| **Student Name:** Emma Demopoulos |
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| **Motion**: This house would focus on holding companies legally responsible for environmental harms, rather than emphasise the role of consumer responsibility |
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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:  I think our opening is slightly messy - where we’re saying multiple things at once - on companies that are limiting others, as well as on companies that are doing harm to the environment. We want to pick one and blow it up, ideally that which presents the problem statement as clearly as possible.  Set-up   * On context, fair on these incentives - both on companies and on consumers. We’ve only half established this - it may be more strategic to establish the context of the debate up top - which is the power companies have, and move the characterisation that will set up your argument into the argument itself. * We are flippant when we say the good and eco-conscious companies are just out of the debate. We need to establish why this will be true! For instance, that these aren’t committing abuse in the first place, and hence no need to take action in this way exists. * What kind of environmental harms and companies are we talking about? What does success in our world look like?   Argument 1   * An argument cannot have three premises! We have to set the central claim up of the argument as cleaner and more straightforward. This also leads to our one MASSIVE argument, where all our ideas are being lumped together, rather than breaking these down into independent separate claims and arguments. * I think we do a good job of establishing why companies are able to mislead consumers very clearly; we only assert the comparative following this. We need to spend more time establishing how exactly the legal system is not liable to abuse by these companies. To the extent you set them up as so powerful in their ability to throw their weight around, you need to establish why this will not occur on your side of the house through the legal manner.   + How do the lawsuits emerge? What mechanisms of the legal system do we use? Who does this? Why is there buy-in? Where is the state most likely to get involved and crack down? * Good analysis of the incentives of consumers; but we’re assertive as to why this is true. You must evaluate which demographic we need to boycott or take action against these companies, and why this is unlikely to happen; is this the elite, or is this the middle and working class. What kinds of goods and services are we even talking about?   06:52  We have a tendency to speak very fast, and have little to no pauses or breaks. This means that not only is it very difficult to keep up with you in terms of feedback, it is hard to tell when you move from idea to the next. It also means you run out of time and have to spend nearly 40 seconds on wrapping up and concluding. | | | | | | |