| **Student Name:** Zechariah Chen |
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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: | 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:  I think our opening needs to establish very clearly what context this debate is taking place in. For instance, that there is increasing awareness and consciousness such that they are already aware and care, and that environmentalist movements are gaining critical mass. This is necessary context without which the mechanism on Opp cannot work.  Where is our set-up? Where are we establishing what the process of change looks like on our side of the world? What does it mean to emphasise consumer responsibility? Will we ask them to engage in boycotts, protests, what will happen?  Rebuttal   * I’m not sure why we’re offering them feedback, and saying they should pursue H&M instead; mitigating by explaining that oil won’t go away is alright. You need to go a step further and explain why even for consumer goods, this cannot work. * On the type of consumer - explain why it is the case that the demographic in question will engage in the behaviour you claim, in significant numbers such that it leads to change or awareness, putting pressure on companies.   Argument 1   * We made this argument nearly entirely through an analogy. You need to make this principle in the same way as a regular deontological argument, about maintaining and preserving freedoms and autonomies, and why this would be an overstep on part of the state, if they were to engage in this kind of behaviour. * At the end of this argument, have you proven that there is a clear moral harm to limiting the actions of companies?   Argument 2   * I think we identify well that companies have some incentives to change; I am unsure why these are the incentives that they will have. We’re mitigating and explaining how pollution will always exist; it is smart to say that this is a necessary externality of economic development - but is this what the debate is about? Is the burden on Opp to defend pollution, or to explain how there is an alternative mechanism to change, which is preferable comparative to legal mechanisms. * POI - why is it not a monopoly? How do you change consumer attitudes? The burden on your side is to prove that these have changed, and that this is going to lead to companies being held accountable. * What is the impact of this argument?   07:15  Be mindful of time management, and what your burden of proof in the round is!  POI - on other countries - presumably the global status quo changes. If it doesn’t, or there are sufficient reasons presented as to why it doesn’t and provides this opt out, that needs to be engaged with - on both sides! | | | | | | |