

□ WRITING PIECE 1 - FEEDBACK

Section 1:

#1 (First paragraph) Strengths:

- Strong emotional appeal through vivid imagery of struggling residents
- Clear thesis statement about rich countries supporting developing nations

Weaknesses: Missing Context → Your opening lacks specific details about which nations you're referring to. Phrases like "its capital city" and "they preach for help" leave readers wondering about the specific location and situation you're describing.

Envision the struggles in Port-au-Prince, Haiti, where residents in makeshift homes face daily hardships. In the outskirts of this capital city, war and poverty have left countless families struggling to survive.

#2 (Second paragraph) Strengths:

- Good use of specific charity examples like Red Cross
- Addresses counter-argument about dependency

Weaknesses: Underdeveloped Solutions → Your response to the counter-argument needs more detail. The phrase "this concern can be resolved" doesn't fully explain how charities help people become independent.

Organisations like the World Health Organisation empower local communities by teaching them healthcare skills and providing initial resources, helping them build sustainable healthcare systems rather than relying on constant aid.

#3 (Fourth paragraph) Strengths:

- Links war to education and children's needs
- Considers emotional support alongside physical needs

Weaknesses: Oversimplified Solution → Your suggestion that "giving every child a free therapist" is too simple for such a complex issue. The solution doesn't address practical challenges.

War-affected children need comprehensive support systems, including local counsellors who understand their culture and trained teachers who can help them cope with trauma while continuing their education.

■ Your persuasive piece shows promise in identifying important issues about helping developing nations. You could strengthen your writing by adding more specific examples in your first paragraph to help readers better understand the situation. Also, your second paragraph needs deeper explanation of how charities help communities become independent. Additionally, when discussing solutions for children in war zones, think about more practical and detailed approaches. You could improve the fourth paragraph by explaining how mental health support could work in challenging conditions. Your conclusion would be stronger if you connected back to your opening examples and showed how specific actions by rich nations could create positive change. Focus on explaining the 'how' rather than just stating what should be done.

Score: 42/50

Section 2:

Envision a nation teeming with exotic plants and majestic wildlife. However, in its capital city's outskirts ~~of~~ [with] tin roofs and pit toilets, war and poverty triumph, with every street plagued with diseased, starving residents sobbing as cacophonous alarms wail. ~~They preach for help in the acrid smoke for a saviour~~ [Through the acrid smoke, they cry out for a saviour], or even some money to support them during their hardships. Would anyone thrive in a world like this? Therefore, it is necessary for rich countries to support and donate ~~for~~ [to] developing countries. #1

To begin with, these nation-saving donations can support a country's wellbeing, and can help fight off diseases that may be plaguing it. Many organisations, such as the Red Cross Organisation and the Against Malaria Foundation, are striving to improve, or even save the lives of people who do not have access to treatments or vaccines. However, many people are concerned that these donations to developing countries will create a dependency on aid. This issue arises from the fact that charities give money to residents but without letting them solve their own problems. This concern can cause civil unrest when the developing country eventually becomes developed. Fortunately, this concern can be resolved as many renowned charities like the World Health Organisation, continue to empower people to resolve their own issues independently, as they help people do tasks like buying medicine and first aid kits without needing aid. #2

Next, the process of rich countries donating to poorer countries will help abolish global hunger, a major problem in developing countries. It will also help the developed countries in return, as they

usually have growing piles of uneaten or misshapen food, which will be fed to nations where poverty and homelessness is widespread among their population. On the contrary, some homeless people have dietary requirements, making this scheme inevitably tougher to do efficiently, and may not end hunger completely. To solve this issue, countries could provide a variety of different food to make sure that everyone has something to eat that can fully nourish them.

Lastly, developing countries regularly struggle with war and civil unrest, and funds to these nations can change a country's landscape forever. It can support children in a war-torn area by supplying them with access to food, water and school supplies to support them with their education. Many also argue that these basic resources might not support a child's feelings, or make them feel happier. ~~We can easily do this by giving every child in that country a free therapist, which they could speak to anytime~~ [We can address this by establishing local mental health support systems, including trained counsellors who understand the children's experiences].

#3

For these reasons, it is compulsory for richer nations to donate their resources to poorer countries. It will help improve both countries' efficiency and help shape their laws and wellbeing.

□ WRITING PIECE 2 - FEEDBACK

Section 1:

#1 (First paragraph): Strengths:

- Strong imagery with the description of blue lights and hypnotised teens
- Creates an emotional hook through the teacher's frustration

Weaknesses: Unfocused Opening → Your opening scene, while vivid, jumps quickly between different ideas without clearly connecting to your main argument about device usage. The shift from "blue, eerie lights" to "teacher filled with rage" feels sudden and doesn't smoothly lead into your topic about mobile phones.

A modern classroom buzzes with the soft glow of mobile phones, as students scroll endlessly through social media instead of engaging with their lessons. Teachers watch helplessly as grades decline, marking a troubling trend in our digital age.

#2 (Second paragraph): Strengths:

- Clear topic sentence about attention span
- Connects to readers' personal experience

Weaknesses: Underdeveloped Arguments → Your point about attention span needs more real-world examples. You mention "65 seconds" but don't explain how this affects daily learning. The phrase "terrorising their brains" uses strong language without showing what this actually means for students.

Studies show that constant phone use makes it harder to focus in class - just imagine trying to understand complex maths problems when your mind keeps wandering to the latest social media updates.

#3 (Fourth paragraph): Strengths:

- Concrete example with specific times
- Shows clear cause-and-effect relationship

Weaknesses: Unclear Logic Flow → Your time calculation about screen use feels rushed and needs better organisation. The jump from "time goes faster" to being late for school needs clearer steps. The phrase "according to logic" doesn't help guide your reader through your reasoning.

When you spend hours on your phone after school, time slips away unnoticed. Before you know it, it's nearly midnight, leaving you too tired to focus in class the next day.

■ Your piece shows promise in highlighting an important issue, but needs stronger development of ideas. You've made good points about screen time's effects on learning, but each argument needs more detail and clearer links. Try adding examples from school life to make your points more convincing. Your conclusion could be stronger by offering solutions instead of just restating the problem. Also, work on smoother transitions between your ideas - connect each paragraph better to your main message about grades dropping. You could improve the third paragraph by showing specific ways phone use interrupts homework time. Additionally, consider adding student voices or experiences to make your arguments more relatable.

Score: 4/50

Section 2:

Imagine a school filled with blue, eerie lights. The teens there seem as if they are hypnotised, with no definite feelings. ~~The teacher, filled with rage, scream~~ [The teacher, filled with rage, screams] at the top of their lungs, unsure of how ~~his~~ [their] students' marks plummeted. ~~As the era of mobile phones and devices revolutionise~~ [As the era of mobile phones and devices revolutionises], many people's grades are decreasing significantly as influencers post new videos, day by day. In this text, I will be addressing this problem. #1

Firstly, watching or even simply using electronic devices too much will reduce a teen's attention span. You've probably experienced this feeling before if you've used a device straight before school started. A study of college students proved that they could only focus on a task for no more than 65 seconds, a direct consequence of the excessive use of screens. ~~A common rebut~~ [A common rebuttal] to this professionally-proved argument is that even with the use of an electronic device, some people still pay attention at school or work. However, they have not realised how these everyday objects are terrorising their brains. #2

To continue, addiction is another negative outcome of using screens too much. Although teachers strive to minimise unnecessary phone use, students can still be ~~deceivingly~~ [deceptively] using their device, distracting them from learning important life skills. A study shows that children who use their smartphones regularly have lower reading comprehension scores. In many activities that people hate, such as homework, screentime feels like a refuge from what seems like torture. But, contrary to popular belief, these tasks are necessary for growing academically, and using phones will make you miss out on it, therefore, leading to the decline of grades.

Finally, people usually enjoy using their smartphones, thus, time goes faster for them than other people. This phenomenon can lead to a variety of consequences, such as children waking up late

before school, and even sleeping during the school day. According to logic, as an example, a teen's school day ends at 3pm and their dinner is at 6. If the teen would do 7.5 hours of screentime every day, and used their phones from 3 to 6, after a 30-minute dinner, they would probably still be watching on it until 11 o'clock, when they finally start to sleep. If the teenager needed 9 hours of sleep each night, this means they would either be deprived of sleep, or ~~missed~~ [miss] their bus and ~~late~~ [be late] for school, therefore, not ready for learning and losing marks in their tests. #3

To sum up, the excessive use of smartphones is inhibiting you or your child's grades, in other words, making them dumber. Although many people of all ages pledge to reduce their screentime, most of ~~it~~ [them] forget about their vow anyway, or even increase their usage time of screens.