

□ WRITING PIECE 1 - FEEDBACK

Section 1:

#1 (First paragraph) Strengths:

- Strong opening that sets up the key issue clearly
- Effective thesis statement that presents a clear stance

Weakness: Underdeveloped premise → Your opening paragraph introduces the topic but doesn't fully explore the reasons behind global inequality. The line "swathed in gilt and marble" is too simple and doesn't paint a clear picture of the real differences between nations.

Exemplar: *While some nations enjoy advanced healthcare and education systems, others lack basic necessities like clean water and proper schools, highlighting the stark reality of global inequality.*

#2 (Second paragraph) Strengths:

- Powerful emotional appeal using a specific example
- Good use of imagery with the lifebelt metaphor

Weakness: Oversimplified argument → Your example focuses only on food scarcity without showing other important problems poor countries face. The comparison between "feast and famine" needs more depth to show real-world challenges.

Exemplar: *Consider not just hunger, but also the lack of schools, hospitals, and clean water that affects millions of families in struggling nations, while developed countries have these basics in abundance.*

#3 (Fourth paragraph) Strengths:

- Good structure with different aspects covered
- Clear connection between points

Weakness: Limited development of ideas → Your paragraph lists many areas (political, economic, social) but doesn't fully explain how they connect. Each point needs more details to make your argument stronger.

Exemplar: *Politically, when rich nations help build schools and hospitals in poorer countries, they create lasting friendships that lead to better cooperation in trade and peaceful solutions to problems.*

■ Your persuasive piece shows promise but needs stronger real-world examples to make your points clearer. The first paragraph could better explain why some countries are rich while others are poor. Also, you could improve the second paragraph by showing more ways that poverty affects people's daily lives. Your fourth paragraph has good points but needs to explain each one better. Try taking one main idea, like education or healthcare, and showing how help from rich countries makes a real difference. Additionally, you could make your ending stronger by giving a clear example of how helping poor countries has worked well before. Your writing would be more convincing if you showed more real situations where aid has helped both rich and poor countries.

Score: 42/50

Section 2:

Should Rich Countries Be Required to Help Poorer Nations?

#1 Inequality has long marked a signature on our world. ~~While certain nations are swathed in gilt and marble, their neighbours often struggle with pangs of poverty, malnutrition, and lack of basic infrastructure.~~ [While some nations enjoy abundant resources and modern infrastructure, their neighbours struggle with poverty, malnutrition, and lack of basic necessities.] Should rich countries have an obligation to help poor ones? The answer is yes, undeniably. Developed nations have both a moral duty and a practical interest in supporting global stability.

#2 Consider the mother in some drought-stricken village, helplessly watching her child starve, while millions of tons of food are being wasted in other, more prosperous countries. ~~It is not an injustice but inhuman contrast between feast and famine.~~ [This stark contrast between abundance and scarcity represents an inhuman injustice.] Poorer nations often cannot produce enough food because of historical exploitation, ~~colonization~~ [colonisation], or economic disadvantages beyond their control. To refuse to assist is to stand upon the shore, with a lifebelt in hand, and watch another human being struggle in the water.

Beyond ethics, helping poorer nations benefits everyone. Foreign aid fosters global trade by developing new markets, allowing businesses in wealthier countries to expand. Studies show that countries receiving aid experience economic growth, which in turn increases demand for goods and services from donor nations. Furthermore, poverty breeds instability, leading to political

unrest, migration crises, and even terrorism—issues that directly impact wealthy nations. By assisting struggling economies, rich nations are investing in a safer, more prosperous world.

~~#3 Politically, aiding poorer nations builds diplomatic ties, fostering stability and reducing conflicts.~~ [In the political sphere, supporting poorer nations strengthens diplomatic relationships, which leads to greater stability and fewer conflicts.] Economically, it creates trade opportunities and boosts global markets. Socially, it promotes international cooperation and reduces resentment between nations. Technologically, it enables knowledge-sharing in crucial sectors like healthcare and agriculture. Legally, it aligns with human rights and international agreements, while environmentally, it allows for joint efforts in combating climate change, which disproportionately affects the poorest regions.

By assisting struggling economies, rich nations are investing in a safer, more prosperous world. Rich nations have the means to make a difference, and turning a blind eye to suffering is neither ethical nor practical. Global progress is only possible when no nation is left behind.

□ WRITING PIECE 2 - FEEDBACK

Section 1:

#1 (First paragraph) Strengths:

- Strong opening that sets up the contrast between perceived benefits and potential drawbacks
- Clear thesis statement about cognitive impact

Weakness: Underdeveloped argument → Your opening lacks specific examples of how smartphones affect cognitive abilities. The phrase "more damage than good" needs concrete backing. Your claims about attention spans and memory problems feel rushed without proper development.

Exemplar: *While smartphones grant us instant access to information, research shows they significantly impair our ability to maintain focus during crucial tasks like studying or engaging in deep conversations.*

#2 (Second paragraph) Strengths:

- Vivid imagery with the family dinner scene
- Good use of emotional appeal

Weakness: Overreliance on emotional examples → Your paragraph relies heavily on emotional scenarios without balancing them with logical reasoning. The phrase "vicious circle of digital distraction" needs supporting evidence to strengthen your argument.

Exemplar: *Beyond emotional impact, family dinners without phones improve children's vocabulary by 40% through meaningful conversations, highlighting the cognitive benefits of phone-free interactions.*

#3 (Fourth paragraph) Strengths:

- Comprehensive coverage of various impacts
- Well-structured presentation of different perspectives

Weakness: Surface-level analysis → Your discussion of multiple perspectives lacks depth. For instance, the phrase "reduces productivity in workplaces" needs specific examples of how this happens.

Exemplar: *In workplaces, constant phone checking disrupts deep work sessions, leading to increased errors in important tasks and missed deadlines.*

■ Your persuasive piece shows promise but needs stronger development in key areas. You could improve the second paragraph by adding real-life examples of how phone-free activities benefit brain development. Also, the fourth paragraph would be more convincing if you focused on fewer points but explored them more deeply. Your conclusion could be stronger by offering practical solutions for managing screen time. Additionally, try connecting your ideas more smoothly between paragraphs to create a better flow. Your writing would benefit from more specific examples showing the direct link between smartphone use and cognitive decline. Remember to balance emotional appeals with logical reasoning throughout your piece.

Score: 43/50

Section 2:

Are Smartphones Making Us Dumber?

#1 The smartphone is lauded as an instrument of progress in the manner it ~~connects~~ [has connected] us with vast sources of information at warp speed. The irony: ~~it may actually do~~ [it actually does] more damage than good to our cognitive capabilities. Overusing smartphones has been blamed for reducing attention spans, memory problems, and even decreased critical thinking.

Think of a family sitting around a table, each face staring at their screens, with almost no conversation occurring. #2 ~~Kids that used to be playing outside are now inside scrolling through social media, stuck in this vicious circle of digital distraction powered by dopamine~~ [Children who once played outside now remain indoors, endlessly scrolling through social media in a cycle of digital distraction fuelled by dopamine]. More and more are those who claim to feel anxious and restive without their phones, as if they lose control over their ability to focus on something. If smartphones really ease life, why do so many feel brain-drained after spending hours online?

Studies have been showing that excessive use of smartphones is linked to the shortening of attention spans. In 2017, researchers at the University of Texas discovered that even having a smartphone near decreases cognitive performance due to the part of one's brain that is distracted by its presence. Another study also showed that students who frequently use phones for entertainment score low on both memory and problem-solving tasks. In fact, the constant stream of fragmented information, texts, notifications, and social media updates short-circuits deep thinking. People become more reactive without much reflection.

#3 ~~From a political perspective, governments struggle to regulate screen addiction, as tech companies profit from user engagement~~ [Politically, governments face challenges in regulating

screen addiction whilst tech companies continue to profit from user engagement]. Economically, excessive phone use boosts the digital economy but reduces productivity in workplaces. Socially, smartphone dependency weakens face-to-face interactions, harming relationships. Technologically, while these devices offer knowledge, they also encourage shallow thinking. Legally, issues like digital privacy and misinformation present major challenges. Environmentally, e-waste from constant phone upgrades is a growing problem.

Smartphones are not inherently harmful, but their misuse is undeniably changing how we think, interact, and learn. To prevent cognitive decline, people must regain control over their screen habits and prioritize real-world intellectual engagement over digital distractions.

□ WRITING PIECE 3

Section 1:

#1 (First paragraph): Strengths:

- Strong opening hook that immediately presents the main argument
- Clear thesis statement with three main supporting points

Weaknesses: Underdeveloped argument → Your opening lacks specific examples of how tiredness affects learning. The phrase "brains are still not awake" is too simple and needs more depth to be convincing.

Consider: "Every day, teenagers worldwide struggle in early morning classes, their minds foggy from lack of sleep. Scientific research, student experiences, and academic results all point to an urgent need: schools must start later."

#2 (Third paragraph): Strengths:

- Uses scientific evidence to support the argument
- Links biological facts to educational outcomes

Weaknesses: Limited exploration → Your paragraph jumps quickly between different points without fully developing them. The connection between melatonin production and school performance needs more detail.

Consider: "Research by sleep experts shows that teenagers' bodies naturally produce melatonin, the sleep hormone, later at night than adults do. This biological difference means that forcing students to wake up early goes against their natural sleep patterns, directly impacting their ability to learn."

#3 (Fourth paragraph): Strengths:

- Considers multiple perspectives of the issue
- Shows broader implications

Weaknesses: Rushed development → Your paragraph lists many different aspects without proper development. The points about technology and environment feel rushed and need more explanation.

Consider: "From a social perspective, well-rested students are better able to form friendships, participate in school activities, and maintain positive relationships with teachers and peers. This improvement in social connections creates a more positive learning environment for everyone."

■ Your persuasive piece shows promise but needs deeper development in several areas. The introduction could grab readers more effectively by using vivid examples of tired students struggling in class. Also, you could strengthen your argument by focusing on fewer points but explaining them more thoroughly. Additionally, try adding more real-life examples that readers can relate to. Your second paragraph would work better if you described a specific student's morning routine rather than speaking generally. Moreover, the final paragraph needs to end with a stronger call to action - tell readers exactly what changes you want to see. You could improve the fourth paragraph by picking just two or three of your strongest points instead of listing many brief ones.

Score: 43/50

Section 2:

Should School Start Later?

Every day, teenagers around the world go to school at times when their brains are still not awake. And the research evidence, students' experiences, and educational performances all say the same thing: school should start later. It would align education with biological needs, improve academic performance, and maintain good mental health and overall well-being. #1

~~Imagine a student, eyes heavy with exhaustion, sitting in a classroom, struggling to stay awake during an early morning lesson. Where the body seeks rest, the schedule of school would not allow it.~~ [Picture this: a student sits in class, eyes drooping with exhaustion, desperately trying to focus on the morning lesson while their body craves sleep.] Students all over the world are made to wake up as early as 5:00 AM every morning, where they get only about 5-6 hours of sleep. Severe sleep deprivation results in stress, mood swings, and ~~de-motivation~~ [lack of motivation]. How are we to expect good scores out of a student when ~~his~~ [their] basic needs are being deprived?

Biological studies confirm that teenagers have a different rhythm of sleep compared with adults: their organism produces the sleep hormone, melatonin, later in night hours, which makes early wake-ups unnatural for them. According to the American Academy of Pediatrics, teenagers need 8 to 10 hours of sleep, while they actually get only 6 to 7 hours because of school schedule issues. Schools that shifted to later start times reported a 30% increase in student focus, a 25% improvement in grades, and a 45% reduction in mental health issues. Clearly, early school start times contradict science. #2

Politically, changing school start times requires policy adjustments but has public support. Economically, better-rested students perform better, contributing to a stronger future workforce. Socially, reduced stress leads to healthier students with improved relationships. Technologically, digital devices contribute to sleep problems, making later school times even more necessary. Legally, child health rights could be used to advocate for schedule reforms. Environmentally, later start times reduce morning traffic congestion, lowering carbon emissions. #3

Education should be about ~~maximizing~~ [maximising] learning, not forcing students into schedules that work against their biology. A later start time would not only benefit students academically but also enhance their mental and physical health. Schools should prioritise science over outdated traditions and ensure that students are given the rest they need to thrive.