| **Student Name:** Ryan Qian |
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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: | 70.5 | | | | | |
| 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 opening identifying responsibility - your phrasing has to be more fine-tuned + formal; 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   * Point of no return; interesting framing; you can say that the world is ending, we would rather less people starve in the process. This does, however, make Opp able to argue that the process of development will increase suffering through worse qualities of living. * Is it because of geographical position? For instance, what does mountainous terrain give you? Or is it because of power, accumulation, and then colonialism/extractive relationships? * Good on initial weighing of what matters, but done without sufficient analysis to convince me that this is what the weigh up in the round should be.   Argument 1   * Good work establishing pollution is a pre-requisite; but explain why this is true - why can’t they use green tech?   + Developing nations often lack access to reliable and affordable energy sources. Fossil fuels, while polluting, are readily available and relatively cheap, making them a practical choice for meeting immediate energy demands and powering industrial growth.   + Green technologies often have higher upfront costs compared to traditional fossil fuel-based technologies. Many green technologies are patented and controlled by companies in developed nations. * Does this prove anything other than pollution is needed? You aren’t explaining why development happens, or what it does in terms of positive impact. Explain 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.   Argument 2   * 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. * Phrasing! Describe colonialism in a more high impact manner.   + 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.   06:05 | | | | | | |

| **Student Name:** Cyrus Yuan |
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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: | 69.5 | | | | | |
| 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:  ‘Huge flaw in their logic’ - show me, rather than telling me; if it is true that there is room to improve, explain why this is true, rather than just saying as such! You can explain why there is political will for the world to not end; or that even if this is true, that does not mean we throw it all away.  Do set-up first! You have to make clear what your stance and model is, prior to responding. Otherwise, it makes the comparative very muddy.  Rebuttal   * Why is climate adaptation possible? Why must this be the way forward? You need to engage with how even if the world is ending anyways, we need to make effort because polluting would get us there faster and hence lead to increased suffering, if this is a debate about minimising suffering and harm of the innocent and vulnerable. * How are you stopping it? Why will this work and what does it look like? * You need to pinpoint that this is 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. This is the response to the POI Ryan asks you.   Why is the set-up coming AFTER rebuttal? Does this technology sharing happen in the status quo? Ground it with examples to show me this is possible. What path of development do these countries pursue on your side? What is your positive pathway to victory?  Argument 1 - at 4:13, too late. This is a 6 minute speech.   * 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. * Refer to the threat multiplier here! * You have to derive obligation, rather than utility.   + 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. * 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.   We need to ask POIs consistently!  06:20 | | | | | | |

| **Student Name:** Audrey Lai |
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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: | 70.5 | | | | | |
| 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:  It isn’t just that exploitation occurred - pinpointing 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.  Any impact the phrasing of your opening has goes out the window when you just read it out at a pretty rapid pace, with no variation in your tone, no pauses, no presence. You have to focus on cultivating presence when delivering!  Rebuttal   * Point of no return; interesting framing; you can say that the world is ending, we would rather less people starve in the process. This does, however, make Opp able to argue that the process of development will increase suffering through worse qualities of living. They don’t do this in Cyrus’s speech. The harm of letting poverty exist isn’t being fleshed out.   + 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. * Explain WHY it is impossible to reverse the threshold; you have to break down the lack of political will, oil and gas lobby etc. * On the model - 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. Give examples to characterise what the realistic behaviour of these developed nations is.   Argument 1   * What is the distinct value add of this argument? How is this different from what Ryan runs? You have to highlight the outcome/impact of this argument up top, in relation to a thesis statement. * Good on supply chains and demand - talk about manufacturing and offshoring emissions; link to the core-periphery relationship that continues to persist in terms of unequal relations between the developing and developed world.   + Developing nations rely on exporting raw materials and low-value-added goods, while developed nations specialize in high-value-added manufacturing and services. This unequal exchange perpetuates economic dependence and limits the ability of developing nations to invest in cleaner technologies.   + Reference carbon leakage - emissions-intensive industries relocate from countries with stricter environmental regulations to countries with lax regulations. This effectively shifts the pollution burden to developing nations without reducing global emissions.   06:20 | | | | | | |

| **Student Name:** Sarah Seryoung Choi |
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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: | 69.5 | | | | | |
| 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:  I want you to re-write your opening to use fewer words. We have a pretty wordy way of saying simple things, that would have a higher impact if they were delivered simply. ‘Everyone in the world as a whole’ - is an example of this.  Good work identifying the need to bring back your model - but we just assert it. Does this technology sharing happen in the status quo? Ground it with examples to show me this is possible.  Rebuttal   * We need to engage with their ignorance of Cyrus’s point that the world is not doomed to end - that we can intervene. You need to engage with how even if the world is ending anyways, we need to make an effort because polluting would get us there faster and hence lead to increased suffering, if this is a debate about minimising suffering and harm of the innocent and vulnerable.   + ‘Climate change problem even more worse and then they get hurt more’. * Explain that sustainable development is the only path forward - 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.   + Good, point out how the cost of developing through this heavy pollutive manner will hurt them even more/they can never catch up because the goalpost of what developed means has changed even further.   Argument 1   * On even more damage - is this not the same point as being made in your responses? * 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.   You need to pinpoint that this is 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. This is the response to the POI Ryan asks you.  As a rule, speak at 70% of the speed you do at present. You must focus on enunciation and cutting out the extra words you have a tendency to use in your speeches.  06:23  We need to ask POIs consistently! | | | | | | |

| **Student Name:** Adrian Wong |
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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: | 70.5 | | | | | |
| 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:  Where didn’t they engage? This is a sweeping generalisation. Why is their lack of engagement bad? Is it because your winning pathway still stands? The strategic implication is missing.  What is the structure of this speech? You need to slow down + be clearer when signposting.  Rebuttal   * 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. This is a debate that needs to be about minimising suffering. Explain incentives to make sure this development is not done in a shoddy way is in the best interests of elected officials. * On green tech - give examples to characterise what the realistic behaviour of these developed nations is. It is probably also true that 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.   On obligation - their obligation is to not force or impose restrictions on the developing nations. Explain how at present, they manipulate and exploit these nations and keep them in the developing category. Audrey mentions this briefly.   * Link to the core-periphery relationship that continues to persist in terms of unequal relations between the developing and developed world.   + Developing nations rely on exporting raw materials and low-value-added goods, while developed nations specialize in high-value-added manufacturing and services. This unequal exchange perpetuates economic dependence and limits the ability of developing nations to invest in cleaner technologies.   + Reference carbon leakage - emissions-intensive industries relocate from countries with stricter environmental regulations to countries with lax regulations. This effectively shifts the pollution burden to developing nations without reducing global emissions.   Fair on duties to those that exist now, rather than those in the future. Flesh this out in greater detail. Good point.  Clash 2? The phrasing here is so confusing I have a hard time following what you are saying.   * It isn’t just that exploitation occurred - pinpointing 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.   06:21 | | | | | | |