

□ WRITING PIECE 1 - FEEDBACK

Section 1:

#1 (First paragraph) Strengths:

- Your powerful opening question creates an emotional connection with readers
- Your use of contrast between wealthy and poor nations effectively highlights the disparity

Weaknesses: Limited Development of Key Ideas → Your initial argument about resources and monopolies needs more specific details about how wealthy nations' growth directly affects poorer nations. Phrases like "wither and die" and "doomed from the beginning" are quite dramatic but don't explain the actual connection.

Exemplar: ***Rather than simply stating that poorer nations are "doomed," you could write: "As wealthy nations control vital resources like water and farmland, poorer countries struggle to feed their people and maintain basic infrastructure."***

#2 (Second paragraph) Strengths:

- Your point about the "turning point" shows good understanding of cause and effect
- Your inclusion of historical preservation adds depth to your argument

Weaknesses: Circular Reasoning → You repeat the idea of monopolies and falling behind without showing how this happens. The phrase "trapped in an endless cycle" needs to support why this cycle exists and what specifically causes it.

Exemplar: ***"When wealthy nations control key industries like manufacturing and technology, poorer countries cannot afford to build factories or train workers, creating a cycle of economic hardship."***

#3 (Fourth paragraph) Strengths:

- Your argument about mutual benefits shows good persuasive thinking
- Your point about potential talent is compelling

Weaknesses: Vague Support → While you mention "prodigious individuals," you don't give concrete examples of how helping these nations leads to benefits. Phrases like "revolutionise the world" need specific contexts.

Exemplar: *"By supporting education in developing nations, we could discover brilliant minds who might solve global challenges like clean energy or medicine, benefiting everyone."*

■ Your persuasive piece shows passion for the topic, but needs stronger real-world examples to support your claims. You could improve the second paragraph by showing specific ways wealthy nations form monopolies. Also, in the third paragraph, you could give examples of how traditional knowledge has helped modern medicine. Additionally, your fourth paragraph would be stronger if you showed actual cases where helping poorer nations led to innovations. You should focus on building clearer links between your claims and their effects. Your writing would be more convincing if you showed step-by-step how helping poorer nations creates positive outcomes. Try to give more details about how exactly wealthy nations can help, like through education or healthcare support.

Score: 43/50

Section 2:

Should Rich Countries Be Required to Help Poorer Nations?

#1 As wealthy first-world countries constantly develop, growing in technology and society – poorer and less fortunate countries wither and die as countless people starve. ~~Just because~~ [Simply because] a group of people are unfortunate enough to be born in a slightly warmer country with less resources, they are doomed from the very beginning. Would you want this to be your reality? Where innocent people don't even get a chance at life? ~~It is undeniably obvious that~~ [Clearly,] richer and more privileged countries should help nations that are in need. As first-world countries grow, advancing closer to a dominating monopoly in trade and resources – there is simply none left for third-world countries, completely taking away their chance to grow. It is only fair that we give them a chance to prosper as well. Nations are not like ~~business~~ [businesses], if you get kicked out of the industry – you don't just go bankrupt; you and the future nations to come will die.

#2 First and foremost, first-world countries should help third-world countries because as time goes by, some countries will inevitably dominate supplies and third-world countries are guaranteed to wither. ~~More fortunate countries will continue advancing economically,~~ [As fortunate countries advance economically,] mastering the market and resources but the less fortunate will fall behind. Eventually, there will be a turning point – a point of no return – where they are trapped in an endless cycle of being behind everything. First-world countries will form monopolies in different development fields, leaving no supplies for third-world countries. If we

don't help them, thousands of people will perish and sacred fragments and tribes of the past will be lost. Disregarding third-world countries can actually pose a significant threat to modern historical and archaeological development as important pasts and artefacts will be destroyed.

Furthermore, if we don't help third-world countries, we may lose monumental cultures and traditions. Preserving these cultures and traditions could provide us with meaningful insights into what our world used to be like – and prepared with new technology, could unveil many historical mysteries. Within such cultures and traditions, there is almost always traditional medicine – some that could be helpful to many ~~it~~ [in] need and some that could perpetuate medical development and discoveries. It is undoubtedly essential that we help and save countries that are poorer or less fortunate.

#3 Moreover, helping third-world countries may actually result in something of our benefit. Giving their culture and society a chance at life significantly boosts our connection with them, allowing us to trade valuable resources with them. Additionally, prodigious individuals may be born – some that have the potential to revolutionise the world and make significant contributions. These people ~~can~~ were [were] only born and only rose to glory because they had a chance. If we don't give them this chance, then it is certain that society will be a worse place. But if we do provide them with adequate supplies and the chance to glory – they will seize it, some changing the world for the better. It is undeniable that we should help third-world countries.

In culmination, it is incontrovertible that we help less fortunate countries. It can save hundreds of thousands of lives, providing us with important insights and it can lead to prodigies and revolutionary revelations. - And that's because we gave them a chance. If we just give them a chance at success, they might score it and that's what matters – living in harmony and contributing to help everyone. By extending our support to less fortunate countries, we not only save lives but also unlock untapped potentials that could shape the future. A single opportunity can ignite a chain reaction of progress, innovation, and global unity. Let's take that step—because when we lift others up, we rise together.

□ WRITING PIECE 2 - FEEDBACK

Section 1:

#1 (First paragraph) Strengths:

- Strong opening hook that immediately presents the main argument
- Effective use of descriptive language to paint a vivid picture

Weaknesses: Unclear thesis development → Your opening paragraph presents multiple ideas without a clear focus. You mention cognitive capabilities, memory, reaction time, and social trends all at once, making it difficult to follow your main argument. The phrase "brain-rotting engagement tactics" needs more context and explanation.

Exemplar: ***Smartphones have become an integral part of our daily lives, offering convenience and connectivity, but their impact on our cognitive abilities raises serious concerns about their long-term effects on human intelligence.***

#2 (Third paragraph) Strengths:

- Good explanation of phone addiction concept
- Clear link between cause and effect

Weaknesses: Limited supporting details → Your discussion of nomophobia needs more concrete examples to strengthen your argument. The phrase "tap into our base instincts" could be more specific about how phones create addiction.

Exemplar: ***Phone addiction manifests in everyday situations, such as constantly checking notifications during meals or feeling anxious when your battery runs low, showing how deeply these devices affect our behaviour.***

#3 (Final paragraph) Strengths:

- Strong concluding statement
- Good synthesis of main points

Weaknesses: Vague conclusion → Your final paragraph makes broad claims without tying back to specific points. The phrase "subtly degrading our capacity" needs more specific examples of how this degradation occurs.

Exemplar: ***While smartphones connect us globally, they simultaneously diminish our ability to focus, think deeply, and engage meaningfully with the world around us.***

■ Your persuasive piece shows promise but needs more focused development. You could improve the first paragraph by choosing one main aspect of smartphone impact to explore thoroughly. Also, the second paragraph about short-form content could better connect to your main argument about intelligence. Additionally, you could strengthen your examples in the third paragraph by including specific scenarios of phone addiction. Your conclusion would be more powerful if you directly addressed counter-arguments about smartphone benefits. Try to make clearer transitions between paragraphs to help your readers follow your reasoning better. Your writing would benefit from more specific examples throughout to support your claims. Consider adding personal observations to make your arguments more relatable to readers.

Score: 42/50

Section 2:

Are smartphones making us dumber?

#1 ~~As society inches closer to a technological era,~~ [As our society becomes increasingly technological,] the proliferation of cellular devices ~~are~~ [is] rapidly growing. They offer convenience, engagement and communication – but at the cost of our cognitive capabilities. Smartphones limit your information processing skills and can offset the way that your mind allocates cognitive resources. It also poses a threat to memory, reaction time and motor skills – ~~proposing~~ [presenting] constant brain-rotting engagement tactics in order to keep you interested. Billions of people lumber around – their minds constantly revolving around the new trend or influencer as their mind is consumed by their phones; ~~creating~~ [which creates] an irresistible urge to check your phone and upload. It is undeniable that smartphones are making us dumber – from captivating developing children with absurd short-form content to causing even mature people to fear the loss of their devices.

First and foremost, the rise of short-form content, such as TikToks, Instagram reels, and YouTube Shorts, has proven particularly damaging for the developing brains of children and adolescents. These platforms are designed to hold attention in short bursts, providing quick, dopamine-triggering rewards. For young people, their brains are still developing, and prolonged exposure to this type of content limits their ability to focus for extended periods and process information deeply. Rather than engaging in activities that promote critical thinking and deep learning, children are being trained to jump from one fleeting piece of content to the next, which can affect their ability to concentrate, engage in sustained tasks, and think analytically. This disruption can also impair memory retention, as they become more conditioned to digest bite-sized pieces of information instead of comprehending larger, more complex concepts.

#2 Another major issue is the addictive nature of smartphones. Many individuals experience a compulsive need to check their devices, even when there's no immediate reason to do so. This "phone addiction" isn't just about staying in touch with people; it's about the constant flow of notifications, social media updates, and the never-ending cycle of information. It's [It is] almost as if the device has been engineered to tap into our base instincts, creating a sense of urgency and FOMO (fear of missing out). This leads to a condition known as *nomophobia*—the fear of being without your phone. Studies have shown that this addiction to smartphones can cause anxiety, stress, and a decreased ability to focus on real-world tasks. It becomes difficult to disconnect, and the need for constant engagement can deteriorate both mental health and personal relationships. People become overly reliant on their phones for information, entertainment, and validation, and in doing so, they lose the ability to perform tasks without the constant assistance of their device.

Lastly, the overwhelming presence of smartphones and constant digital stimuli is impairing cognitive capabilities. The brain is being constantly overloaded with information, making it harder to process thoughts or engage in deep, focused thinking. When people are constantly multitasking—checking their phone while working, reading, or ~~socializing~~ [socialising]—it's harder to maintain cognitive clarity or think critically. Research shows that frequent smartphone use can decrease attention spans, hinder memory formation, and even slow down reaction times. This constant switching between tasks, or "task-switching," has been shown to reduce the brain's ability to concentrate and retain information in the long term.

#3 In conclusion, smartphones are not just gadgets—they're reshaping the way we think, remember, and engage with the world. While they offer tremendous convenience and connectivity, the toll they take on our cognitive abilities and mental health cannot be ignored. From shortening attention spans in children to causing addiction in adults, the very devices designed to enhance our lives are subtly degrading our capacity to think and function without them. This growing reliance on smartphones may well be contributing to a world where we are more connected, but also, paradoxically, much less cognitively engaged.

□ WRITING PIECE 3

Section 1:

#1 (First paragraph): Strengths:

- Strong opening that clearly states the main argument
- Good use of cause-and-effect structure showing how long hours impact learning

Weaknesses: Limited development of key ideas → Your opening paragraph introduces several important points about exhaustion and burnout, but you haven't fully developed how these specifically affect learning. The phrase "often leaves students exhausted, disengaged, and unmotivated" needs more context about real classroom scenarios.

Instead of stating "traditional school schedule, with long hours and minimal breaks, often leaves students exhausted," you could write: "The current school schedule forces students to begin their day at dawn, leaving them struggling to stay awake during morning lessons and unable to focus by afternoon."

#2 (Second paragraph): Strengths:

- Clear topic sentence that connects to the main argument
- Good use of supporting details about mental health

Weaknesses: Vague supporting evidence → Your paragraph mentions that "studies have shown" but doesn't elaborate on how stress affects learning. The phrase "activities that are just as crucial for personal development" needs specific examples of these activities and their benefits.

Rather than writing "Studies have shown that excessive school hours contribute to stress," you could write: "When students start school too early, they experience headaches and difficulty concentrating during morning lessons, leading to poor performance in important subjects like maths and science."

#3 (Fourth paragraph): Strengths:

- Strong conclusion that reinforces the main argument
- Good use of persuasive language

Weaknesses: Underdeveloped conclusion → Your final paragraph repeats ideas without adding new insights. The phrase "reducing school hours would not only improve students' mental health" needs to offer fresh perspectives on the benefits of later school starts.

Instead of "The current system prioritises quantity over quality," you could write: "Our present school system values sitting at desks for long hours over ensuring students are alert and ready to learn effectively."

■ Your persuasive piece shows good potential but needs stronger evidence to support your arguments. You could improve the first paragraph by giving clear examples of how early starts affect student performance. Additionally, in your second paragraph, include specific activities that benefit from having more time after school. Your third paragraph would be more convincing if you added details about how other schools have successfully implemented later start times. Moreover, your conclusion could be stronger by suggesting practical steps for changing school hours. Further, try to include more emotional appeals to connect with your readers. Your piece would also benefit from adding student voices sharing their experiences with early school starts.

Score: 42/50

Section 2:

Should school start later?

Education is essential, but the way we structure school days may not be the most effective for learning. ~~The traditional school schedule, with long hours and minimal breaks, often leaves students exhausted, disengaged, and unmotivated.~~ [Our traditional school schedule forces students through long hours with few breaks, leaving them exhausted and unable to engage with their lessons.] Instead of promoting deep learning and intellectual curiosity, extended school days can lead to burnout, reduced productivity, and declining mental health. If we want to create an education system that truly benefits students, we must start school days later. #1

First and foremost, shorter school days would improve students' mental health and overall well-being. Long hours of sitting in a classroom, absorbing information without sufficient breaks can be mentally exhausting. ~~Studies have shown that excessive school hours contribute to stress, anxiety, and even depression among students.~~ [Research indicates that spending excessive hours in school leads to increased stress levels and anxiety amongst pupils.] With shorter school days, students would have more time to rest, engage in hobbies, and spend quality time with family and friends—activities that are just as crucial for personal development as academic success. Instead of forcing students to power through long, draining days, we should create a system that allows them to learn efficiently while maintaining a healthy work-life balance. #2

Another major issue is that long school hours do not necessarily translate to better learning outcomes. Research suggests that productivity declines after a certain number of hours, meaning

that students are not actually absorbing information effectively for the entire school day. Instead of spending hours in a passive learning environment, students would benefit from shorter, more focused school days that maximize engagement. Countries like Finland, which consistently ranks among the top in global education rankings, have shorter school hours and emphasize quality over quantity. Their success demonstrates that reducing school hours can actually enhance academic performance rather than hinder it.

~~Lastly~~ [Furthermore], shorter school days would allow students to explore their interests outside of the classroom. With more free time, students could participate in extracurricular activities, pursue creative passions, or gain real-world experience through internships and volunteer work. These experiences are invaluable for personal growth and career development, yet many students miss out because they are confined to rigid school schedules. By shortening the school day, we would be giving students the freedom to develop skills beyond traditional academics, preparing them for a well-rounded future. #3

In conclusion, reducing school hours would not only improve students' mental health but also enhance their learning efficiency and provide opportunities for personal growth. ~~The current system prioritizes quantity over quality, often to the detriment of students' well-being and academic success.~~ [Our present system values lengthy school days over effective learning, harming both student well-being and academic achievement.] If we truly want to foster a generation of motivated, engaged, and well-rounded individuals, it's time to rethink the way we structure school days. A shorter school day isn't about learning less—it's about learning more efficiently.