| **Student Name:** Angela Qian |
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| **Motion**: During a national emergency, This house would censor information that would harm national security |
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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:  [NOTE: Today’s speeches are 4 minutes’ long.]  I like the hook, but it would be even more impactful if we use an example to illustrate your point.   * Good job signposting.   Interesting pushback that people will have less trust when there’s too much negative information. But it’s unclear what is this information that reveals the weakness of the state, how did the people get their hands on this kind of information?   * Is the state facing some kind of security threat from an invasive nation? We have to ground what kind of crisis and what kind of information this is! Opp says this is more likely to be about the covid-19 crisis, not an active conflict. * The Opposition is not suggesting that we divulge ALL classified information. The information you are currently referring to, such as in times of war, is classified information to begin with.   Your characterisation that the state is at political risk is precisely why Opp argues that the state will be abusive and overly censor. So we need to strengthen our accountability mechanisms.   * The state will no longer engage in extreme censorship as soon as the crisis is over. * Explain the priorities of this debate and why the containment of the crisis must be prized above all else?   Spend time emphasising big picture comparison on national security being the most important thing. Then explain all of the reasons as to why information becomes a stumbling block to national security?   * What exactly are these chaotic actions done by the public as a result of too much information? If we don’t explain what people will resort to, then the judge wouldn’t be able to grasp the level of harm.   + What does this information look like that will induce this type of irrational behaviour? Eg. It will be invoking fear, paranoia, and even hatred among the people.   On your argument:   * We are repeating a lot of premises on why the state censors, but this is the same as what the Opposition is arguing! They are proving this is why the state censors even the abuses they are engaging in. * We are attempting to reinforce the harms to national security but;   + What are the kind of harmful actions that the people will engage in?     - E.g. The society may engage in the hoarding of important resources like masks, instead of sharing it with healthcare workers during a time of shortage. So the state has to censor so they can control these important resources.   We need to ask POIs consistently! You also have to take a POI!  4.11 - Good timing! | | | | | | |

| **Student Name:** Karin Yeung |
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| **Motion**: During a national emergency, This house would censor information that would harm national security |
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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:  [NOTE: Today’s speeches are 4 minutes’ long.]  Don’t admit that you didn’t come up with a hook, improvise and use illustrations to drive your point home!   * Can we have signposting that includes the labels of your clashes?   + Integrate your rebuttals into your clashes, instead of having them beforehand.   Good job engaging with Opp’s context of the covid-19 crisis:   * Nice illustration explaining that the state isn’t censoring information on vaccines, but they are censoring misinformation instead. * But instead of engaging by just giving examples back and forth, please deal with their reasoning that the state has a perverse incentive to abuse their power to keep their seats in office. So reinforce your accountability mechanisms.   + We should highlight mechanisms that information can be shared AFTER the crisis, so the people can still hold the state accountable later on.   + While I understand that the state won’t keep vaccines a secret, Opp is asking what if the government is underplaying the severity of covid so they won’t be held accountable?   Nice pushback that people won’t make rational choices to begin with under Opp’s world.   * We have to engage with the main premise as well that there’s no such thing as an entitlement to every information in the name of free choice! * Your claim that the people have access to the information they need is still asserted, and we haven’t proven that the state will behave responsibly.   Expand the harm of social chaos to a big picture comparison on national security being the most important thing. Can we proceed to all of the reasons as to why information becomes a stumbling block to national security?   * We have misinformation as the main reasoning, explain what exactly are these chaotic actions? If we don’t explain what people will resort to, then the judge wouldn’t be able to grasp the level of harm.   + What does this information look like that will induce this type of irrational behaviour?     - Eg. It will be invoking fear, paranoia, and even hatred among the people. * We can add on more reasoning such as the information makes it difficult to get collaboration from society. * Engage with Opposition’s main push on mainstream media behaving responsibly during a crisis. E.g. Explain that the media is profit incentivised, so they exaggerate for more clicks and they will sensationalise all of this information.   Good job asking a POI, but we need to ask POIs consistently!  4.57 - So close, try to reach 4 minutes! | | | | | | |

| **Student Name:** Tony Huang |
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| **Motion**: During a national emergency, This house would censor information that would harm national security |
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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: | 71 | | | | | |
| 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:  [NOTE: Today’s speeches are 4 minutes’ long.]  Nice hook clarifying your position, good rhetoric with press freedom being a privilege. It would be even more impacting if you gave real-life examples?   * Can we then have signposting that includes the labels of your arguments?   On the set-up:   * Good definition, but we should propose specific metrics on when the state is allowed to do this! Otherwise, the state can abuse the tool of censorship.   + E.g. When the state has limited law enforcement officers to manage the crisis.   + Your definition that this is the kind of information that would be harmful to national security and the state is a little too vague.     - We can make it even more clear by suggesting what kind of information you will censor and what you won’t censor. * A strategic model would be to explain that the state is still providing some information and clarity to the people, but in a controlled manner and we will exclude harmful information. * For a burden of proof, we should highlight that the most important thing in the debate is the containment/ending of the crisis.   On the first argument:   * I appreciate the examples of the state having to do controversial things during a crisis, but it’s unclear why examples like political assasination would even help you. Sounds excessive. * Good premise on enabling the state to manage the crisis, can you prove why the state needs this. We should also explain what kind of actions become necessary in this time.   + We need to characterise the state of the crisis and how the state is heavily constrained, e.g. inadequate resources and human capital.   On the second argument:   * Well done explaining the media as profit motivated and they thrive based off of clicks, thus leads to sensationalisation.   + We can expand this to social media as well, and explain why individuals will post information that is unreliable. * We have to maximise the impact of this!   + What exactly are these chaotic actions done by the public that hurts the government? If we don’t explain what people will resort to, then the judge wouldn’t be able to grasp the level of harm.   + What does this information look like that will induce this type of irrational behaviour?     - Eg. It will be invoking fear, paranoia, and even hatred among the people.   + Then explain the main priority of this debate is to recover from this crisis first, but we cannot when people engage in harmful behaviours such as hoarding important goods.   4.00 - Well done asking POIs consistently! | | | | | | |

| **Student Name:** Sophia Tan |
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| **Motion**: During a national emergency, This house would censor information that would harm national security |
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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: [NOTE: Today’s speeches are 4 minutes’ long.]  Nice hook highlighting the comparative of the debate, but answer the same question you just posed! It would be good to illustrate precisely what you’re talking about in the hook to drive the point home!   * Good job signposting.   Where is your counter set-up?   * Are you against ALL forms of censorship in any given moment? * We need to highlight the media’s self-correcting mechanism to mitigate all of the harms of the status quo.   + Explain why the media will behave responsibly, i.e. competition in the free market, reputation, investments, etc.     - Public scrutiny and criticisms online will eventually reveal the full truth. * What is your burden of proof?   There are no rebuttals! We have to engage with:   * The spread of misinformation online due to sensationalism, * Citizens engage in backlash and worsens the state's ability to govern the crisis.   On your first argument:   * Good premise that information can be crucial to enable citizens to help each other.   + We need to first explain WHY the state would have been censoring this type of information to begin with! E.g. The calls for help would have been considered part of state failure, so the state has a political incentive to censor it. * Don’t stop too early by simply saying that the state lacks resources!   + We have to maximise the impact of saving lives.   On the second argument:   * Good premise that the people need information in order to consent to risky choices. * Provide illustrations of what kind of choices the people deserve to have, e.g. the state should explain what areas are red zones where people are risking their lives if they travel to those areas. * Before we explain accountability, we have to explain the perverse state incentives first. Spend time reasoning out the incentives and capacities of the state to overly censor.   + E.g. Political preservation of power. * We have to move on towards explaining why information is so key for civilians to organise against the state, and hold them accountable.   + Provide some grounding of when the state may have changed their crisis policies in reaction to the people collectivising.     - E.g. Germany ignored the needs of healthcare workers until they engaged in a strike against them.     - E.g. Americans can better demand access to vaccines if we understood the success rate of government policies.   4.21 - Ask POIs consistently please! | | | | | | |

| **Student Name:** Isabella Sun |
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| **Motion**: During a national emergency, This house would censor information that would harm national security |
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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:  [NOTE: Today’s speeches are 4 minutes’ long.]  Isabella, you need a hook in your speech, instead of just repeating the motion.   * Where is the signposting?   On reinforcing that people have the right to have information:   * Provide illustrations of what kind of choices the people deserve to have, e.g. the state should explain what areas are red zones where people are risking their lives if they travel to those areas.   + We need to first explain WHY the state would have been censoring this type of information to begin with! E.g. The calls for help would have been considered part of state failure, so the state has a political incentive to censor it.     - Otherwise, the Prop has mentioned that they won’t censor this type of info.   Well done pushing back on where the line is on the kind of information that would be censored!   * But we have to analyse the perverse state incentives first. Spend time reasoning out the incentives and capacities of the state to overly censor.   + E.g. Political preservation of power. * Point out that there is no end to this power, they will keep censoring even at the end of the crisis.   We have to move on towards explaining why information is so key for civilians to organise against the state, and hold them accountable.   * Provide some grounding of when the state may have changed their crisis policies in reaction to the people collectivising.   + E.g. Germany ignored the needs of healthcare workers until they engaged in a strike against them.   + E.g. Americans can better demand access to vaccines if we understood the success rate of government policies.   On rebutting the point on social chaos:   * We have to explain why the state STILL has the ability to govern even if society is not cooperative.   + Explain that a trusted government can still correct any misinformation that exists, and convince society to be cooperative during a difficult time. * On misinformation, can we explain what are check-and-balances to actively correct this false information? * E.g. Public scrutiny and criticisms online will eventually reveal the full truth.   + We need to explain why the media will behave responsibly, i.e. competition in the free market, reputation, investments, etc.   We need to work on time management, we only left 15 seconds for our argument!  4.15 - We need to ask POIs consistently! | | | | | | |

| **Student Name:** Torres Li |
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| **Motion**: During a national emergency, This house would censor information that would harm national security |
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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:  [NOTE: Today’s speeches are 4 minutes’ long.]  I like the rhetoric in the hook, the use of illustrations would really drive the point home!   * You need to signpost your clashes   Their case isn’t that confusing actually, they are arguing that censorship is precisely what eliminates misinformation in the status quo!   * But I like the flipping of the point that the absence of information could actually lead to a rise of misinformation. Explain properly how speculation can spread even under a censorship model.   + The Boston marathon bombings is not the best example, because that is precisely why information ought to be censored on social media!     - We can integrate this rebuttal into the clashes instead.   It isn’t clear to me how you are rebutting their points on social chaos:   * You have to rebut Prop’s argument on the inability of the state to govern. We have to explain why the state STILL has the ability to govern even if society is not cooperative.   + Explain that a trusted government can still correct any misinformation that exists, and convince society to be cooperative during a difficult time.   + On misinformation, can we explain what are check-and-balances to actively correct this false information? * E.g. Public scrutiny and criticisms online will eventually reveal the full truth. * Then flip this clash by explaining that information is key so we can provide more assistance to the vulnerable! * Can we explain why the state has very limited money and human resources, so assistance from the rest of society becomes crucial?   Your second clash completely overlaps with your first one on chaos.  Your whole case is questioning the trustworthiness of the state and why they will abuse their powers without really telling me WHY!   * Explain to me why you don’t trust their decisions, e.g. perverse political incentives to protect their seats of power. * On transparency being important, can we illustrate what KIND of decisions they can only make when they have information?   + We have to move on towards explaining why information is so key for civilians to organise against the state, and hold them accountable so we can have better choices available. Provide some grounding of when the state may have changed their crisis policies in reaction to the people collectivising.     - E.g. Germany ignored the needs of healthcare workers until they struck against them.   4.12 - Well done asking POIs consistently! | | | | | | |

| **Student Name:** Alissa Mak |
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| **Motion**: During a national emergency, This house would censor information that would harm national security |
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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: | 70.5 | | | | | |
| 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:  [NOTE: Today’s speeches are 4 minutes’ long.]  Nice job calling out the previous speaker for strawmanning your case, you can then clarify what you actually said.   * It’s not that good to say that misinformation exists in both worlds, because the point of your policy is to uniquely eradicate misinformation! So we just washed out our own winning pathway.   Can we signpost all of our clashes before diving in!  I appreciate the big picture on national security being the most important thing. Can we proceed to all of the reasons as to why information becomes a stumbling block to national security?   * We have misinformation as the main reasoning, explain what exactly are these chaotic actions? If we don’t explain what people will resort to, then the judge wouldn’t be able to grasp the level of harm.   + What does this information look like that will induce this type of irrational behaviour?     - Eg. It will be invoking fear, paranoia, and even hatred among the people. * We can add on more reasoning such as the information makes it difficult to get collaboration from society. * Engage with Opposition’s main push on mainstream media behaving responsibly during a crisis. E.g. Explain that the media is profit incentivised, so they exaggerate for more clicks and they will sensationalise all of this information.   On the point that free speech isn’t exclusive because you still have free speech, this clearly isn’t true since you are pro-censorship!   * Please deal with their reasoning that the state has a perverse incentive to abuse their power to keep their seats in office. So reinforce your accountability mechanisms.   + We should highlight mechanisms that information can be shared AFTER the crisis, so the people can still hold the state accountable later on.   + While I understand that the state won’t keep vaccines a secret, Opp is asking what if the government is underplaying the severity of covid so they won’t be held accountable?   On the harm to national security, it’s really unclear what is this information that reveals the weakness of the state. How did the people get their hands on this kind of information? Wouldn’t this be classified information to begin with?   * Is the state facing some kind of security threat from an invasive nation? We have to ground what kind of crisis and what kind of information this is! Opp says this is more likely to be about the covid-19 crisis, not an active conflict. * The Opposition is not suggesting that we divulge ALL classified information. The information you are currently referring to, such as in times of war, is classified information to begin with.   3.45 - So close, try to reach 4 minutes! We need to ask POIs consistently! | | | | | | |