| **Student Name:** Ivy Xu |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:   1. I like the tone and the projection you started with; I think adding in one or two main reasons for why consumers bear no responsibility at the very beginning would be good to really ground your argument! 2. I think that the set-up was slightly rushed; the aspect about smaller companies not being counted was fine, but I wasn't too sure about the government investigation part of things. This debate is not so much about companies having misleading advertising and or committing fraud - it’s more to do with who has control and the ability to actually fix things? 3. I think you have great ideas; but you’re not presenting them in the most understandable way. For instance, when you were talking about companies prioritising profit via unethical practices, etc, the point of this was not really clear to me until much later. I think you would benefit from starting with the conclusion you want to get to first, and working your way backwards from there! 4. The argument about how boycotts doesn’t help too much needed a lot more layering; the Israel-Palestine x Zara example was a bit too example based, you gotta give me the analysis! 5. I think you’re heading off track here; this debate isn’t supposed to be a rant against greenwashing, it’s about legal responsibility. It would be a good idea to start with an explanation of why it is the case that consumers don’t have much impact on environmental issues, etc. This really helps to mitigate the other side! 6. I think there was too much of a focus on boycotting in this speech; you gotta focus on the impacts of what happens if we hold companies accountable! 7. When you are preparing, please keep a copy of CREI with you! I think you have the right ideas, but several things are missing, such as the best case comparison and impacting. I think time management also got in the way of you really fleshing out your rebuttal!   Speaking time: 07:55.93, good work! | | | | | | |

| **Student Name:** Ryan Qian |
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| 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:   1. Nice hook; but I feel like it’s going against the motion? You are suggesting that we should focus on changing consumer behaviour vs. changing company practices. The hook sounded a lot like blaming company practices for negative environmental impacts! 2. The characterisation at the beginning was a bit scattered; I understand why you wanted to suggest that companies will not and may not be held accountable - but I wasn’t very sure of what the value of this was until much later. You need to be more efficient at making sure that you’re communicating the point and hook a lot quicker! 3. I think you wanna start the speech by actually layering when consumers uniquely change company behaviours; this requires you to give me at least a couple of reasons as to why the consumer and their action is the most effective thing. Moreover, you assert that companies will change their behaviours; but I don’t think that change was proven or explained. Be careful about that! 4. I think you would benefit greatly from preparing backwards; this means, starting with your conclusion and proving your way to the conclusion as you get through the analysis! 5. I feel like there are a lot of things being said on what is possible, but there isn’t enough being done to prove that these things are possible. You gotta make sure that you aren’t rushing through your argument! 6. You gotta slow down! I think the pacing was way too quick. I understand that you had a lot to say, but a lot of the content here could have been reduced quite a bit by just efficiently structuring the argumentation. 7. Time management was bad in this speech - you only entered the argument about how legal standards don’t have much impact at 7:26.87!!!!   Speaking time: 07:40.79, good work! | | | | | | |

| **Student Name:** Hanson Ko |
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| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | 3 | **4** | 5 |
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| 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:   1. You must be a sales person for yourself and your case; don’t show fear before your speech! (E.g., I haven’t debated in a month..) 2. Excellent hook. That truly encapsulated quite a bit of the problem with the opposition - which is why I think it was unfortunate that you didn’t use the hook to push back on them! You could have said that companies do not respond well to consumer boycotts; they choose to prioritise the aesthetic only! 3. Holding companies accountable should not have been declared as a wash! It is absolutely not a wash! Governments have the ability to fine, to sanction, to nationalise, etc. Governments can and will hold companies accountable if they want to. You must push back on the other side of this! 4. I think you could actually go further than just saying that consumers are subjected to counter narratives on companies being bad; some consumers genuinely do not care about the ethics of a company, so long as they are provided with a product that is convenient and cheap! Don’t be afraid to give a less than flattering depiction of the consumer if it’s true. 5. I think the biggest issue in this speech is that there is no clear goal or issue that seems to be the focus; you gotta make sure that you are actively framing what is and is not important for the speech to be more clear and effective! 6. Time management was not it today Hanson!! You can’t enter clashes at 6:15! You gotta start way earlier. I think the takedown of the other side in your clashes could have been integrated with the rebuttals - meaning that you can just start the speech on clashes and point out where your arguments intersect! | | | | | | |

| **Student Name:** Adrian |
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| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | **3** | 4 | 5 |
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| 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:   1. I think the rebuttals at the beginning were a bit dismissive; the speaker before you did provide quite a few reasons for why governments can and will hold the companies accountable; so you need to make sure that you’re actively tracking these! 2. It was a bit convenient for you to suggest that governments would not be able to hold the companies accountable at all; I understand that there are a few examples of the legal process not working, but there are also many whereby it has. You need to make sure that you’re focusing on the logic here as compared to arguing via example! 3. Good analysis on how long the government takes to hold companies accountable; you do need to make sure that you are proving exclusivity though. I’m not sure as to why this harm of taking a while to hold the companies accountable is not going to happen with consumer boycotts, etc. 4. I think that you need to focus on more than just boycotting; there are also consumer actions such as low buying, etc. I think it was slightly unstrategic to base the whole case on this one consumer action! 5. I think the biggest issue in this speech is that there is no clear goal or issue that seems to be the focus; you gotta make sure that you are actively framing what is and is not important for the speech to be more clear and effective! | | | | | | |

| **Student Name:** Daryl Ng |
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| **Motion**: This house believes that tax evasion is a legitimate form of protest |
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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 |
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| 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:  We need to engage with the push from 2nd Opp - which is how your side balances between this being widespread and such that the state needs to listen, or that there are other sources that the state can engage with to provide welfare etc. The resolution of this with regards to this being a ‘warning’ or moral signalling, is a start, but we need to expand further!  This isn’t about defending a general ability to protest, but rather an explanation of why this is specifically a legitimate form of protest. Explain how we measure the legitimacy of protest; is it moral legitimacy (such as no taxation without representation), or effectiveness (that this will ensure the state corrects whatever problem it has).  Clash 1  We have to explain why tax evasion doesn't need universal participation to be effective! Critical threshold exists where it:   * Creates sufficient pressure for reform * Maintains basic state functions * Demonstrates widespread dissatisfaction   This is the same as voter turnout - doesn't need 100% to be legitimate!  We should also explain why their side doesn’t get sufficient change! Explain under what conditions people turn to tax evasion.  Clash 2  The way to engage is to say - they just explain tax evasion is bad because some people benefit from tax revenue, not that it isn’t a legitimate form of protest. You should then explain the circumstances under which people are likely to engage in evasion. If the state is a good actor, and deploys tax revenue well - would people have any incentive to evade tax? You need to spend time characterising how this is a tool in a toolbox, or likely something that people will build up to.   * Good job, we talk about some of this later, but need to make this the central framing of the round.   06:16 | | | | | | |