| **Student Name:** Kelly Au |
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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: | 71.5 | | | | | |
| 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 8 minutes’ long. ]  Good pushback that the history curriculum will lead to no discernable difference as there are prevailing sentiments against our colonisers when we teach them the historical truth.   * Actively spend time to prove 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.   I appreciate the reinforcement that there is still a distortion of the truth, 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. * On the mistakes of local leaders in the present, don’t we still have the rest of the political system remaining in order to scrutinise the actions of local political actors? Why won’t those systems work absent of history education covering these past mistakes?   On teaching history objectively, there is a strong initial reasoning on teaching facts being the purpose of education.   * I appreciate the characterisation that there were positive benefits during the colonial era.   + Here, we need to extend the practical implication of teaching the local society to reject any Western aid because it is a “disguise for neo-colonisation” despite the fact that we will categorically benefit from cooperation with our colonisers. * Why does the state have an obligation to be truthful all the time?   + Explain that the choices made by the people are contingent on having the full facts at all times. * Lack of trust is the precise harm when states engage in systematic lying, now actively apply this to the context of post-colonial states!   + 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 historical revisionism, try to spend more time proving the idea of this being weaponised as a tool of political abuse.  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.   What is exactly the importance of having positive views with another country, other than potential xenophobia with an absolute immigrant community in your own country?   * If they are second-generation immigrants, then they would 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.   Please offer more POIs in the debate!  8.14 | | | | | | |