| **Student Name:** Ella Chan |
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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 | | | | | |
| 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 8 minutes’ long. ]  The clarification of the burden does not precisely help the Opposition because Proposition has argued that they are the ones who best stabilise and restore a post-colonial state.  After the hook, actively spend time counter-characterising their curriculum being revisionist in nature! Point out that a lie by omission is still a lie!   * Can you provide some kind of grounding on the kind of truth that will be removed but will drastically alter the context?   + E.g. in Malaysia, local monarchs surrendering land in exchange for wealth is how the British empire was able to claim sovereignty over Malay lands.   Spend time explaining that you can co-opt all of the benefits of knowing that the colonisers are bad. Point out that there are prevailing sentiments against our colonisers when we teach them the historical truth.   * Here, we can also prove that the positive benefits of unity will also manifest from learning historical truth, 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. * This would’ve been the best time to clarify what tools of nation-building can the Opposition avail themselves of to deal with Prop’s problem of divisiveness. * We can also spend time proving that historical revisionism is something that can be weaponised as a tool of political abuse.   On teaching history objectively, it isn’t clear why things like critical thinking cannot still be learnt via other things in the education system.   * It still isn’t clear what the harms would be from distorting history.   + 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 the state.   + We need to explain that it’s important for nascent states to be truthful and trustworthy in order to get buy-in from a relatively young nation with issues with trusting a state authority. Absent of buy-in, it will make it impossible to govern them effectively, which could be a massive existential threat.   On the breeding of hatred towards people from the colonising state, if these are second-generation immigrants who co-exist in your country, then wouldn’t they be integrated as locals rather than foreigners.   * Can we explain further that due to these sentiments, there would also be no possibility of passing things like anti-discrimination laws that will protect them in these spaces? Without social capital, there is no political capital to protect them from the worst excesses of discrimination.   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.   Please offer more POIs!  8.02 | | | | | | |