| **Student Name:** Vania Wong |
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| **Motion:** In post-colonial states, This house believes that education (e.g. history curricula) should graphically and exclusively focus on the negative impact of colonialism |
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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: | 71.5 | | | | | |
| 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:**  [NOTE: Today’s speeches are 7 minutes’ long. ]  I like the use of the boxer analogy at the top of your speech, but it isn’t very clear why post-colonial states are stuck in this cycle of oppression.  On the set-up:   * Good characterisation of post-colonial states being in systems where their resources are extracted in favour of their colonisers, among other things.   + However, why can’t these states sever these unfavourable ties or change the agreements? Your case presumes that the post-colonial states are aware of these poor arrangements and want to distance themselves, so why is this policy necessary? * We are lacking clarity on what constitutes this history curricula. I understand negative depictions, but what will this look like?   + Will you be okay with engaging in historical revisionism for this purpose?   + Will you wash over any accountability towards local leaders and practices?   Good argument on post-colonial healing.   * However, why must this be done specifically by history curricula? Was this necessary in order to engage in nation-building? * We need even more grounding and illustrations on what type of harms and historical baggage they suffer from due to colonial practices, and they require this external party to be blamed.   + For example, a lot of racial divisions are a byproduct of divide-and-conquer, so we can use this as a pathway of mending the bridges between different ethnicities. * It isn’t clear why the Opposition lacks any tool towards nation-building and healing. Why can’t they engage in diverse discourse without blaming an external actor?   + Could we insert some weighing or framing as to why unity for a post-conflict state must take priority over truthfulness?   + Explain that divisiveness could lead to an existential crisis for these young states and they are incapable of ever pulling themselves out of destitution.   On fixing post-colonial challenges in the forms of terrible public policies, why were we aiming to fix this via history curricula?   * We need better characterisation of the effective way in which our colonisers have built in social systems that idolise white traits, and thus fixing the education system becomes an instrumental pathway towards correcting this.   + For example, a lot of Asian societies colonised by the West admire Western features and beauty standards to the extent of colorism and problematic practices like skin bleaching. * Can we prove the power of history education in shaping the perspectives of the future generation? * Interesting claim on reframing responsibility away from their ancestors and forming a stronger cultural identity.   Good job offering POIs!  7.13 | | | | | | |