| **Student Name:** Aiden Cheng |
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| **Motion**: This House believes that the prevalence of ‘redemption arcs’ in popular culture has done more harm than good. |
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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 |
| 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:  Our opening needs to be delivered louder + with more punchiness! When we talk about unrealistic expectations - what kind are we talking about? Our opening also had lots of pauses and uhhhs, which leads the judge to believe that you aren’t confident. We had twenty minutes to prep today - what happened?  Set-up   * Give examples to showcase what a redemption arc is! If we don’t spell out how they happen, Opp can characterise them more strategically.   + Explain how they’re always done in a sensational manner, because that’s what gets the most viewers/is the most engaging.   + For instance, Darth Vader, or Snape! * What does harm mean in this context?   Argument 1   * Spell out the thesis of the argument first; what do you want to prove here? Is it that it teaches people the wrong thing? What is the wrong thing? Why will they buy into this so literally? * We need to explain how redemption arcs occur to explain why they are harmful - for instance, that redemption occurs through doing enough good things; does this promote a mathematical thinking of morality. * What is the impact? Does it normalise abuse, normalise toxicity in relationships? * What did we prove at the end of this?   Argument 2   * Why would it be unrealistic? What is life like such that this may not actually occur? * What did we prove at the end of this?   We’ve just copy pasted the content we discussed in relation to a different motion with similar concepts in class - what extra analysis have we added?  We spoke for 3:57 - a minute undertime + with lots of pauses, even though we got 20 minutes to prep today. Aiden! We need to put in more effort + wisen up!  We need to ask POIs! | | | | | | |

| **Student Name:** Lauren Lui |
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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 |
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| 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 - let’s speak with more confidence here! We also don’t need to repeat the motion.  Start with set-up - explain how redemption arcs occur, and why they are done with nuance, and won’t be so simple and poorly done as the other side says; you can then observe that this takes out the bulk of what the other side says, where their harms are contingent on this being done poorly, or exclusively on a really literal interpretation. We address parts of this in rebuttal, but don’t do set-up at all!  Argument 1   * Explain how this depiction occurs - is it that the redemption models how moral development occurs? Does it showcase a path towards positive change? * Our benefit is contingent on well-crafted redemption arcs - why will this always be the way in which depiction occurs? * Unpack the Zuko example in greater detail! Zuko's redemption required genuine accountability, making amends, and changing allegiances at personal cost. In this case, it establishes clear standards for authentic change, teaching audiences to distinguish genuine transformation from manipulation. * What is the unique value of this arc - why can’t we learn this lesson from somewhere else? * Good impacting! Explain how people who struggle with their own mistakes and harmful behaviors can and will find hope and practical guidance through redemption arcs.   03:32 - this is still too little! We needed to run a second argument, to hit time! We also could have spent more time on rebuttal. Don’t just wrap up when you run out of written material - keep going to increase your speaking time.  We need to ask POIs!  We can still speak louder overall + make more eye contact! | | | | | | |

| **Student Name:** Candice Chen |
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| **Motion**: This House believes that the prevalence of ‘redemption arcs’ in popular culture has done more harm than good. |
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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 |
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| Teacher comments:  Let’s make our openings longer than one sentence - we can deal with an important contribution or piece of content here to add value!  Rebuttal   * Our responses imply that redemption arcs occur poorly and hence Opp cannot achieve any of their benefits - but we just assert this, rather than explaining it. We have to unpack what or how a redemption arc happens! Explain how they’re always done in a sensational manner, because that’s what gets the most viewers/is the most engaging. * Then pinpoint how if they occur in this way, the nuanced depiction their benefit is contingent on doesn’t actually occur.   Argument 1   * This argument also relies on these arcs being done poorly; they also rely on people taking a literalist interpretation of what they see on television/film. Why do people behave in this way? * We need to explain how redemption arcs occur to explain why they are harmful - for instance, that redemption occurs through doing enough good things; does this promote a mathematical thinking of morality. * The impact of our argument is that it is unrealistic - and creates unrealistic expectations, but we don’t necessarily reach this outcome.   We’ve largely copy pasted the content we discussed in relation to a different motion with similar concepts in class - what extra analysis have we added?  03:04 - we have to speak for longer! We should have spent more time on rebuttal. Don’t just wrap up when you run out of written material - keep going to increase your speaking time.  We need to ask POIs!  We can still speak louder overall + make more eye contact! | | | | | | |

| **Student Name:** Yu Bo Peng |
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| **Motion**: This House believes that the prevalence of ‘redemption arcs’ in popular culture has done more harm than good. |
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| Teacher comments:  Our opening is unclear in terms of the observation we’re trying to make - be more direct, or spell it out following this example!  Rebuttal   * Their harms are all contingent on this being done poorly, or exclusively on a really literal interpretation. If you can explain how redemption arcs occur, and why they are done with nuance, and won’t be so simple and poorly done as the other side says; all their arguments go out of the debate.   We spent too little time on rebuttals! Engage on unrealistic expectations, engage on how people interpret these arcs.  Argument 1   * On enjoyment - good, why are redemption arcs more enjoyable? Why is this impact so valuable? * Explain how this depiction occurs - is it that the redemption models how moral development occurs? Does it showcase a path towards positive change? Our benefit is contingent on well-crafted redemption arcs - why will this always be the way in which depiction occurs? * Good example of the bully - unpack this in greater detail! Explain why this is unique; why is it otherwise difficult to understand how these people feel? * Explain why popular culture/film etc. are uniquely placed to teach people empathy and sympathy.   + When viewers watch characters on screen, their mirror neurons fire as if they were experiencing the emotions themselves. This creates a form of "emotional practice" where audiences literally rehearse feeling what others feel. This is how empathy gets created! * What is the impact of this empathy? Is it that it can shift entire social attitudes? That we become kinder?   We need to ask POIs!  04:30 - hit 5! | | | | | | |