| **Student Name:** Tiffany Chan |
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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:  Good opening setting up a growing trend of deployment and economic change; the speed should be emphasised in greater detail. We want to frame this as a temporary pause to get a handle on the rapid development, rather than something we will do infinitely.  Set-up   * 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. * On job loss - good work highlighting what kinds of jobs are being hurt. What is the implication of this? We want to 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!   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? * Explain WHY they are in the position to be taking such jobs in the first place? Why do they lack education, or these skills? Were they born poor? This matters because we can connect this to the failure of the state to provide them with the requisite support and uplift - hence necessitating intervention. * How would it make their lives really hard? We need to explain HOW these people will suffer, and that they have no further optionality.   Argument 2   * On companies - if it is true that the AI is of poor quality, why would they use it?   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. This approach allows for the development of appropriate regulations and safeguards to ensure a more responsible and beneficial integration of AI into the workforce.  05:00  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Christy Yuan |
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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:  What is our hook achieving? We want to start strong by highlighting what this better way of life is, and why it is significantly better, or how we help these people as well. We’re repeating what they support versus what we support at this point.  Where is our set-up? What do we support and want to achieve instead? How do we deal with unemployment and job loss? 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   * Prove it now! Saying you are going to prove it in your speech is not rebuttal, it’s just a statement for something you say you’ll do later. * The POI requires you to address the lack of a counter-model, on how poor people who can’t find jobs because AI has them grow poorer, and the rich get richer. * Did we disprove or weigh off the impacts from the other side by the end of our responses?   Argument 1   * This is not comparative; we list out the benefits of artificial intelligence - pretty vaguely at that - without explaining why this is WORTH the unemployment and job loss that ends up happening. * 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.   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. How do we make sure that people are actually able to get these jobs? We need to have some sort of upskilling program as part of our set-up.  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.  05:12 - Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Tony Huang |
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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: | 69.5 | | | | | |
| 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. Explain right from the get go that they have no response to the job loss and poverty that occurs. Deal with this up top - and then go into the rest of your responses.  Rebuttal   * Is the POI on is AI better or humans better the most important thing to consider? * 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?   Points? You need to call this your argument (one central claim, rather than lots of mini-ideas)! It should be new, as opposed to analysis gap plugging.   * Yes, it is hard for them to upskill - but then do we support this policy indefinitely? * 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! * On the use of this tax money - this should have been in the model! We use this to set-up education programs, so as to ensure they can upskill and have more opportunities. * POI - is a life without working one without meaning? People derive meaning from many things - their relationships, hobbies, passions etc. * On reliance - look above to the framing comment; do we want to permanently limit growth by limiting AI implementation, or is this temporary? * 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!   05:16  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Karin Yeung |
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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: | 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:  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.  Rebuttal   * Rather than arguing about whether AI is better or humans are better, challenge this from incentives; would the company implement AI if it was bad? You don’t have to get caught up in this exchange. You spent nearly a minute on this! * The most important point for us to respond to is unemployment and job loss. We don’t have any strategy on this! We need to fill in the gaps on set-up from 1st Opp. * Why is it bad that people get money without working? It isn’t as self-evident as you make it about to be! * 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.   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 break down how this happens. * On small companies - good! Explain how AI gives them this edge; they lack capital to hire more people to compete in the same way as big companies. Why is having more small companies good? Think of competition in the market in terms of pricing, for consumers, and where they are better off! * 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. * Excellent on offshoring + taking advantage of loopholes! Explain why companies are so profit invested that they’ll do this in the most extreme ways. What is the positive impact of keeping them on your side!   We need to ask POIs consistently. How many did we ask today?  05:30  We need to pay attention to delivery! Sounding confident, persuasive and forceful! | | | | | | |

| **Student Name:** Alissa Mak |
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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:  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. The opening should also focus on this.  Signposting - where are the clashes…?  On call-outs - be specific on what they didn’t engage with, and the implication of it.Explain right from the get go that they have no response to the job loss and poverty that occurs. 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. 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!  Why would companies replace workers with AI if the AI is bad…?  On opportunities and lack of - explain WHY it is difficult to replace them? How easy is it for a blue collar worker to suddenly become a ML expert. You say this in response to Sophia’s POI, but does this mean your side supports this policy indefinitely? The implication of your answer is missing. It means that their economic benefits are concentrated only towards the already rich and wealthy. We could have argued a principle push 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!  On the implementation of tech without replacement - this needed to be explained in significantly greater detail! Explain how your side can co-opt their benefits without having to resort to mass unemployment. This needed to be run from first!  05:22  Where are the clashes? What is the structure of this speech?  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Angela Qian |
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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: | 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:  The biggest question we need to resolve is that on vulnerable workers who lose their jobs. 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 - the title isn’t very clear as to what you are trying to ask here; is it whether it is ethical to lay people off?   * Good work characterising the realistic implementation of this; explain what the realistic version looks like - and what implication this has for the debate. At the moment, it’s largely just optimisation, in the future it might be replaced on a widespread level. The jobs being replaced NOW are not huge in quantity; then, accept the trade off.   + 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. You then, of course, need to explain HOW these industries and roles are accessible to those who are losing out. * Good on the burden on the consumer. Why is this so bad? Why is it the case that we must prioritise the consumer compared to the worker?   Clash 2   * Efficiency; spell out HOW AI transforms efficiency beyond humans bad, AI good. * 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.   Within your speech, you need to have a proper conclusion!  05:14  Let’s ask POIs consistently! | | | | | | |