| **Student Name:** Karin Yeung |
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| **Motion:** This house regrets the glorification of forgiveness as a virtue |
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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: | 75 (BP score) | | | | | |
| 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:**  [NOTE: Today’s speeches are 5 minutes’ long.]  Good characterisation of how strongly we glorify forgiveness, explain that this is how it takes away individual autonomy.   * I appreciate the caveat that forgiveness shouldn’t be the expectation by default.   + Don’t stop at just asking the questions, tell me precisely who in society benefits from forgiveness, e.g. men who benefit from female oppression.   Good reinforcement on lowering accountability when forgiven.   * We have really good mechanistic analysis, but there is no grounding at all!   + Put it in the context of relationships, where your partner constantly crosses your boundaries or fails their commitments.     - Then expound the harm statement when there’s a lack of accountability. * We need to engage with Opp’s accountability mechanisms, they said they still have law and order.   + We can point out that many sexual abusers don’t even get charged, because family members pressure victims to forgive and drop these cases.   The argument sounds like an overlap with your first speaker.   * When you mentioned that these victims feel very traumatised, give some illustrations of this! I appreciate the example of families, but I want to hear the rhetoric on emotional trauma. E.g. Sexual crimes.   + It isn’t exactly clear what are the harms that are suffered when forgiveness is premature?     - Expand on this idea of victim-shaming!       * Bring in the context of situations like the patriarchy, when women are the ones largely upholding the burden of forgiving when suffering from oppression orchestrated by the men.   You only had 20 seconds for your second argument!   * I actually like the premise of victims being ostracised when they refuse to forgive, but this is just the other side of the coin for the first argument! It’s not a separate premise   + We need to emphasise the impact statement here, beyond the rhetoric of this seems quite unfair!   Please offer more POIs!  6.25 - Watch for time please! | | | | | | |