| **Student Name:** Tony Huang |
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| **Motion**: This house would require professional licensing for all content creators (i.e. video game streamers, online publishers, newsletters authors, podcasters, youtubers) |
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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:  Good opening, this is a great description of the specific issues in the status quo. You need to take a step further and explain why existing checks and balances are non-existent. For instance call-out or cancel culture, social commentary or discourse, content moderation etc.?  Our opening gets slightly repetitive. Make the above observation and then proceed with signposting. Establish what the structure of your speech will be.  We’re not marking our transitions. Say, first set-up, then two arguments, the first on x, the second on y.  Set-up   * This is dangerous - we’re giving the government power to regulate speech on the basis of their mental health? Why does bad mental health mean they will spread misinformation or be extremist? There’s a big jump here. Is paedophilia a mental issue? Be careful with wording!   When did we transition from our model into our argument?  Argument 1   * Why is Youtube Kids insufficient? We say monitoring them is not possible - but simultaneously, the state is able to do this to such a great extent? * Pregnancy is not the same as pornography - we need to be really careful about the claim we’re making. If you claim children are influenced, you have to explain how and why - not just that they see x and then do y. * A lot of the harms we’re pointing out are easily solved by content moderation and code of conduct policies. We should focus on the harm of misinformation and fake news far more - these are harder to regulate against compared to objectively inappropriate behaviour. * What is the impact of this argument? How do you protect these children or consumers? Why are they incapable of making this choice for themselves otherwise?   We need to have proper arguments with claims, analysis and impacts. Why do content creators have a responsibility to be good actors? What does it even mean to be good? Why are licenses the exclusive way to prevent this? Who gets to decide what appropriate and inappropriate is?  03:53  We need to ask POIs!  We shouldn’t stop speaking once we run out of written material! You have to force yourself to keep speaking. | | | | | | |

| **Student Name:** Karin Yeung |
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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:  What does it mean that social media is a big topic? We have to be direct and clear. Why is our opening approaching this speech like it’s public speaking? We have to give a debate speech. Start by calling them out for being non-exclusive. Stick to the harms that they have, and explain why existing mechanisms or alternative mechanisms are sufficient. Explain explicitly why cancel culture, for instance, is not the exclusive tool you have access to, or why it works to check creators.  Signposting missing!  Set-up - number this, so it’s clear when you’re going to move from opening to set-up to rebuttal.   * How does your side achieve checks and balances? * 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? Explain why they will make reasonable decisions, compared to the harms of the material Tony talks about.   Rebuttal   * Explain why there are checks and balances, and that this is a misidentification of the problem. * Good on how this is limiting - explain why the state is not the best suited actor to make decisions on what content should and should not be consumed.   Argument 1   * We’re challenging fiat here, in terms of bypassing the process. Assume it will work! * Good identification that this is a limitation of speech. Why is this speech so valuable or important for us to preserve? You’re not actually justifying the value of this speech, or explaining why we protect or prevent these types of limits. * On the creators themselves, do they have an unadulterated right to create content? 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? Why should we weigh this argument heavily in the round? * Good work bringing up cancel culture, but this comes out so late as a mech on your side. This should be explained right up top as to why this means the worst harms on Prop are dealt with on your side. * What is the unique impact of this argument?   05:57  We need to ask POIs! | | | | | | |

| **Student Name:** Alissa Mak |
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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 |
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| 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:  We need to start by challenging their alternatives - what their checks and balances are and explain how they are insufficient. You need to explain why the problem exists in the first place to explain why there is no limit being placed on free speech - it’s just about ensuring it happens safely.  Rebuttal   * Why don’t they think before they act in the status quo? You need to set this problem up! Explain how there is buy-in to what they say! We believe in their misinformation/so much of what they say is slightly subjective so they get away with it! It’s also not the case that all of this content is hosted on platforms like Youtube; how do we regulate podcasts? Point out how their alternatives just don’t work. * Question whether an objective right to produce content exists. Characterise what kind of content the other side is really defending in this instance.   Argument 1   * Why do content creators have a responsibility to be good actors? What does it even mean to be good? Why are licenses the exclusive way to prevent this? Who gets to decide what appropriate and inappropriate is? * How does this influence work? We jump to protest, but you need to build up to it! * How do they internalise content - saying their minds are still developing is insufficient. Talk about popularity and peer influence instead; look at the impact of Andrew Tate on young men! * It gives people education? Was this in our model? How does this randomly help the poor? Or that it decreases taxation? These are lots of big words we’re dropping that aren’t even part of the main argument we’re making here. * What is the impact of this argument? How do you protect these children or consumers? Why are they incapable of making this choice for themselves otherwise?   We need to sound more confident and assured when we speak! Use hand gestures, sound like you believe in what you are saying!  05:33  We should focus on the harm of misinformation and fake news far more - these are harder to regulate against compared to objectively inappropriate behaviour.  We need to ask POIs! | | | | | | |