| **Student Name:** Christy Yuan |
| --- |

| **Motion**: This house would require professional licensing for all content creators (i.e. video game streamers, online publishers, newsletters authors, podcasters, youtubers) |
| --- |

| 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: | 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:  What kind of misleading and false information? Be specific! We need to work hard to package our problem definition, to make this sound like a specific problem with a specific solution.  Set-up   * What kind of test? What is being covered on it? What happens if they break the rules in their content? We need to consider how their content will be reviewed, how we will ensure they are being adjudicated fairly. * What is appropriate and inappropriate content? Who decides what this is? * Is this the only source of misinformation in the status quo? * Clear burden.   Argument 1   * We assume that what is ‘good’ content is super clear - but this isn’t! You need to explain why there is a standard here, what that standard is, and why it is justified for the state to pursue. * Give me an example of the kind of harm you’re talking about; we just say it prevents harm, but what specifically? * Why is this an exclusive solution? Why aren’t discourse, cancel culture, social commentary etc. sufficient in holding them accountable?   Argument 2   * This argument takes the same logic as the above, and just makes it about children. Is this a new argument?   We needed to explain the problem in the status quo meaningfully, going beyond just ‘misinformation’. We needed to characterise the harms present, and why there is no other mechanism, such as platform or content moderation that can solve this problem. You have to be specific in your analysis, and actually prove the impact you claim.  04:51  We need to ask POIs diligently. Good POI to Jenny. | | | | | | |

| **Student Name:** Edna Chow |
| --- |

| **Motion**: This house would require professional licensing for all content creators (i.e. video game streamers, online publishers, newsletters authors, podcasters, youtubers) |
| --- |

| 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: | 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:  Be specific. What is the strategic value-add of this opening?  We need to do set-up first. What does your side support instead?  Rebuttal   * Good questions on lack of clear model - explain why this is important. Who gets to decide what is appropriate content or not? Why do they get to decide? Why can’t viewers engage in the action of choice and select themselves. * We should push that this is a form of censorship - it limits freedom of expression and potentially silencing dissenting voices. The criteria for obtaining and maintaining a license could be subjective and open to abuse.   Set-up   * What does your side suggest as an alternative? Or do you claim that none of the problems coming from Proposition exist in the status quo? * We needed to talk about the mechanism of choice, discourse, cancel culture and so forth to explain why organic checks and balances exist.   Argument 1   * Is this about the average person on social media, or people who are literally content creators as their job? * What impact are we trying to prove here?   Argument 2   * There are a number of things that the government does that require effort and support, such as collecting tax revenue. They do so anyway. * What is the thesis of this argument? * Why are our alternatives coming at 05:04? We don’t explain why they’re better, just that they exist.   05:04  We need to work on our enunciation and clarity. You have to focus on sounding as persuasive as possible!  We have to ask POIs diligently! | | | | | | |

| **Student Name:** Renee Yang |
| --- |

| **Motion**: This house would require professional licensing for all content creators (i.e. video game streamers, online publishers, newsletters authors, podcasters, youtubers) |
| --- |

| 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:  Good opening! Good tone up top.  Rebuttal   * What is the situation? What kind of misleading and false information? Be specific! We need to work hard to package our problem definition, to make this sound like a specific problem with a specific solution. * We need to respond to the model questions coming from 1O! What kind of test? What is being covered on it? What happens if they break the rules in their content? We need to consider how their content will be reviewed, how we will ensure they are being adjudicated fairly. What is appropriate and inappropriate content? Who decides what this is? * POI - why are these regulations insufficient. Our model at first needed to have addressed this. * We assume that what is ‘good’ content is super clear - but this isn’t! You need to explain why there is a standard here, what that standard is, and why it is justified for the state to pursue. * Give me an example of the kind of harm you’re talking about; we just say it prevents harm, but what specifically?   Argument 1   * We have to set consumerism up as a problem first! We describe what it is, but don’t explain the unique harm of this. Why is this such a HUGE problem? * We just assume that everyone agrees this exists as an issue. Is consumerism the kind of content that gets barred? Is this not too high a burden to prove; why is this so bad the state can literally forbid people from creating such content?   Why is this an exclusive solution? Why aren’t discourse, cancel culture, social commentary etc. sufficient in holding them accountable?  We needed to explain the problem in the status quo meaningfully, going beyond just ‘misinformation’. We needed to characterise the harms present, and why there is no other mechanism, such as platform or content moderation that can solve this problem. You have to be specific in your analysis, and actually prove the impact you claim.  04:22 - you need to hit 5 consistently! | | | | | | |

| **Student Name:** Jacky Xu |
| --- |

| **Motion**: This house would require professional licensing for all content creators (i.e. video game streamers, online publishers, newsletters authors, podcasters, youtubers) |
| --- |

| 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:  Why are they symmetric? This is the most important part of the opening, and we don’t mention this!  Rebuttal   * We need to compare this to a suppression of free speech. Who gets to decide what is appropriate content or not? Why do they get to decide? Why can’t viewers engage in the action of choice and select themselves. We should push that this is a form of censorship - it limits freedom of expression and potentially silencing dissenting voices. The criteria for obtaining and maintaining a license could be subjective and open to abuse. * We needed to talk about the mechanism of choice, discourse, cancel culture and so forth to explain why organic checks and balances exist. * Don’t explain something later! Either don’t bring it up now, or if you are, then deal with it now. What does your side suggest as an alternative? Or do you claim that none of the problems coming from Proposition exist in the status quo? * We needed to talk about the mechanism of choice, discourse, cancel culture and so forth to explain why organic checks and balances exist. * You don’t just get to call things irrelevant! This is a good POI, you need to explain why there is buy in! We can’t just call things symmetric and move on!   Argument 1   * Does this argument not challenge the fiat Prop has in this round? * There are a number of things that the government does that require effort and support, such as collecting tax revenue. They do so anyway. * Should everyone who wants to be a content creator get to be a content creator? * We can argue that this creates a barrier to entry - so for instance how including potential fees and training, could create a significant barrier to entry for new creators, particularly those from marginalized communities or with limited resources. This could stifle creativity and innovation in the online content creation space. However, what is the harm of this?   Our flow was super choppy today! We need to work on our enunciation and clarity. You have to focus on sounding as persuasive as possible!  05:12  We have to ask POIs diligently! | | | | | | |

| **Student Name:** Bernard Chong |
| --- |

| **Motion**: This house would require professional licensing for all content creators (i.e. video game streamers, online publishers, newsletters authors, podcasters, youtubers) |
| --- |

| 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:  Good opening! Good tone up top. Good work using a specific example to highlight the true harm your side is hoping to solve against.  Name of clashes in signposting!  Rebuttal - these are observations, not responses.   * Don’t say you want to make a call out; instead say: the first thing I want to note is the lack of engagement from their side - we told you xyz, they never responded - here’s why this is detrimental to their case… * The same applies to lack of alternatives - these are good observations, but execution needs to be clearer. * On funding etc. - we can just say that there are a number of things that the government does that require effort and support, such as collecting tax revenue. They do so anyway.   Clash 1: Appropriate Content   * What is the situation? What kind of misleading and false information? Be specific! We need to work hard to package our problem definition, to make this sound like a specific problem with a specific solution. * Why do people buy into this content - why are they so gullible? * POI - is the average person without a following a legitimate content creator? This is a high burden to take!   Clash 2: Eco-friendly   * Was this a clash? Your second speaker ran this to no response. Is this a clash? * We’re adding lots of new analysis here, but to no specific outcome or push. What are you trying to achieve here?   We needed to respond to the model questions coming from 1O! What kind of test? What is being covered on it? What happens if they break the rules in their content? We need to consider how their content will be reviewed, how we will ensure they are being adjudicated fairly. What is appropriate and inappropriate content? Who decides what this is?  We assume that what is ‘good’ content is super clear - but this isn’t! You need to explain why there is a standard here, what that standard is, and why it is justified for the state to pursue.  Why is this an exclusive solution? Why aren’t discourse, cancel culture, social commentary etc. sufficient in holding them accountable?  05:27 | | | | | | |

| **Student Name:** Jenny Zong |
| --- |

| **Motion**: This house would require professional licensing for all content creators (i.e. video game streamers, online publishers, newsletters authors, podcasters, youtubers) |
| --- |

| 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: | 67 | | | | | |
| 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 this true? Don’t say here are a few reasons why and then not present those reasons. Can the judge buy your claim here?  Signposting? What are the names of your clashes? We have to use clashes to structure our speech, rather than engaging in a speaker by speaker rebuttal. If we don’t know how - which is very troubling as we have all learned together in class - we need to ask.  Rebuttal   * Why would they know? Why would they make the decision you claim they would make? Don’t ask rhetorical questions. * Why wouldn’t the test work? Why would it be irrelevant? We’re lobbing lots of accusations onto the other side without much justification for the claims we are making. * Why are existing mechanisms sufficient? Explain this properly! We needed to talk about the mechanism of choice, discourse, cancel culture and so forth to explain why organic checks and balances exist. * We have to engage with them assuming it works, and explaining why this is an unjust limitation of speech. Who gets to decide what is appropriate content or not? Why do they get to decide? Why can’t viewers engage in the action of choice and select themselves. We should push that this is a form of censorship - it limits freedom of expression and potentially silencing dissenting voices. The criteria for obtaining and maintaining a license could be subjective and open to abuse. * Why do consumers make rational decisions? See the POI Christy asks you. We just assert they know - why is this true?   We should reinforce what our second speaker says about how this creates a barrier to entry - so for instance how including potential fees and training, could create a significant barrier to entry for new creators, particularly those from marginalized communities or with limited resources. This could stifle creativity and innovation in the online content creation space. However, what is the harm of this?  Jenny, we need to take our speeches with more seriousness and actually analyse within them. We’re not going to improve if we continue with this approach!  05:08 | | | | | | |

| **Student Name:** James Gao |
| --- |

| **Motion**: This house would require professional licensing for all content creators (i.e. video game streamers, online publishers, newsletters authors, podcasters, youtubers) |
| --- |

| 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:  Good opening; but you have to engage with them assuming this process works.  What is the structure of this speech? As reply, either have two clashes and spend the bulk of your time on them, or have three reasons as to why your side wins.  On model - fair challenges, but what’s the alternative? Why are existing mechanisms sufficient? Explain this properly! We needed to talk about the mechanism of choice, discourse, cancel culture and so forth to explain why organic checks and balances exist. The example of the company Mr Beast has is good, but insufficient. Why are blocks sufficient?  Good on who does and doesn’t pass. Explain the implication of this. We should reinforce what our second speaker says about how this creates a barrier to entry - so for instance how including potential fees and training, could create a significant barrier to entry for new creators, particularly those from marginalized communities or with limited resources. This could stifle creativity and innovation in the online content creation space. However, what is the harm of this?  We have to engage with them assuming it works, and explaining why this is an unjust limitation of speech. Who gets to decide what is appropriate content or not? Why do they get to decide? Why can’t viewers engage in the action of choice and select themselves. We should push that this is a form of censorship - it limits freedom of expression and potentially silencing dissenting voices. The criteria for obtaining and maintaining a license could be subjective and open to abuse.  04:23 | | | | | | |