| **Student Name:** Bernard Chong |
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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:  Good work identifying this is likely sector specific, and that companies will jump at this opportunity. 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. Don’t commit to doing this indefinitely.  Set-up   * Good on how there is a certain floor in terms of replacement. Explain what other policies you support to upskill workers and enable them to adjust to the AI Revolution. Don’t commit this is going to occur indefinitely - there needs to be a reason to do this now! * Do we need to specify this will be blanket/the government will do this fairly? * 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   * Good work identifying these people will suffer, and that they have no further optionality. 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! * The harm of this principle needs to be impacted!   Argument 2   * 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? * A significant 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.   05:19  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Renee 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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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 can’t be fragmented - if the response comes later, move it up to the front! The call out is too convoluted to follow.  It’s 15, not 50…  Renee, what is the structure of this speech?  Rebuttal   * Immoral - don’t save it for framing, if it is important - do it now! Rebuttal should come AFTER set-up and framing; framing should be a part of set-up not separate.   Framing   * Clerical work is blue collar work. Explain how we cannot keep people up for longer - we need to force them to jump industries. * If this is not really about human labour, what’s left to debate?   Model   * What’s the point or purpose of tax breaks? What is the outcome we want to achieve? * The government presumably has this incentive already - which is why they accept the loss in GDP by forcing companies to do this. You need to explain why the way in which they do it on your side is exclusive and better.   Argument 1?   * 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? * 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. * 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 - 05:07, too late.  05:23 - the time management and structure was all over the place.  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Kyle Chui |
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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:  We shouldn’t say as the teacher says in the middle of our speech. Don’t break the fourth wall!  Our opening isn’t using the most realistic phrasing - we talk about robots taking over. Similarly, we aren’t signposting, or explaining what the structure of our speech will be. Are we doing rebuttal, is this an argument? What is happening! We need to explain to the judge - and up top, not 2 minutes into the speech! Our opening and signposting should take 45 seconds at worst!  On job replacement - yes, they get to keep their job on your side of the house, but what happens beyond that? POI - answer it now! If you can’t answer this, your side loses on the most important question.  Rebuttal   * On what happens in the future - how does your side solve this? Explain what other policies you support to upskill workers and enable them to adjust to the AI Revolution. 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   * Is this a new argument? On this tax being used to help the poor - how does it help solve unemployment? Are these re-skilling programs? * 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? * A significant 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.   We’re reading from our paper! We need to sound enthusiastic and engaged.  04:57  We need to ask POIs consistently! How many did we ask today? | | | | | | |

| **Student Name:** Edna Chow |
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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’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:  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.  Rebuttal   * What new opportunities? Do these help the blue collar workers Prop identifies as the ones being laid off? * Excellent on historical change, and normality. But we need to explain how we also help those that struggle or suffer from it; think of welfare, think of UBI, think of upskilling workshops and programs! How do we protect the most vulnerable? * 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 1 - mark this transition more clearly.   * On developing countries - are they a part of this debate? Are they the biggest beneficiaries of the AI revolution? * You could argue that hindering AI adoption through taxation slows down technological progress. This is particularly detrimental to developing countries, which often rely on technological leapfrogging to catch up with developed nations. By allowing businesses to freely adopt AI, they can increase productivity, create new industries, and drive economic growth, ultimately benefiting developing countries through increased trade and investment. * The basic need provision can only occur if you prove access will occur. * You could also point out that the tax would exacerbate the digital divide between developed and developing countries. By making AI more expensive, it would become less accessible to developing nations, further widening the gap in technological capabilities and economic opportunities.   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:** Jacky Xu |
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| Competition Score: | 69 | | | | | |
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| Teacher comments:  Rather than - several blatantly wrong things; be more reasonable sounding: ‘A few clarifications at the top of this speech…’ - and then say one, on the percentage you need to replace to be taxed…  Each observation needs to have a strategic implication. For instance, if it is that some white collar workers AND blue collar workers are used; how do they benefit from the ‘new job opportunities’ - how does this happen?  Signposting needs to have the NAMES of clashes! We never explain what we’re doing, or even when we’re starting the first clash or trying to prove, it’s just rebuttal with no specific direction!  POI - why does development still continue? What is the point of forcing companies to not adopt AI at present?  Explain what other policies you support to upskill workers and enable them to adjust to the AI Revolution. 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!  On profit - good. What’s the comparative? What happens in Opp’s world when they have to go all guns blazing? A significant 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.  On job opportunities - yes, clear response. How does your side support these workers on your side? You have to provide a positive path to victory!  The structure of this speech MUST be cleaned up.  We need to ask POIs consistently.  05:18 | | | | | | |