| **Student Name:** Joanne Lau |
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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 | | | | | |
| 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. ]  We should spend time making a truly impactful hook!   * Do NOT give up on your speech structure.   Excellent characterisation on post-colonial societies being divided in such a nascent period.   * Rather than focusing on the education system being quite effective in teaching them, focus on explaining why the nation won’t be able to pull itself out of destitution until they learn to collaborate with one another.   + On using blame to a coloniser, we are not quite explaining that the reason why it’s particularly useful is because they would’ve blamed one another instead. So this creates a lightning rod that helps focus policy discourse.   + 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?   On rebutting the Opposition's main point on local leaders losing accountability.   * Point out different contexts in which local societies did not hold any blame in the process of colonisation! * Explain that Opp is being selective in their arguments, whereas all of Prop’s arguments universally apply to ALL types of post-colonial states. * Later on, we argued that leaders being held accountable also leads to divisiveness.   + 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 rebutting the purpose of education, spend more time pushing back on whether Prop’s policy is historical revisionism to begin with!   * Opp mentioned that a lie by omission is still a lie, so clarify that no context will be lost from this historical retelling. * Explain why this debate does not extend to abusive post-colonial states who weaponise history education, because then the education system will create no difference. An abusive regime can utilise the rest of the state apparatuses to properly abuse their power.   Interesting characterisation on the competing information leading to division.   * Could we insert some weighing or framing as to why unity for a post-conflict state must take priority over truthfulness?   On fixing post-colonial challenges in the forms of terrible public policies, why were we aiming to fix this via history curricula?   * 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?   + Opp has also argued that there are already pre-existing incentives and sentiments against colonisers, absent of this policy, so we have to be comparative and explain why the status quo isn’t enough.   Please offer more POIs today!  7.02 | | | | | | |