

□ WRITING PIECE 1 - FEEDBACK

Section 1:

#1: "Wealthy nations have an undeniable duty to assist poorer ones, as global progress depends on shared prosperity. The disparity between developed and developing nations is not merely an economic divide but a humanitarian crisis where millions lack basic necessities."

Strengths:

- Clear opening statement that directly addresses the topic
- Strong connection between global progress and shared prosperity

Weakness: Insufficient Development → Your opening lacks specific examples of how wealthy nations can fulfill this duty. The phrase "humanitarian crisis" needs more detail to show its impact.

Exemplar: *Wealthy nations have an undeniable duty to assist poorer ones through vital healthcare and education support, as global progress depends on shared prosperity. The disparity between developed and developing nations manifests as a humanitarian crisis where millions lack food, clean water, and medical care.*

#2: "From a personal and social perspective, individuals in wealthier nations often benefit from foreign labor and resources, making it only fair to reciprocate through aid. Cultural understanding deepens when richer countries engage in global development, reducing tensions and fostering international cooperation."

Strengths:

- Good link between benefits received and responsibility to help
- Shows multiple benefits of aid

Weakness: Vague Support → Your argument about cultural understanding needs more details about how aid leads to better relations. The phrase "reducing tensions" needs concrete examples.

Exemplar: *From a personal and social perspective, individuals in wealthier nations benefit from foreign labour and resources like coffee and clothing, making it essential to reciprocate through targeted aid programmes. Cultural understanding deepens when richer countries work directly with local communities on development projects.*

#3: "Environmentally, sustainable aid prevents resource depletion and climate crises. Helping poorer nations is not just compassionate—it is an investment in a more stable and prosperous world."

Strengths:

- Strong conclusion that ties environmental and economic benefits
- Effective use of em dash for emphasis

Weakness: Limited Elaboration → Your environmental point needs more details about how aid prevents resource depletion. The final statement could be stronger with specific examples of stability.

Exemplar: *Environmentally, sustainable aid helps communities protect their forests and develop clean energy sources, preventing resource depletion and climate crises. Helping poorer nations creates lasting partnerships that build a more stable and prosperous world.*

■ Your persuasive piece shows good understanding of the topic. To make it stronger, try adding clear examples in each part about how wealthy nations can help. You could talk about building schools, hospitals, or water systems when discussing basic needs. Also, your writing would be more convincing if you showed how aid programmes help both sides. For better flow, use words like 'furthermore' and 'moreover' to link your ideas. Try to give examples of successful aid work between countries. Your ending could be stronger if you showed how helping other nations makes everyone safer and happier. Remember to paint a clear picture with your words so readers can really see why helping matters. Focus on showing how aid makes real changes in people's lives.

Score: 39/50

Section 2:

~~Wealthy nations have an undeniable duty to assist poorer ones, as global progress depends on shared prosperity.~~ [Wealthy nations have an undeniable duty to assist poorer ones through direct aid and development programmes, as global progress depends on shared prosperity.] The disparity between developed and developing nations is not merely an economic divide but ~~a humanitarian crisis where millions lack basic necessities.~~ [a humanitarian crisis where millions struggle without clean water, proper nutrition, and basic healthcare.]

The emotional weight of seeing malnourished children and communities struggling for survival compels ethical action, making it a moral obligation rather than an option. ~~Logically, international~~

~~aid fosters economic interdependence, where investment in struggling economies leads to long-term global financial stability.~~ [Moreover, international aid fosters economic interdependence, as targeted investment in struggling economies creates long-term global financial stability.] From a personal and social perspective, individuals in wealthier nations often benefit from foreign labor [labour] and resources, ~~making it only fair to reciprocate through aid.~~ [which creates a clear responsibility to reciprocate through meaningful aid programmes.] ~~Cultural understanding deepens when richer countries engage in global development, reducing tensions and fostering international cooperation.~~ [Furthermore, cultural understanding deepens when richer countries engage in collaborative development projects, building trust and fostering lasting international cooperation.]

Politically, ~~strong diplomatic relations stem from humanitarian support, enhancing peace and stability.~~ [strong diplomatic relations grow through sustained humanitarian support, which builds lasting peace and stability.] Economically, developing markets provide new business opportunities for affluent nations. Socially, ~~alleviating poverty reduces global crime and unrest.~~ [alleviating poverty through targeted programmes reduces global unrest and creates safer communities.] Technologically, shared advancements improve infrastructure worldwide. Legally, international frameworks like human rights laws demand intervention. ~~Environmentally, sustainable aid prevents resource depletion and climate crises.~~ [Environmentally, sustainable aid helps communities protect vital resources and adapt to climate challenges.] ~~Helping poorer nations is not just compassionate—it is an investment in a more stable and prosperous world.~~ [Helping poorer nations through meaningful partnership is not just compassionate—it is an essential investment in building a more stable and prosperous world for everyone.]

□ WRITING PIECE 2 - FEEDBACK

Section 1:

#1. (Emotional Impact) Strengths:

- Clear connection between screen time and social isolation
- Strong emotional appeal highlighting anxiety effects

Weakness: Limited Development → Your discussion of emotional impact needs more detail about how screen addiction specifically leads to anxiety. The phrase "diminishing face-to-face interactions" is too broad and needs specific examples of how this happens in daily life.

Your excessive screen time not only reduces meaningful conversations with friends and family but also creates constant anxiety about missing out on social media updates, making it harder to build genuine relationships.

#2. (Cultural and Political Impact) Strengths:

- Links digital habits to broader societal changes
- Shows multiple effects across different areas

Weakness: Unclear Connection → Your points about cultural shifts and political impact feel disconnected. The phrase "Cultural shifts have prioritized digital engagement" doesn't clearly show how this leads to political consequences like misinformation spread.

When we choose scrolling through social media over real conversations, we not only lose cultural connections but also become more likely to accept false information without questioning it.

#3. (Environmental and Legal Concerns) Strengths:

- Includes broader implications beyond personal effects
- Shows long-term consequences

Weakness: Surface-level Analysis → Your discussion of environmental and legal issues feels rushed. The phrase "e-waste from discarded devices continues to rise" needs more context about why this matters to readers.

The growing mountain of discarded phones not only pollutes our land and water but also puts our personal information at risk when these devices aren't properly destroyed.

■ Your piece raises important points about smartphone impact, but needs more depth in key areas. You could improve the emotional section by adding real-life examples of how phones affect friendships. The middle part about culture and politics would be stronger if you showed clear links between digital habits and believing false information. Your ending needs more details about why readers should care about e-waste and privacy. Also, try adding transition words like 'furthermore' and 'moreover' to connect your ideas better. Your writing would be more persuasive if you showed how these problems directly affect your readers' daily lives. Additionally, you could make your piece stronger by giving examples of what happens when people spend too much time on phones. Your ending could suggest some ways to use phones more wisely.

Score: 38/50

Section 2:

#1 While smartphones provide instant access to information, their overuse is reshaping cognitive functions in alarming ways. ~~Emotionally, excessive screen time isolates individuals, diminishing face-to-face interactions and fostering anxiety.~~ [The emotional toll of excessive screen time is clear - it isolates us from others, reducing meaningful face-to-face interactions and creating constant anxiety.]

#2 ~~Cultural shifts have prioritized digital engagement over real-world experiences, impacting how societies interact and learn. Politically, misinformation spreads rapidly, influencing public opinion without thorough analysis.~~ [Our society's shift towards digital engagement over real-world experiences has changed how we interact and learn, whilst making us more vulnerable to rapidly spreading misinformation that shapes public opinion without proper scrutiny.]

#3 ~~Legally, privacy concerns escalate as corporations harvest personal data. Environmentally, e-waste from discarded devices continues to rise.~~ [Our privacy faces growing risks as companies gather more of our personal data, whilst the mounting pile of discarded devices creates serious environmental hazards.] While smartphones enhance convenience, their overuse is subtly eroding essential cognitive abilities, making it crucial to find a balanced approach.

□ WRITING PIECE 3

Section 1:

#1 (First three sentences) Strengths:

- Clear opening statement that establishes the main argument
- Effective connection between sleep and mental health impacts

Weaknesses: Underdeveloped Claims → Your emotional impact statement lacks specific examples of how sleep deprivation affects students' daily school life. The phrase "impairing their ability to learn and thrive" needs more concrete details about classroom situations.

Exemplar: *Sleep deprivation leaves students struggling to concentrate during morning lessons, leading to missed learning opportunities and increased anxiety during tests.*

#2 (Cultural and political points) Strengths:

- Links cultural trends to educational policy
- Shows broader societal impact

Weaknesses: Limited Development → Your cultural and political points are too brief and feel disconnected. The phrases "Cultural shifts toward prioritizing mental health" and "education policies must align" need better connection to show how they work together.

Exemplar: *As our society increasingly values student wellbeing, school policies should reflect this by adjusting start times to match teenagers' natural sleep patterns.*

#3 (Environmental impact) Strengths:

- Creative inclusion of environmental benefits
- Clear cause-and-effect relationship

Weaknesses: Rushed Conclusion → Your environmental point feels added on without proper development. The phrase "lower carbon emissions" needs more context about how this benefits the school community.

Exemplar: *Later start times would spread out morning traffic, reducing both travel time and vehicle emissions around our schools, creating a healthier environment for learning.*

■ Your piece shows promise in addressing multiple aspects of the school start time debate. You need to develop your main points with more detailed examples from school life. For instance, when discussing emotional impacts, describe specific morning classroom situations students face. Also, try linking your different points together more smoothly - show how cultural changes

connect to policy decisions. Additionally, expand on how later start times would actually work in practice at school. Your conclusion could be stronger by bringing together your strongest points about student wellbeing and academic success. Remember to give more space to your most important arguments about sleep and learning, rather than trying to cover too many different areas briefly.

Score: 40/50

Section 2:

~~#1 Starting school later is not just a convenience—it is a necessity for student well-being and academic success. Emotionally, students deprived of sleep face higher stress levels and increased risk of mental health disorders, impairing their ability to learn and thrive.~~ [When students lack proper sleep, they experience increased stress and mental health challenges that directly affect their classroom performance.] Scientifically, research confirms that adolescents require more sleep for optimal brain function, with later start times improving focus, retention, and overall performance.

~~#2 Cultural shifts toward prioritizing mental health further emphasize the need for accommodating students' biological sleep cycles. Politically, education policies must align with scientific evidence to ensure student success.~~ [Our growing awareness of mental health needs highlights why we must adjust school schedules to match students' natural sleep patterns. This scientific understanding should guide our education policies to support student achievement.]

On a personal and social scale, well-rested students are more engaged, leading to stronger peer relationships and enhanced classroom participation. Economically, better academic outcomes translate to a more skilled workforce, benefiting national economies in the long run. Socially, fewer sleep-deprived teens mean lower rates of anxiety and depression. Technologically, flexible school schedules could integrate better with digital learning resources. Legally, education rights should encompass adequate rest to foster equal opportunities for all students.

~~#3 Environmentally, later school starts could reduce morning traffic congestion, leading to lower carbon emissions.~~ [Moving school start times later would spread out morning traffic, reducing both congestion and pollution around our schools.] A shift in school schedules is not just an academic advantage—it is a crucial step toward a healthier and more productive future.