

## □ WRITING PIECE 1 - FEEDBACK

Section 1:

#1 (Pathos paragraph) Strengths:

- Strong emotional appeal through vivid description of a child's circumstances
- Effective use of rhetorical questions to engage readers

Weakness: Underdeveloped emotional connection → Your writing mentions a child's struggle but doesn't fully explore the lasting impact on their life. The phrase "limited by the circumstances of their birth" could be deepened to show specific ways their future is affected.

Exemplar: ***"This child, despite their burning desire to become a doctor and help others, may never step inside a classroom - their dreams forever locked away by the cruel barriers of poverty."***

#2 (Logos paragraph) Strengths:

- Clear link between aid and benefits for wealthy nations
- Good use of specific examples with Africa and Latin America

Weakness: Incomplete reasoning chain → Your argument about migration pressures lacks steps to show how poverty reduction leads to decreased migration. The phrase "migration pressures decrease" needs more detail about the connection between economic growth and people's choices to stay in their home countries.

Exemplar: ***"When nations develop strong local economies, their citizens can build fulfilling lives at home, naturally reducing the urgent need to seek opportunities abroad."***

#3 (PESTLE paragraph) Strengths:

- Well-structured analysis using multiple perspectives
- Clear connection between different aspects

Weakness: Surface-level analysis → Your discussion of moral obligations needs deeper exploration. The phrase "moral and ethical considerations are undeniable" doesn't explain why these obligations exist or their importance.

Exemplar: *"Our shared humanity and interconnected world mean that ignoring suffering in other nations betrays our own values and undermines global progress."*

■ Your persuasive piece shows good basic structure but needs more depth in key areas. You could improve the pathos section by adding personal stories that show real impacts of poverty. Also, when discussing economic benefits, try explaining how aid creates specific positive changes in poor countries. Additionally, your moral argument would be stronger if you showed why helping others matters to everyone.

You might want to work on the PESTLE paragraph by giving clear examples for each point you make. Your writing would be more convincing if you showed exactly how aid programmes help both rich and poor countries. Try adding more details about successful aid projects that have helped poor nations grow stronger. Most importantly, make sure to remove the labels you put for each paragraph such as the Pathos, Logos, etc. Make your paragraphs flow smoothly.

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**Score: 41/50**

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Section 2:

1. Should Rich Countries Be Required to Help Poorer Nations?

The disparity between rich and poor nations has been a longstanding global issue. Should wealthier countries be required to assist poorer nations? The answer is a resounding yes, driven by both ethical responsibility and practical necessity.

#1 ~~Pathos: Imagine a child born in a rural village with no access to clean water, education, or basic healthcare. This child, despite their potential, is limited by the circumstances of their birth.~~ [Picture a child born in a remote village, where each day brings a struggle for clean water, basic healthcare remains a distant dream, and education exists only as a wished-for luxury. This child, whose mind brims with potential, remains trapped by the cruel lottery of birth.] This stark contrast between the lives of children in rich and poor nations pulls at our collective sense of humanity. How can we stand idly by when our neighbours are struggling to survive, to thrive, and to secure a future for themselves? The global community is interconnected, and the suffering of one nation affects the well-being of others. By offering aid, we not only improve lives but also foster global empathy and solidarity.

#2 ~~Logos: Providing aid to poorer nations benefits rich countries in the long run. Financial assistance, investments in education, and infrastructure development lead to more stable economies and reduce the risk of conflict, which could have direct repercussions on wealthier~~

nations. For example, when countries like the U.S. provide economic aid to countries in Africa or Latin America, they contribute to the development of markets that benefit global trade. Furthermore, when poverty is alleviated, migration pressures decrease, reducing the likelihood of refugee crises. It's an investment in a safer, more prosperous world for all.

**PECS:** Wealthy nations are better equipped, with advanced technologies, resources, and expertise, to support economic and social development in poorer countries. Through targeted foreign aid programs [programmes], the creation of sustainable partnerships, and sharing knowledge, these nations can help build infrastructures that foster long-term growth in underdeveloped regions. The richer nations should use their power and resources responsibly to assist in the global fight against inequality.

~~#3 PESTLE: The moral and ethical considerations (Political) of helping others are undeniable. [The political imperative to help others stems from our fundamental moral obligations as global citizens.] Societal pressures (Social) from international organizations [organisations] like the UN further push for collaborative efforts. Additionally, economic stability (Economic) and the avoidance of environmental collapse (Environmental) in developing nations directly impact the interconnected global economy. Wealthier countries have the capacity to not only alleviate immediate suffering but also mitigate long-term risks. Thus, the moral obligation aligns with self-interest.~~

## □ WRITING PIECE 2 - FEEDBACK

Section 1:

#1 (Pathos paragraph): Strengths:

- Strong emotional appeal through relatable real-life scenarios
- Effective use of rhetorical questions to engage readers

Weaknesses: Limited depth in emotional impact → Your writing touches on relationships superficially. The phrase "quality of relationships and growing sense of isolation" needs deeper exploration of how smartphones specifically impact emotional connections.

Exemplar: *Instead of merely stating "multitasking with digital devices", you could write: "When we mindlessly scroll through social media during family dinners, we miss precious moments to bond and create lasting memories."*

#2 (Logos paragraph): Strengths:

- Clear link between smartphone use and cognitive effects
- Well-structured argument progression

Weaknesses: Vague evidence presentation → Your points about "quick, shallow interaction" and "superficial thinking" need concrete examples. The connection between smartphone use and cognitive decline requires specific scenarios students can relate to.

Exemplar: *"When solving maths problems, reaching for your calculator app becomes an automatic response, preventing you from developing crucial mental calculation skills."*

#3 (PESTLE paragraph): Strengths:

- Good organisation of ideas across different aspects
- Clear focus on educational impact

Weaknesses: Underdeveloped arguments → Your discussion of educational impact lacks detailed examples. The phrase "disruptive force" needs specific instances of how smartphones affect classroom learning.

Exemplar: *"During history lessons, students who constantly check their phones miss important details about historical events, leading to gaps in their understanding and poor test performance."*

■ Your persuasive piece shows promise in addressing an important topic, but needs stronger development in key areas. Try adding more real-life examples that primary school students can

relate to. Also, consider expanding your discussion of classroom impacts by including specific scenarios of how phones affect learning. Additionally, your arguments would benefit from clearer connections between smartphone use and its effects on daily activities. Focus on developing each point fully before moving to the next one. Your transitions between paragraphs could be smoother to help readers follow your reasoning better. Try connecting your ideas more clearly by referring back to previous points as you progress through your argument.

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**Score: 40/50**

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Section 2:

### 1. Are Smartphones Making Us Dumber?

In today's digital age, smartphones have become integral to our daily lives, but their widespread use raises an important question: Are smartphones making us dumber? The answer is more complex than simply saying yes or no, but the evidence suggests that our dependence on smartphones is reducing our cognitive abilities in several ways.

~~#1 Think of the last time you were with friends or family. Were you all engaged in deep conversation, or were you distracted by constant notifications and scrolling through social media? [Picture this: you're sitting at dinner with your family. Instead of sharing stories about your day, everyone's heads are bent over their phones, scrolling endlessly through social media.]~~ The latter scenario has become more common, and it's worrying. As our brains become accustomed to multitasking, we lose the ability to focus deeply on a single task or to remember information without constantly relying on our devices. The emotional consequence is a diminishing quality of relationships and a growing sense of isolation.

~~#2 Research has shown that heavy smartphone use can affect our cognitive functions. Studies reveal that multitasking with digital devices can impair our ability to focus, process information, and retain memories. The constant barrage of notifications and the quick, shallow interaction with information foster a habit of superficial thinking. [The endless stream of notifications interrupts our concentration, while rapid-fire social media browsing creates habits of shallow thinking.]~~ Unlike reading a book or solving a problem, the quick engagement with smartphones doesn't encourage deep, analytical thought. Moreover, our dependency on devices for basic tasks like navigation or calculating distances means we no longer exercise our problem-solving skills or memory as we once did.

**PECS:** Smartphones are powerful tools, but their excessive use leads to an over-reliance on technology. When we look at students or younger generations, many struggle to concentrate

during traditional learning activities. The pervasive influence of smartphones has led to a decrease in critical thinking skills. We no longer practice mental math, we rely on Google for answers, and we depend on GPS systems to find our way—skills that were once essential for intellectual development.

#3 From an educational perspective (Social), students' constant use of smartphones in classrooms has become a disruptive force, diminishing their ability to retain knowledge and think critically. ~~From a technological standpoint (Technological), smartphone apps and features may simplify many tasks, but they also reduce the necessity for independent thought.~~ [While smartphone apps and features make tasks easier, they simultaneously decrease our need to think independently and solve problems creatively.] On a political level (Political), governments should consider regulating excessive smartphone use in environments like schools to help preserve cognitive functions and improve educational outcomes.

## □ WRITING PIECE 3

Section 1:

#1 (First paragraph): Strengths:

- Clear thesis statement introducing the main argument
- Effective preview of key points to be discussed

Weakness: Limited Development → Your opening paragraph briefly mentions three benefits (mental health, academic performance, quality of life) but doesn't give readers a compelling reason to care. The ideas feel rushed and need more depth to draw readers in.

Exemplar: *Starting school later is not merely about convenience—it's about fostering a generation of healthier, more focused students who can reach their full potential. When students get proper rest, they transform from exhausted learners into engaged participants ready to excel in their studies.*

#2 (Pathos paragraph): Strengths:

- Vivid description of a tired student's morning
- Good emotional appeal through relatable scenario

Weakness: Emotional Repetition → Your emotional appeal centres solely on tiredness and stress. You've missed chances to explore other emotional impacts like family time, student happiness, or friendship building. The paragraph keeps returning to the same feeling rather than building a deeper emotional connection.

Exemplar: *Beyond mere tiredness, early start times rob students of precious moments with family over breakfast, limit time for morning revision with friends, and steal the joy that should come with learning.*

#3 (PESTLE paragraph): Strengths:

- Good structure using different perspectives
- Clear connection between points

Weakness: Shallow Analysis → Your PESTLE analysis touches on only three aspects briefly. Each point needs more detail about how it affects students, teachers, and schools. The economic point especially needs more substance about how better student performance helps everyone.

Exemplar: *While adjusting bus schedules may cost more initially, schools would benefit from fewer absent students, better test scores, and more alert learners who can truly benefit from each lesson.*

■ Your persuasive piece shows promise but needs more depth to truly convince readers. Take your pathos paragraph and add real student experiences - how does lack of sleep affect their hobbies, friendships, and family time? Also, your PESTLE section could explore how later starts help teachers teach better and how parents' work schedules might change. Your logos paragraph would be stronger if you showed how better sleep connects to specific improvements in subjects like maths or science. Try adding examples of schools that changed their times - what good things happened there? Make your writing more personal by sharing how these changes would help your own school community. Remember to link each paragraph clearly to your main point about why later starts help everyone.

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**Score: 42/50**

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Section 2:

Should School Start Later?

The question of whether schools should start later is not just a matter of convenience but one that has significant implications for the well-being of students. Starting school later could improve mental health, academic performance, and overall quality of life for students. #1

~~Think about~~ [Consider] the sleep-deprived high school student who drags themselves out of bed at 6 a.m. [am], barely able to concentrate during class. The burden of early start times exacerbates stress and anxiety, leaving students with little energy for extracurricular activities, ~~socializing~~ [socialising], or simply enjoying their youth. This scenario isn't just a hypothetical—it's the reality for millions of students who struggle to balance academic pressures and personal health. Students should not have to sacrifice their well-being for the sake of an early bell. #2

Numerous studies show that adolescents' bodies naturally go through a phase of delayed sleep onset, meaning they tend to stay up later and wake up later than younger children or adults. Forcing them to wake up early disrupts their natural sleep cycles, leading to chronic sleep deprivation, which affects mood, memory, and academic performance. Schools that have implemented later start times have seen improvements in students' grades, attendance, and overall mental health. For example, a study conducted by the ~~Centers~~ [Centres] for Disease Control and Prevention (CDC) found that delaying school start times led to a reduction in tardiness and absenteeism, while academic performance improved.



Research clearly supports the idea that starting school later can have a positive impact. School systems should consider implementing changes in their schedules to allow students more time for sleep. By shifting the school start time, we acknowledge the biological needs of adolescents and create an environment that encourages optimal learning and mental health.

From a social perspective (Social), later school start times would reduce stress and allow students to engage in healthier lifestyles, including better sleep hygiene. On a political level (Political), policymakers need to work with educational boards to enact reforms. Economically (Economic), there may be initial costs in terms of transportation adjustments, but the long-term benefits, including better academic performance and mental health, would lead to a more productive, well-rounded generation. #3

In conclusion, later start times represent a necessary change that aligns with the well-being of students, helping them succeed academically and maintain healthier, happier lives.