| **Student Name:** Alissa Mak |
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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: | 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:  Undermining is a good word, but I’m not sure what the specificity of the problem characterisation here is.  Set-up   * We need to explain what kinds of acts this is about; presumably this is about those group projects you talk about, as compared to murder - why is this the case?   + Is it about inter-personal forgiveness? Forgiving those that have wronged you? Institutional forgiveness or systematic wrongs - like governments, or corporations? * How is forgiveness glorified in the status quo?   + Religious teachings? Popular culture? Social pressure? * What counterfactual do we support? Do we support accountability? What does our world look like or do? * What is the metric or criteria for regretting this?   + Is it that we should not always forgive people?   + Is it that this glorification has led to harm?   Watch your phrasing! This is a retrospective debate; this has already happened and we’re evaluating whether this is a good idea or not.  Argument 1   * Why are there no checks and balances? Why would someone buy into this singular narrative; why would they immediately forgive someone rather than other norms influencing them in other ways?   + Characterise how this norm/value manifests in certain situations instead!     - Forgiveness is often presented as the ultimate moral high ground, making it difficult to question or challenge. Criticizing someone for forgiving can be perceived as attacking their character or moral standing.     - In situations involving power imbalances, the pressure to forgive can be used to silence victims and protect perpetrators. For example, victims of abuse may be pressured to forgive their abusers, preventing them from seeking justice or holding the abuser accountable. * Why do we suddenly jump to murder? * Explain how this narrative is cooked into our brains - from a young age, we are often taught to forgive and forget. For many, religious beliefs play a significant role in their understanding and practice of forgiveness. They may feel a moral obligation to forgive based on their faith.   04:34 - we spoke under-time!  Good work asking POIs! | | | | | | |

| **Student Name:** Tony Huang |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:  Our opening needs to be more specific! We also **have** to stop saying ladies and gentlemen!  Set-up   * Good on why murder isn’t a part of this debate; explain what situations or circumstances this debate is happening instead! For instance, interpersonal issues, or * Explain how this norm interacts with other norms to moderate or temper it! For instance, accountability, increasing awareness on boundaries and mental health and so forth. * This is a retrospective debate! Watch your phrasing   Rebuttal? When did we engage with the other side?  Argument 1   * Our argument here relies on this hatred that exists within us - but our very explanation of the CJS existing means that there are other incentives to do this, beyond this norm/value existing. * We need to talk about how this is a debate about grudges + spats - and how humans have a tendency to hold onto things; such that they need to be told to let go of anger and resentment - without this glorification, this wouldn’t occur. * In all our analysis, the specificity of this value isn’t clear! Why is this value/norm existing the only mechanism of achieving this? * All our examples were of Shakespearean plays, rather than actual conflict; if you claim we need to forgive states/hold states accountable - explain WHY this only comes as a result of this motion; link to the concept of multi-cultural societies post-conflict. * There’s room to make this more specifically about self-forgiveness and being kinder to oneself - overcoming guilt, shame, and self-recrimination for past mistakes. Explain how this occurs because of this value being glorified. * Is this a debate about war and global leaders; is this norm what is driving them, or considerations of power, their standing, economic capacity and so on; for instance, why do some leaders apologise for war crimes, and why don’t some; is it because of this norm or value…   04:52  Our POIs need to be worded more succinctly! We have to be clear and coherent. Good work asking POIs! | | | | | | |

| **Student Name:** Edna Chow |
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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 |
| --- | --- | --- | --- | --- | --- | --- |
| 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:  The fluency of our opening needs work! We need to slow down + focus on sounding it out such that we don’t break into the ‘uhhhs’. The nervousness contributes to this.  Good on being forced into it - unpack this in greater detail! Why and how does this weigh down on people and force them to behave in ways they would not otherwise.   * On valuing each other - how does this happen, why is this better? Is this the CF?   POI - ask if this is a debate about war and global leaders; is this norm what is driving them, or considerations of power, their standing, economic capacity and so on; for instance, why do some leaders apologise for war crimes, and why don’t some; is it because of this norm or value…  Lots in world-building missing from first you needed to fill in!  We needed to explain what kinds of acts this is about; presumably this is about those group projects you talk about, as compared to murder - why is this the case? Is it about inter-personal forgiveness? Forgiving those that have wronged you? Institutional forgiveness or systematic wrongs - like governments, or corporations? How is forgiveness glorified in the status quo? Religious teachings? Popular culture? Social pressure? What counterfactual do we support? Do we support accountability? What does our world look like or do? What is the metric or criteria for regretting this? Is it that we should not always forgive people? Is it that this glorification has led to harm?  Why are there no checks and balances? Why would someone buy into this singular narrative; why would they immediately forgive someone rather than other norms influencing them in other ways?  Characterise how this norm/value manifests in certain situations instead! Forgiveness is often presented as the ultimate moral high ground, making it difficult to question or challenge. Criticizing someone for forgiving can be perceived as attacking their character or moral standing. In situations involving power imbalances, the pressure to forgive can be used to silence victims and protect perpetrators. For example, victims of abuse may be pressured to forgive their abusers, preventing them from seeking justice or holding the abuser accountable.  Explain how this narrative is cooked into our brains - from a young age, we are often taught to forgive and forget. For many, religious beliefs play a significant role in their understanding and practice of forgiveness. They may feel a moral obligation to forgive based on their faith.  04:23 - this is criminally under-time! | | | | | | |

| **Student Name:** Sophia Tan |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:  It isn’t enough to say that forgiveness is valuable - this is a debate about whether or not it is a good thing that forgiveness has been glorified.  Rebuttal   * Why can’t this be achieved without GLORIFICATION? Why can’t a norm about forgiveness being important sometimes, but not otherwise do the same?   + The dominant social norms encourage retribution, resentment, and holding onto grudges. Only glorification can counter this. * On coercion or pressure - you can’t say this just doesn’t ever happen, but explain how this norm interacts with other norms to moderate or temper it! For instance, accountability, increasing awareness on boundaries and mental health and so forth. Then, go onto explain how exactly this glorification occurs in situations where it otherwise would not have occurred but must because of healing.   + It’s also important because forgiveness is a lot harder and requires more significant personal cost - we have to emphasise its importance because otherwise people would take the easy way out. * Is this a debate about war and global leaders; is this norm what is driving them, or considerations of power, their standing, economic capacity and so on; for instance, why do some leaders apologise for war crimes, and why don’t some; is it because of this norm or value…   This is a retrospective debate! Watch your phrasing!  We need to talk about how this is a debate about grudges + spats - and how humans have a tendency to hold onto things; such that they need to be told to let go of anger and resentment - without this glorification, this wouldn’t occur. In all our analysis, the specificity of this value isn’t clear! Why is this value/norm existing the only mechanism of achieving this? There’s room to make this more specifically about self-forgiveness and being kinder to oneself - overcoming guilt, shame, and self-recrimination for past mistakes. Explain how this occurs because of this value being glorified.  We need to ask POIs!  05:10 | | | | | | |

| **Student Name:** Valerie Shek |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:  Don’t start your speech with judge - doesn’t add anything! Your signposting is also stating the obvious - use your opening to establish what the opening clash is/what your entry will be; we eventually do this - but are more summative rather than making a strategic observation; the way to do this is to say - opening half gets into a fight about what the pros and cons of forgiveness is, rather than considering what the GLORIFICATION of forgiveness does, in terms of coercion, or pressure, especially for already vulnerable and marginalised groups.  The current response to the CJS + international conflict isn’t the most high strategy;   * Checks on the CJS already exist; you could talk about how a focus on rehabilitation has gone too far, and we need to be more punitive instead. * On intl. conflict - is this actually being impacted by this norm? Is this a debate about war and global leaders; is this norm what is driving them, or considerations of power, their standing, economic capacity and so on; for instance, why do some leaders apologise for war crimes, and why don’t some; is it because of this norm or value…   Our opening observations kind of get away from us; we get into OG at 2:51, and at this point haven’t flagged what our path to victory is going to be. Is this a vertical extension, is it a horizontal extension? You have to flag what exactly is missing - and then go into explaining it.  How is this inculcated in us beyond ‘school and parents at a young age’? We rail against lots of this + reject it; if you want to unpack how exactly this happens, go into how popular culture + religious teachings make this happen.   * Murder is unlikely to be a part of this debate! Tony’s POI specifies that minimum sentencing laws exist which judges HAVE to abide by. The actual response is that this glorification interacts with existing power dynamics - so it is applied equally; some people get let go easier than others - rather than EVERYONE suffering; so for instance, male judges in sexual assault cases (Brock Turner) getting 2-3 months. * In situations involving power imbalances, the pressure to forgive can be used to silence victims and protect perpetrators. For example, victims of abuse may be pressured to forgive their abusers, preventing them from seeking justice or holding the abuser accountable. * Characterise how this norm/value manifests in certain situations instead! Forgiveness is often presented as the ultimate moral high ground, making it difficult to question or challenge. Criticizing someone for forgiving can be perceived as attacking their character or moral standing   Why are there no checks and balances? Why would someone buy into this singular narrative; why would they immediately forgive someone rather than other norms influencing them in other ways?  05:16  How many POIs did we ask today? We have to ask POIs consistently! | | | | | | |

| **Student Name:** Angela Qian |
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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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:  Don’t start your speech with judge - doesn’t add anything! Good observation up top - unpack this! Why isn’t this a debate about those situations? Don’t break into doing set-up for the sake of it, just explain this conversationally - it will be more valuable!   * Explain how forgiveness as a value exists morally, as does accountability - most times these interact with others and lead to a happy medium. * Explain how the CJS means that we ensure glorification doesn’t go too far.   Why can’t this be achieved without GLORIFICATION? Why can’t a norm about forgiveness being important sometimes, but not otherwise do the same? The dominant social norms encourage retribution, resentment, and holding onto grudges. Only glorification can counter this. Pinpoint that OO makes all these observations - but then explains none of it; you can run a vertical extension.  Extension   * Why is this the only reason why they take that first step? * On coercion or pressure - you can’t say this just doesn’t ever happen, but explain how this norm interacts with other norms to moderate or temper it! For instance, accountability, increasing awareness on boundaries and mental health and so forth. Then, go onto explain how exactly this glorification occurs in situations where it otherwise would not have occurred but must because of healing.   + It’s also important because forgiveness is a lot harder and requires more significant personal cost - we have to emphasise its importance because otherwise people would take the easy way out. * We need to talk about how this is a debate about grudges + spats - and how humans have a tendency to hold onto things; such that they need to be told to let go of anger and resentment - without this glorification, this wouldn’t occur. In all our analysis, the specificity of this value isn’t clear! * Why is this value/norm existing the only mechanism of achieving this? There’s room to make this more specifically about self-forgiveness and being kinder to oneself - overcoming guilt, shame, and self-recrimination for past mistakes. Explain how this occurs because of this value being glorified.   There’s a potential extension on the CJS + rehabilitation, and how that ideology goes out the window if we don’t glorify forgiveness.  It isn’t enough to say that forgiveness is valuable - this is a debate about whether or not it is a good thing that forgiveness has been glorified.  We need to ask POIs!  04:41 | | | | | | |