| **Student Name:** Kevin Hu |
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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: | 70.5 | | | | | |
| 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. ]  Good pushback on different contexts in which local societies did not hold any blame in the process of colonisation!   * Don’t end too early, otherwise it just becomes a context battle, and the judge doesn’t know where the debate actually happens. * Explain that Opp is being selective in their arguments, whereas all of Prop’s arguments universally apply to ALL types of post-colonial states.   Excellent rebuttal that if this debate is about an abusive state, then Opp will also suffer tremendous harm.   * We don’t need to go full extreme-mode and defend dictators! Simply conclude that this context should be out of the debate. * Bear in mind that Opp’s actual argument is that the education system must never engage in historical revisionism, so engage with the main essence of their argument.   + Spend time pushing back on whether Prop’s policy is historical revisionism to begin with!   + Explain that at best, this is an omission of facts, but we will not be exaggerating or changing any of the facts.   Don’t take the POI when you’re mid-sentence!   * Also try not to speak over the person offering the POI, unless they have exceeded their time allocation of 15 seconds.   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.   I appreciate the analysis that we need to blame this external party as a means in which we establish nation-building unity.   * 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?   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. * On the impact of people losing self-worth and faith, we need to firmly prove the power of history education in shaping the perspectives of the future generation, when being forced to go against socio-cultural institutions established by our Western colonisers.   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.   Please offer more POIs today!  7.04 | | | | | | |