| **Student Name:** Ryan Qian |
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| **Motion**: This house prefers international climate agreements with fewer parties but strong, binding enforcement over agreements with universal participation but weak or non-existent enforcement |
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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:  Good opening, but do you solve this problem? Do they join these agreements - and if so, why do they? Who isn’t included and doesn’t join!  Set-up   * Fair on what developing nations are likely to do and prioritise. Clear incentive analysis. * Clear on capacity + why the developed nations are the key to solving this problem. Link this to what kind of change you want to achieve; what is the outcome your side wants. * You’re trying to say that there is a growing trend of green awareness; why is this trend long lasting and likely to continue? * I don’t understand the technology point you’re making - the phrasing and delivery are messy + mumbly. * On rising awareness - what does this awareness look like? Why is it sufficient for governments to behave in this way? Why is listening to this audience important for governments? * You need to explain what kind of changes will be made, and what success looks like? What will these states actually do? How will we determine their commitments? The actual path forward in terms of how this works is still unclear.   Argument 1   * What binding commitments are these? What changes will these countries be making? * On great power conflict, you say they don’t care too much because they prioritise this competition - then why do they join? * The analysis you’re missing is that it is that citizens in developed nations are increasingly demanding action on climate change. This creates political pressure on governments to join and comply with strong international agreements. * You can also argue that the climate is an arena of contest for great power conflict - being a leader in climate gives you more soft power. * You’re telling me some set of countries make changes to their emissions, and this leads to more effectiveness in the resolution towards climate change/action. But I haven’t been told which states are changing, what their contribution to emissions in status quo is, how this impacts net emissions? * Developed nations often hold significant influence within international institutions and set the norms and standards for global governance. Their participation in a strong climate agreement with robust enforcement mechanisms can create a ripple effect, encouraging other nations to follow suit. The EU's Emissions Trading System (ETS) has influenced the development of similar carbon pricing mechanisms in other countries.   Argument 2   * Yes, it is indeed principally just. Does it happen though?   06:12  SLOW DOWN. Good work asking POIs consistently! | | | | | | |

| **Student Name:** Cyrus Yuan |
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| **Motion**: This house prefers international climate agreements with fewer parties but strong, binding enforcement over agreements with universal participation but weak or non-existent enforcement |
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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 | | | | | |
| 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:  Yes, there are increasing rates of pollution from LDCs, but this doesn’t mean they are the greatest emitters in the world. Your immediate challenge should be that the other side offers no explanation as to WHY developed nations even join. You let them get away with this!  Set-up has to come before rebuttal. Please don’t make me repeat myself.  Rebuttal   * Is the principled response the most important? Or is it a mechanistic one? You’re also just assuming they’re right that developed countries join; this is not true. See the POI Ryan asks you - the more intuitive principle belongs to Prop. * We need to analyse who can, cannot engage. Developed states are locked into economic competition with each other - it is unlikely they want to join and be tied to this; there is a collective action problem. * You should ask who can afford to avoid and put off climate action - you need to explain why they can ignore the rising urgency of climate change/the impacts we can physically and literally see; it’s developing states that are geographically positioned in danger zones.   Characterisation - needs to happen before rebuttal.   * Your characterisation needs to pivot with the Prop case you hear; you’re repeating/establishing characterisation that isn’t needed - such as reinforcing that developed countries join on their side. * What is the value of hope? The implication you spell out needs to be that buy-in from the biggest polluters matters more than next to nothing from the smaller polluters; this initial buy-in is what is needed to make long term change occur. I think you need to ask what exactly they’re mechanising; and who joins on their side such that they don’t get the change they want; it’s likely middle nations that are already instituting change - what’s the delta here?   You barely moved onto your argument - and time was up! You have to be more mindful of the speech length and time limit you have.   * We need more information; what kind of change are you looking to achieve? How valuable is this change in context of what climate action needs? What does it mean to solve climate change? * Explain how there is a free rider problem that this addresses; if only some nations take strong action, others can benefit and put off these harms without making a sacrifice; prolonging buy-in; this in turn disincentives action because you don’t want to be the state that suffers economically. * Countries can also engage in carbon leakage - where emissions-intensive industries relocate to countries with weaker regulations. Most importantly, a universal agreement facilitates technology transfer and capacity building - which means states that cannot contribute are able to eventually.   06:24 | | | | | | |

| **Student Name:** Audrey Lai |
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| **Motion**: This house prefers international climate agreements with fewer parties but strong, binding enforcement over agreements with universal participation but weak or non-existent enforcement |
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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:  Good opening. What is toothless about this enforcement? What practical changes are needed for us to avoid a climate apocalypse, and why are they not happening.  Rebuttal   * Don’t elaborate later, explain now that there are competing priorities - other priorities matter more. They’ll sign up to this agreement, but when the audit happens on what they did, it’ll be nothing.   + No money to feed children…? Is this the best example to use. * Why are developed nations held accountable? They never challenge you on this - which is criminal - but I will. There’s been little to no explanation on this.   + What drives countries to take action on the climate? Why do states buy into such agreements/institutions?   + You need to explain what kind of changes will be made, and what success looks like? What will these states actually do? How will we determine their commitments? The actual path forward in terms of how this works is still unclear.   Note that it is likely mostly developed nations that join; not the major emitters, but the countries in the middle; and while some developing nations are experiencing rapid emissions growth, developed nations still account for a significant portion of current global emissions. On why developed nations join - it is that citizens in developed nations are increasingly demanding action on climate change. This creates political pressure on governments to join and comply with strong international agreements.  What is everything that is happening faster? What CHANGES are actually being made on your side?   * You’re telling me some set of countries make changes to their emissions, and this leads to more effectiveness in the resolution towards climate change/action. But I haven’t been told which states are changing (not really, just that it’s developed countries), what their contribution to emissions in status quo is, how this impacts net emissions? * You need to explain why your side is able to get the states that matter, the states that set the rules of the liberal international order; so this is the way in which we get the ball rolling. * Developed nations often hold significant influence within international institutions and set the norms and standards for global governance. Their participation in a strong climate agreement with robust enforcement mechanisms can create a ripple effect, encouraging other nations to follow suit. The EU's Emissions Trading System (ETS) has influenced the development of similar carbon pricing mechanisms in other countries. * Who is a climate leader is actually a big contention between the US and China; climate action (prior to Trump) was grounds for competition in terms of hegemony/who is a leader; it helps states gain soft power. * Your businesses changing impact is fine and well-explained; but why it happens is still questionable.   06:16 - why am I getting consequences for non-compliance after the 6 minute mark? | | | | | | |

| **Student Name:** Sarah Seryoung Choi |
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| **Motion**: This house prefers international climate agreements with fewer parties but strong, binding enforcement over agreements with universal participation but weak or non-existent enforcement |
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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 | | | | | |
| 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 say there is a problem-solution mismatch; what is this mismatch? Spell this out slowly and clearly.  We need more information; what kind of change are you looking to achieve? How valuable is this change in context of what climate action needs? What does it mean to solve climate change? This was set-up missing at first, need you to explain it to me.  Rebuttal   * We need to analyse who can, cannot engage. Developed states are locked into economic competition with each other - it is unlikely they want to join and be tied to this; there is a collective action problem. You should ask who can afford to avoid and put off climate action - you need to explain why they can ignore the rising urgency of climate change/the impacts we can physically and literally see; it’s developing states that are geographically positioned in danger zones. * When you say that developed nations don’t opt in - this is different from what Cyrus says; he says developed nations DO join; explain why on their side they don’t and this is bad; so it’s countries that broadly don’t matter join. * The implication you spell out needs to be that buy-in from the biggest polluters matters more than next to nothing from the smaller polluters; this initial buy-in is what is needed to make long term change occur. I think you need to ask what exactly they’re mechanising; and who joins on their side such that they don’t get the change they want; it’s likely middle nations that are already instituting change - what’s the delta here?   It’s not just that we have to slow down. We have to ENUNCIATE each word out. You rush it, which means that each individual world comes out harder to understand.  Explain how there is a free rider problem that this addresses; if only some nations take strong action, others can benefit and put off these harms without making a sacrifice; prolonging buy-in; this in turn disincentives action because you don’t want to be the state that suffers economically. Countries can also engage in carbon leakage - where emissions-intensive industries relocate to countries with weaker regulations. Most importantly, a universal agreement facilitates technology transfer and capacity building - which means states that cannot contribute are able to eventually.  The positive feedback loop isn’t really analysis that can be applied to the state level; it’s individual actor analysis. You need to tell me why it does apply here; you assert it happens. Why do developing nations have the capacity to implement the changes (never explained what these are)? What capacity do they have?  06:16  We need to ask POIs more consistently! You asked one, I need you to ask more! | | | | | | |

| **Student Name:** Adrian Wong |
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| **Motion**: This house prefers international climate agreements with fewer parties but strong, binding enforcement over agreements with universal participation but weak or non-existent enforcement |
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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:  Good call out. Explain why it isn’t true - THEN say why; it is that eventually they develop/catch-up and this does become an issue/climate disasters happen and political will to do this increases.  You say you have clashes, but when do they start? Slow down when you signpost!  Clash 1:   * Why does the public care about climate policy? Why is this the flashy policy politicians engage in, rather than infrastructure or public works projects? * Sure scrutiny exists, but what are they even trying to do? No one has yet explained to me what kind of changes will be made, and what success looks like? What will these states actually do? How will we determine their commitments? The actual path forward in terms of how this works is still unclear. * Note that it is likely mostly developed nations that join; not the major emitters, but the countries in the middle; and while some developing nations are experiencing rapid emissions growth, developed nations still account for a significant portion of current global emissions. On why developed nations join - it is that citizens in developed nations are increasingly demanding action on climate change. This creates political pressure on governments to join and comply with strong international agreements. * Why does spillover of green technology happen; once you explain this, explain how this tech eventually reaches the less developed states on your side; they run into stalemate because this tech never existed in the first place. Good on lack of education to push this in the developing world; but what’s the implication of this?   Clash 2   * I buy that there is a duty; I don’t know if that duty gets fulfilled on your side. * You need to explain why your side is able to get the states that matter, the states that set the rules of the liberal international order; so this is the way in which we get the ball rolling. Developed nations often hold significant influence within international institutions and set the norms and standards for global governance. Their participation in a strong climate agreement with robust enforcement mechanisms can create a ripple effect, encouraging other nations to follow suit. The EU's Emissions Trading System (ETS) has influenced the development of similar carbon pricing mechanisms in other countries. * Who is a climate leader is actually a big contention between the US and China; climate action (prior to Trump) was grounds for competition in terms of hegemony/who is a leader; it helps states gain soft power.   07:10 - the internal organisation of the clashes was super messy!  We need to ask POIs more consistently! | | | | | | |