inability of the state to govern. 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.   + 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. * Then flip this clash by explaining that information is 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?   Try to insert a big picture comparison on why societal well-being is better off with information.   * Otherwise, it isn’t clear why protecting democracy and preserving trust is particularly important during a time of crisis!   5.10 - We need to ask POIs consistently! | | | | | | |