| **Student Name:** Tongtong Lai |
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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:  Is work what matters, or is the money from it that matters? For instance, that it leads to poverty and a burden on the welfare state? The harm you want to solve for needs to be more clearly identified.  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.  Set-up - we spent nearly 3 minutes on set-up!   * Good work starting with problem characterisation; what kind of jobs are being replaced? Specify this so you can explain how you support them/if the state has a special duty or moral obligation to them. * We want to pause automation - until when? We need to specify what the long-term strategy is. * 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   * We need to analyse why companies would go full steam ahead in absence of this tax. 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?   + Good use of examples re Japan. * How would it make their lives really hard? We need to explain HOW these people will suffer, and that they have no further optionality. * What is the impact of this 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.  05:05  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Theo Lee |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:  Strong tone up top! Good work.  Set-up   * Good work spelling out how you want this co-existence; how? There are presumably some jobs that just do get automated; how do you empower people in this sense? For instance, a travel agent? * There is a lack of specificity as to how your world manifests. * We avoid the ‘people lose jobs and need help’ angle altogether by saying it just doesn’t happen. We need to have an alternative way to help them, acknowledging that SOME job loss happens. How do we help the vulnerable workers who lose their jobs?   Rebuttal   * Is the company to blame for job loss, or is the government? Why should they suffer in terms of being taxed on revenue? Explain how it is the role of the state to empower those who are unskilled/not adequately skilled. Explain what the economic benefits are - to highlight what we cannot afford to lose out on. * 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. 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.   Argument 1   * 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   * 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.   Let’s ask POIs consistently!  04:59 | | | | | | |

| **Student Name:** Davian Hung |
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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: | 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:  Don’t do the build up the other side and then however kind of opening. Don’t give their talking points ANY breathing room. I think you want to challenge up top whether or not co-existence is possible, at which point, they have no response on the job loss and poverty that occurs. Deal with this up top - and then go into the rest of your responses.  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 need to spend time framing how this is a debate about the speed of development and deployment. 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?  Extension? This is not BP. You need to call this your argument! It should be new, as opposed to analysis gap plugging.  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 explain why this is a viable/implementable strategy - we have to prove that this can successfully occur.  05:07  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Josephine 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 |
| 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:  The opening at the moment is observation oriented about the nature of AI without necessarily doing anything. Explain WHY it is beneficial, to the extent that Prop’s desire to protect workers and limit development is illegitimate.  We need to establish how this is not out of the ordinary, and that 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.  On job loss - how will we put them in these jobs? This is a convenient response, but actually is the big winning issue for Prop.  Argument 1   * What is the central claim or thesis for this argument? We need to establish how exactly companies contribute to economic growth, and in what capacity, to be able to breakdown how this happens. * 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 - but, how do we achieve this? * Fair on dangerous tasks, but this has largely been done already through traditional machinery. We need to give examples to highlight what we mean, otherwise the benefit is very vague! * Good on sweatshops - the point to make here is that AI is driving the restructuring of global value chains, leading to the relocation of resources for enhanced efficiency. E.g. the resurgence of manufacturing in North America/Europe and the automation of labor-intensive services like accounting, legal support and customer service.   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?  05:18  We need to pay attention to delivery! Sounding confident, persuasive and forceful! | | | | | | |

| **Student Name:** Emilia Lau |
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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: | 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:  Good work identifying job loss and the under-explained harms of job loss as the biggest issue in the debate. 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?  Well-identified clashes.  Call-out their set-up; the phrasing here to use; before I move onto my first clash, I want to make one thing clear… This was done speedily and quickly; the implication of this call-out needs to be spelled out a little bit more.  Clash 1   * We need to explain what the harm of job loss is. We aren’t impacting it at all! * 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! * The doctor’s example is kind of wonky; we don’t explain it in enough detail and what the point of it is is unclear.   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? 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? * 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?   05:07  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Ellie Fu |
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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:  They do explain why co-existence is not possible. At this point, you need to explain either why it is, or bite the bullet and explain why economic productivity and innovation just matters more.   * 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.   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   * Why is it a complete failure? We assert this; you have to prove why this is true. The same applies to your point on co-existence.   + The archaeology example is delivered rather unseriously, and it doesn’t explain why industry-wide, we would be able to implement this.   + How many industries have such dangerous work? * 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. How do you do this though? How do you make your workers able to jump? * 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.   Clash 2   * Why does this justify full replacement? We assert AI is more creative - we don’t explain why this is true.   05:14  We need to ask POIs consistently - and actually word them out properly! | | | | | | |