| **Student Name:** Yeonseo Kim |
| --- |

| **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 |
| --- |

| 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: | 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. ]  Nice call-out on the limitations that exist on the Proposition’s side.   * Similarly, if history education is so limited, you won’t be able to gain any benefits from teaching your accurate history as well. So be mindful of the double-edged sword.   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.   On no real change to policy, reinforce your first speaker’s arguments that Prop will disregard positive policies as well.   * 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 argument of no accountability, we need to engage with the last speaker pointing out contexts where there isn’t local leaders responsible for the colonisation, e.g. Native Americans in the US.   * We actually need to prove our statement that countries could only be colonised if there was division? Most colonisers come in and conquer by military force. So try to characterise what kind of blame do local leaders hold in the process.   + E.g. in Malaysia, local leaders surrender land and sovereignty to the British Empire in exchange for money and symbolic power.   On historical revisionism, try to spend more time proving the idea of this being weaponised as a tool of political abuse.   * We need it to be engaging 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.   While post-colonial states could benefit from good ties and policies, this isn’t engaging with Prop’s analysis that many of these states are actually trapped in disadvantageous policies with the colonisers.   * We need to weigh how much we actually stand to benefit from these kinds of relationships.   + Are there no other diplomatic allies that could stand to help us in the post-nation building process?   + Analyse that we are currently at our weakest and offer very little to mutual allies, so we need to leverage our history with our colonisers to balance out the playing ground.   Why was it the case that we can never learn about the fault of local leaders under Prop’s policy? Explain the opportunity costs of focusing on the fault of the foreign leaders.  Good job offering POIs today!  6.52 - So close! Wait for the double bell! | | | | | | |