| **Student Name:** Jodie Li |
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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. ]  While I appreciate the call-out, I actively need to know why historical truth trumps over unity and nation-building.  Good clarification that lying by omission is still lying nonetheless.   * But we need to immediately clarify why this debate must weigh in favour of historical truth and accurate education!   + Prop believes that unity and divisiveness is more important for a nation to recover in the post-colonial build.   On historical revisionism, we also need to spend more time proving the idea of this being weaponised as a tool of political abuse.   * We need it to engage with the last speaker who already rebutted this and explained that the debate cannot exist in the context of an abusive government, otherwise both sides will be harmed today.   Our impacts on taking action and creating change, this is symmetrical except Prop is focusing on a different set of policies.   * Prop seems to believe that colonial-era policies are all bad, and Opp believes some could be good. How do we weigh these competing sets of policies?   + Characterise what are these positive policies that would be deeply useful to post-colonial states. * On being able to discuss policies objectively, we need to engage with Prop’s analysis that post-colonial societies idolise their white colonisers and we tend to not see clearly how bad their practices are.   On the purpose of the education system, good job expanding that the state could be delegitimised and the entire system discredited!   * Explain why a post-colonial state would feasibly have the ability to see that the state was lying, and then actively frame why in this stage, there would be zero buy-in to a nascent state.   + This could be an existential crisis that threatens a brand new state.   Good pushback that the history curriculum will lead to no discernable difference as there are prevailing sentiments against our colonisers.   * Actively spend time to prove this, e.g. explain that we will still learn about things like independence movements and the sacrifices they made. So we can idolise local identities and blame colonisers irrespective. * But be mindful that this has some tension with the other part of your case on being able to see the positive benefits derived from the colonisers. Then you wouldn’t be able to co-opt the benefits.   Please offer more POIs today!   * Excellent POI to 4th Prop which should have been at the centre of your speech.   7.14 - Good timing! | | | | | | |