| **Student Name:** Emma Demopoulos |
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| **Motion:** This house would break up monopolies |
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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 8 minutes’ long.]  On the set-up:   * Good definition on what constitutes a monopoly, and that it’s premised on their power to affect others. * Well done on the mechanism of breaking up via the divestiture strategy and a piecemeal strategy. The latter needs to be clearly defined first before you give me the example of what that looks like. * When we clarified that they can still make profit, highlight that the only difference is rightful profiteering vs excessive profiteering on Opp. * We still need a burden/winning pathway!   On the first argument:   * On greater diversity in the market, it isn’t clear why more choices almost always result in better products. So spend time analysing why fair competition in the free market will force companies to develop better products.   + Rather than starting with the benefit, it would be even better if we start with the harm of monopolies actively stifling competition before you argue the benefits here. * We’re doing a good job on the mechanistic analysis and not enough time on the impact analysis! * Instead of just briefly mentioning competition, angle the impact towards how the free market is destroyed alongside all of its merits. The free market is a correcting mechanism against ALL bad corporate practices, so this is the biggest harm of all in the debate.   On the second argument:   * Well done on the degree of corporate exploitation, but explain the difference between any single company exploiting workers vs a monopoly exploiting.   + Highlight the impossibility of having corporate accountability in the field of monopolies.     - We are finally expanding on this in response to the POIs, i.e. the lack of competition makes it impossible for workers to punish monopolies. Good job. * Again, good layering of the mechanistic analysis of all the monopolistic practices, such as barriers of entry, legal tactics, hostile takeovers, etc. * In each layer, we can provide a significant harm:   + E.g. Consumers are denied innovation that are created by small companies so we are deprived of higher quality products.   + E.g. Quality of services become far worse when they are monopolies since they are not threatened.   + E.g. Post-hostile takeover, they sit on all of the innovations they acquire, their only goal is to kill the competitor.   After finally going down to the impact of more innovation, we need to be even more expansive here on the role of companies in engineering the kind of technological breakthrough that has a huge impact on our quality of life.  We need to slow down significantly! A lot of details are falling through the cracks if you don’t give me time to track your material.  Good job offering POIs in the debate.  8.00 | | | | | | |