| **Student Name:** Joanne Lau |
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| **Motion**: This house believes that developing countries have a "right to pollute" the environment. |
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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:  We need to start by characterising how and why they were denied development at the same time due to these very countries; pinpoint the relationship between these countries and those that have already developed - due to colonialism; their resources were extracted to finance the development of these other countries. Explain how incentives exist to do this more or less sustainably - but at its core, we must let development happen.  We spend too much explaining that green tech is patented and difficult to access, and has much higher upfront costs.  Set-up? Where is your stance? Where do you explain what a ‘right to pollute’ is?  Argument 1   * On trends and changing standards of morality; explain why the moral position is legitimate. Why is this distinct from other countries wanting to colonise, or engage in slavery?   + Developed nations have historically been the largest polluters, accumulating wealth while contributing disproportionately to climate change and other environmental problems.   + Developing countries should not be unfairly burdened with strict environmental regulations that hinder their economic growth. * Don’t just hide analysis behind ‘development’ - explain what it means, most prominently with reference to poverty and uplifting millions out of it!   + Industrialization, even if initially polluting, is often the most effective way to lift populations out of poverty. * We need to explain why greener or sustainable or restricted development is impossible - partially because of the reliance on developed states for this; but also because it’ll be far slower and more people will starve to death.   Where is our principled claim? Developing countries have a right to pursue economic development and improve the living standards of their citizens, even if this entails a temporary increase in pollution.   * They argue that developed nations achieved their prosperity through similar polluting industrialization processes and now bear a greater responsibility for addressing global environmental problems.   06:08  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Kevin Hu |
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| **Motion**: This house believes that developing countries have a "right to pollute" the environment. |
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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:  This opening is too open-ended! Be direct and specific; for instance, that just because this was okay in the past, does not mean we make it okay now. Use the POI I asked to weaponise their case against them.  Need a more structured pathway into the debate! Engage in set-up as to what your side supports, and then go into rebuttal. Pinpoint the issues with their set-up in yours, to set-up clearly what the comparative will be.   * Is this short termist? Or is it the case that our timeline for climate change is narrow - and so the scale of damage these countries could do must be limited; measure this on the basis of how we construct rights a la the harm principle. Remember the wording of the motion! * Acknowledge that developed nations bear a greater historical responsibility for environmental problems but argue that this does not give developing countries a free pass to pollute. All nations must work together to address the shared challenge of environmental protection.   Argument 1   * Don’t give me a range of ideas in an argument - pinpoint a thesis and then build up to it! * Explain here how short-term economic gains from polluting industries can be outweighed by the long-term costs of environmental damage, including health problems, resource depletion, and climate change impacts. * Where does this obligation come from? We assert it exists in other situations - but why does it exist in this?   + The environment, particularly the atmosphere and oceans, are shared global commons. Pollution transcends national boundaries. Emissions from one country can contribute to climate change, air pollution, and ocean acidification, impacting the health and livelihoods of people in other countries. A "right to pollute" would grant a country permission to harm others, violating their right to a healthy environment.   What path of development do these countries pursue on your side? What is your positive pathway to victory? Can developing countries pursue economic growth while minimizing environmental impact through sustainable development practices, renewable energy technologies, and efficient resource management?  06:14  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Daryl Ng |
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| **Motion**: This house believes that developing countries have a "right to pollute" the environment. |
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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: | 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:  We need to start by characterising how and why they were denied development at the same time due to these very countries; pinpoint the relationship between these countries and those that have already developed - due to colonialism; their resources were extracted to finance the development of these other countries. Explain how incentives exist to do this more or less sustainably - but at its core, we must let development happen. It isn’t just about letting them get away with it - it’s robbery, pillage etc.  Rebuttal   * What is uncharitable about this characterisation? You need to clearly explain what the depth of your relationship is. We spent too long saying I don’t work in this era, and I definitely won’t work in this era.   Clash 1: Responsible   * On trends and changing standards of morality; explain why the moral position is legitimate. Why is this distinct from other countries wanting to colonise, or engage in slavery?   + Developed nations have historically been the largest polluters, accumulating wealth while contributing disproportionately to climate change and other environmental problems.   + Developing countries should not be unfairly burdened with strict environmental regulations that hinder their economic growth. * Don’t just hide analysis behind ‘development’ - explain what it means, most prominently with reference to poverty and uplifting millions out of it!   + Industrialization, even if initially polluting, is often the most effective way to lift populations out of poverty. * We need to explain why greener or sustainable or restricted development is impossible - partially because of the reliance on developed states for this; but also because it’ll be far slower and more people will starve to death. * What do you mean these industries that industrialised didn’t do anything?   Clash 2:   * Opportunity? They’ve already industrialised. * Developing countries have a right to pursue economic development and improve the living standards, even if this entails a temporary increase in pollution. * What do we mean by them going back to industrialization? Connect this too fair and comparative advantage coming in handy?   Argument 1 at 5:34….  06:16  Let’s ask POIs consistently! | | | | | | |

| **Student Name:** Clarisse Poon |
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| **Motion**: This house believes that developing countries have a "right to pollute" the environment. |
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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: | 71.5 | | | | | |
| 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:  On time scope - explain this is just silly. This is not a debate where we have an infinite amount of time; push how we are beyond the past or return to ground this and then move on into your responses/observations.  Explain how there are incentives to develop responsibility on either side; they don’t want to use up all their resources and then just be left with something. Is this short termist? Or is it the case that our timeline for climate change is narrow - and so the scale of damage these countries could do must be limited; measure this on the basis of how we construct rights a la the harm principle. Remember the wording of the motion!  Acknowledge that developed nations bear a greater historical responsibility for environmental problems but argue that this does not give developing countries a free pass to pollute. All nations must work together to address the shared challenge of environmental protection.  On pathways to development; why are there incentives to share? For instance, developing countries have the unique opportunity to bypass the polluting stages of development experienced by industrialized nations, but how do they access this info?  The speech is clearly signposted at the top of the speech, but must be adjusted in relation to the pause/likes/other ticks. We need to make a clear sense of where the speech is going through-out, with clear reflections on what the upshot of each issue/argument is going to be.  We need to unpack WHY and HOW all countries have an incentive to make sure things don’t go terribly.  Explain here how short-term economic gains from polluting industries can be outweighed by the long-term costs of environmental damage, including health problems, resource depletion, and climate change impacts. The environment, particularly the atmosphere and oceans, are shared global commons. Pollution transcends national boundaries. Emissions from one country can contribute to climate change, air pollution, and ocean acidification, impacting the health and livelihoods of people in other countries. A "right to pollute" would grant a country permission to harm others, violating their right to a healthy environment.  06:17  Let’s ask POIs consistently! | | | | | | |