

## □ WRITING PIECE 1 - FEEDBACK

Section 1:

#1 (First paragraph) Strengths:

- Clear stance on the topic with a strong opening statement
- Good link between rich countries' past actions and current responsibilities

Weaknesses: Underdeveloped reasoning → Your argument about resource exploitation needs more specific details about how rich countries benefited from poorer nations. Phrases like "helped by the poorer nations with resources" are too vague and don't show the deep connection.

Exemplar: ***Rich countries have historically benefited from poorer nations' natural resources like oil, minerals, and agricultural products, often leaving these countries struggling to develop their own economies.***

#2 (Second paragraph) Strengths:

- Makes a clear connection between economic stability and community wellbeing
- Offers concrete solutions for improvement

Weaknesses: Disconnected ideas → Your points jump between economic stability, children's needs, and infrastructure without smooth transitions. The phrase "Otherwise, there will be no food, education" needs more connection to your main argument.

Exemplar: ***Economic stability is crucial for communities because it ensures children have access to education, families can afford food, and basic services remain available to all.***

#3 (Fourth paragraph) Strengths:

- Includes a specific example with Ukraine
- Shows emotional appeal about saving lives

Weaknesses: Unclear reasoning → Your statement "billions" of lives could be saved isn't logical since Ukraine's population is much smaller. The phrase "every hour maybe less, someone suffers" needs more precise wording.

Exemplar: ***In Ukraine, countless people face daily hardships due to poverty, and immediate aid from wealthy nations could help save many lives and improve living conditions.***

■ Your persuasive piece shows passion for helping poorer nations. To make it stronger, you should develop your main ideas with more details. For example, when you talk about infrastructure and essential services, give examples of specific projects that could help. Your argument about Ukraine would be more powerful if you described particular challenges people face there. Additionally, you could improve the flow between paragraphs by connecting your ideas better. For instance, link economic stability to specific benefits for communities. Also, when you discuss rich countries' obligations, you could explain exactly how their past actions affected poorer nations. Your conclusion could be stronger by reminding readers of your main points about saving lives and improving living conditions.

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**Score: 40/50**

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Section 2:

Should rich countries be required to help poorer nations?

#1 ~~I strongly believe that rich countries should be required to help poorer nations, otherwise there is a big imbalance between the countries.~~ [I strongly believe that rich countries must be required to help poorer nations, as this would address the significant imbalance between countries.] The rich countries have been helped by the poorer nations with resources. This has led to poorer countries being war-ravaged, helpless, in devastating poverty, increased illnesses and diseases, undeveloped infrastructure, ~~inadequate~~ [and inadequate] facilities. As a result of all this, rich countries have an obligation to correct the imbalances.

#2 A big issue for the poorer nations is that ~~there's~~ [there is] not much economic stability. Economic stability is better for children, students and the whole community. ~~Otherwise, there will be no food, education and can create many problems.~~ [Without it, communities struggle to provide food, education and other basic necessities.] If richer countries provide money and aid, then they can help the poorer countries with infrastructure, food, cleaner water, better education and other essential services. That way it can also dramatically improve their life in the best way imaginable.

If poorer countries are helped, then it can also save many lives. #3 For example, in ~~the~~ Ukraine, every hour ~~maybe less,~~ [or even more frequently,] someone suffers. Ukraine is the second poorest country in Europe and ~~need~~ [needs] aid. ~~If richer countries help, then many lives could be saved, no, billions.~~ [If richer countries help, countless lives could be saved.] Help shouldn't be something that ~~your~~ [you're] forced to do, it should be something that everyone should be willing to do.

In conclusion, rich countries should be required to help poorer nations as they can save millions of lives, help improve people's lives and many more reasons. Helping other countries shouldn't be a moral obligation, it should be mandatory.

## □ WRITING PIECE 2 - FEEDBACK

Section 1:

#1 (First paragraph) Strengths:

- Clear introduction of the main argument about smartphones' negative impact
- Good attempt at listing several effects of smartphone usage

Weaknesses: Lack of compelling hook → Your opening relies too heavily on stating opinions without engaging the reader. Phrases like "There is no doubt" and "They obviously are" weaken your argument as they don't draw readers in or make them curious to read more.

Exemplar: *"Have you ever noticed how difficult it is to focus on your homework when your smartphone keeps buzzing with notifications? The growing dependence on smartphones is causing concerning changes in how we think and learn."*

#2 (Third paragraph) Strengths:

- Good attempt at providing specific examples
- Shows understanding of cause and effect

Weaknesses: Underdeveloped ideas → Your paragraph about anxiety and social pressure jumps between different ideas without fully explaining them. The example about being called a "bookworm" needs more connection to how smartphones specifically cause this issue.

Exemplar: *"The constant notifications and social media updates create a cycle of anxiety, where students feel pressured to maintain their online image rather than pursuing their genuine interests, such as reading."*

#3 (Fourth paragraph) Strengths:

- Clear point about real-life communication impacts
- Good attempt at showing consequences

Weaknesses: Limited development → Your discussion about conversation skills lacks detailed examples of how smartphones specifically affect face-to-face communication. Phrases like "zone out" need more context and explanation.

Exemplar: *"When we spend hours texting instead of talking, we miss crucial social cues like facial expressions and tone of voice, making it harder to develop strong conversation skills."*

■ Your persuasive piece shows promise in identifying important issues about smartphone use, but needs stronger support for your arguments. You could improve the second paragraph by giving

specific examples of how students become over-reliant on phones for schoolwork. Also, in your fourth paragraph, you could describe a real situation where phone use affected someone's conversation skills. Your conclusion could be stronger by suggesting practical ways to balance phone use with other activities. Try to add more details about how phones affect learning specifically - perhaps share an example from your own experience or your friends' experiences. You should also work on making smoother connections between your ideas using linking words like 'furthermore' or 'consequently'.

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**Score: 40/50**

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Section 2:

Are smartphones making us dumber?

~~There is no doubt that smart phones are making us dumber. They obviously are.~~ [Smartphones are making us increasingly dependent and affecting our cognitive abilities.] #1 They reduce our cognitive capacity to learn, weaken our ability to stay focused and listen, and people get addicted to their screens. ~~Smartphones make people overly anxious, stressed and one-sided fuelling addiction.~~ [Smartphones often create anxiety and stress, leading to addictive behaviour.] People don't take time to talk to people in real life ~~that~~ [as] much as everyone is looking down at ~~there~~ [their] screens. Phones have GPS that tells us where to go, they have reminders and notifications, messages to chat with other people and they have the internet that can just answer all our questions.

One crucial problem with phones is that it can make people so addicted that they spend all ~~there~~ [their] time scrolling on their phone watching videos, messaging and more. People stop studying which results in failing class and also getting over reliant on their phones. Students can start taking shortcuts for homework, for example, students might start cheating on tests and homework and not doing it properly. They can use the internet to make their essays and give them all the answers. People start to lose their natural curiosity which is something that everyone should have.

~~The constant use of smart phones makes students worry a lot about their social life.~~ [The constant presence of smartphones creates excessive social anxiety among students.] #2 They get anxious that maybe they don't look great or maybe that they ~~read to~~ [read too] many books. People can change their personality over one comment. For example, if someone said to you that you are such a bookworm then maybe that person would feel bad about themselves. ~~They'd get to~~ [They'd become too] anxious and start worrying that maybe they stop reading many books so that people would like them more.

#3 Not only that but being on your smartphones all the time can make you lose interest in real life conversations. You message all the time that you don't even bother in reality. ~~You can start to be bad at conversations, lose focus so much that you just zone out.~~ [Your conversation skills may deteriorate as you lose focus and become disconnected from face-to-face interactions.] This just comes to show that smartphones are really wrecking us.

In conclusion, smartphones are certainly making us dumber as we tend to lose focus, start taking shortcuts with schoolwork, losing the ability to make conversations, make[ing] us addicted and over [-]reliant. If people stop using their smartphones that much then they can start to improve. Smartphones are making us dumber by trapping us into a convenience instead of ~~promotive~~ [promoting] cognitive growth. We need to put our technology away for a bit and take a break. Get back that natural curiosity and start some great conversations!

## □ WRITING PIECE 3

Section 1:

#1: "I firmly believe that schools should start later, especially teenagers. This is because, scientific evidence shows that teenagers require 8-10 hours of sleep."

Strengths:

- You've started with a clear position statement
- You've introduced scientific backing for your argument

Weaknesses: Sentence Structure → Your opening sentences need better connection and clarity. "Especially teenagers" is disconnected from the main clause, making your point unclear.

***I firmly believe that schools should start later, particularly for teenagers, as scientific evidence shows they require 8-10 hours of sleep.***

#2: "If school starts early than students don't get the amount of sleep they require, which means they will lose focus in class as students would be tired from their lack of sleep."

Strengths:

- You've made a logical connection between early starts and poor focus
- You've shown the direct impact on learning

Weaknesses: Cause and Effect Development → Your argument needs stronger linking between ideas. You repeat similar points about being tired without developing the impact.

***When schools start early, students struggle to get enough sleep, leading to poor concentration and reduced learning ability in class.***

#3: "If schools have later start times, it means that teenagers will have better attendance, better grades, better behaviour and would be less lazy."

Strengths:

- You've listed multiple benefits of later start times
- You've addressed different aspects of student life

Weaknesses: Evidence Support → Your claims about benefits need specific examples to make them more convincing. The word "lazy" weakens your argument as it's too casual.

***With later start times, students are more likely to maintain consistent attendance, achieve higher academic results, and demonstrate improved classroom engagement.***

■ Your persuasive piece shows good initial reasoning about why schools should start later. You've touched on important points about sleep and its effects on learning. To make your writing stronger, try taking each benefit you mention and explaining exactly how it helps students. For example, when you talk about better attendance, you could describe how being well-rested helps students arrive on time. Your second paragraph needs more development - try adding examples of weekend versus weekday sleep patterns to support your point.

Additionally, your conclusion could be stronger by reminding readers of your main arguments rather than just mentioning sleep. You could also add a call to action, telling readers what they can do to support later school start times. Your middle paragraph needs more structure - try organising your ideas about weekend sleep patterns more clearly. Lastly, your opening paragraph would be more powerful if you connected your ideas about sleep requirements directly to school performance.

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**Score: 38/50**

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Section 2:

Should school start later?

~~I firmly believe that schools should start later, especially teenagers.~~ [I firmly believe that schools should start later, particularly for teenagers.] #1 This is because, ~~scientific evidence shows that~~ [according to scientific evidence,] teenagers require 8-10 hours of sleep. ~~If school starts early than students don't get the amount of sleep they require, which means they will lose focus in class as students would be tired from their lack of sleep.~~ [When schools start early, students cannot get their required amount of sleep, leading to reduced focus and tiredness in class.] #2 All teachers want their students to succeed, ~~then~~ [so they should] make school later.

Sleep is crucial for every person. I'm sure everyone likes to sleep in on the weekends and it's much easier. On the weekends you don't have to worry about waking up early to go to school, you can sleep as long as you want. ~~If schools have later start times, it means that teenagers will have better attendance, better grades, better behaviour and would be less lazy.~~ [Later school start times would lead to improved attendance, academic performance, and student behaviour.] #3 Students are more likely to arrive at school on time and feel ready to learn, creating a more efficient and productive learning experience.

In conclusion, starting school later will lead to better academic results, and students would get the ~~right amount~~ [right amount] of sleep they require. It's an exceptionally simple change that will have a long-lasting positive impact on students and the community.