| **Student Name:** Sarah Han |
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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:  Good work establishing how developing countries are suffering - explain the upshot in relation to the motion; we need to ensure that we connect it to how they need to develop, and they can only do so if they pollute.  A stronger characterisation is to focus on 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.  Set-up   * Explain why green development is not possible/sufficient - note that green tech is patented and difficult to access, and has much higher upfront costs. * Where do you explain what a ‘right to pollute’ is? * Analyse there is an incentive to do this somewhat sustainably anyways.   Argument 1   * Clear identification of the principle; make it more historical in terms of how industrialisation first occurred. 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. * 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.   Argument 2   * 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.   Let’s ask POIs consistently!  06:15 | | | | | | |

| **Student Name:** Shi Qi Ooi |
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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:  Good on how this is recognised as a global problem; explain that there is a distinction between ideal moral theory and responsibility, and the practicalities of problem solving re climate change. 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.  As a rule, speak at 70% of the speed you do at present.  Rebuttal   * Good on existing incentives; 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!   Set-up   * 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?   Argument 1   * Good work focusing on the tipping point - illustrate the true scale of harm here; which countries suffer from devastation the most/lack capacity to uplift vulnerable populations? Explain here how this trade off isn’t a trade off - it is just a series of harms. * The analogy on special needs doesn’t make sense; instead, derive obligation properly.   + 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.   Argument 2   * 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. * Clear analysis on long-term + CF pushing here. Good. * Good reference to threat multiplier. Good!   06:21  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Gemma Yeung |
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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. It isn’t just about letting them get away with it - it’s robbery, pillage etc.  When engaging in call outs, focus on one rather than a list; walk me through how this kills their case. Otherwise, this statement isn’t achieving anything.  On characterisation and set-up - 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. We spent too much time on this/were inefficient.  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 didn’t engage with any of the analysis in the 1st Opp speech on threat multipliers and suffering within these countries eventually anyways; this takes out your biggest benefit if you don’t engage with it.  Argument 1   * This is an interesting argument - but you need to go into significantly more detail to unpack how poverty and conflict are interlinked, and how development occurs in an equal and equitable fashion such that these harms go away. Just because Pakistan, for example, can develop to its heart extent - is it able to/does it occur outside corruption etc.?   There is a principled claim we could have spent more time on:   * 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.   06:17  Let’s ask POIs consistently! | | | | | | |