

## □ WRITING PIECE 1 - FEEDBACK

Section 1:

#1: (First paragraph) Strengths:

- You effectively establish the historical context behind wealth inequality
- Your writing shows good use of emotive language to emphasise your point

Weaknesses: Lack of specific examples → You mention "historical events" and "exploitation" but don't provide concrete examples. In your phrase "manipulation and exploitation of recourses", you could strengthen this by mentioning a specific case.

Exemplar: ***"Rich countries have benefited from poorer nations through actions like the colonial exploitation of natural resources in Africa, where valuable minerals were extracted while leaving local communities in poverty."***

#2: (Second paragraph) Strengths:

- Your writing shows clear cause-and-effect reasoning
- You effectively link poverty to specific impacts on different groups

Weaknesses: Limited development of solutions → In your phrase "providing money and aid", you don't explain how this aid should be given or managed. Your ideas need more detail about the practical steps.

Exemplar: ***"By providing targeted financial aid through established international organisations, rich countries can help build schools, hospitals and water treatment facilities in poorer nations."***

#3: (Third paragraph) Strengths:

- You make good connections between global issues
- Your writing shows understanding of mutual benefits

Weaknesses: Underdeveloped arguments → Your statement "Global issues like pandemics, economic instability and climate change will improve" needs more explanation about how helping poor countries leads to these improvements.

Exemplar: *"When poorer countries receive support to develop clean energy systems, this reduces global carbon emissions while creating local jobs, showing how aid benefits everyone."*

■ Your piece makes some good points about why rich countries should help poorer nations. You can improve the first paragraph by giving real examples of how rich countries have benefited from poorer ones. Also, in your second paragraph, try to add more details about specific ways aid can be given. Your third paragraph needs stronger links between helping poor countries and solving global problems. Focus on explaining your ideas more clearly with examples. Try to add more details about how aid programs have worked in some countries. Additionally, you could talk about successful cases where rich countries have helped poorer ones. Your conclusion could be stronger if you sum up your main points with specific examples.

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**Score: 42/50**

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Section 2:

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

I strongly believe that rich countries should be required to help poorer nations, the disparity between them comes from historical events, economical imbalances and inequalities that are beyond the poorer nations control. ~~Rich countries have benefited from poorer countries through manipulation and exploitation of resources, land and work.~~ [Rich countries have benefited from poorer countries through manipulation and exploitation of resources, land and labour.] This has led to poorer countries being war-ravaged, helpless, in devastating poverty, increased illnesses and diseases, undeveloped infrastructure, inadequate facilities; ~~All this breeds~~ [All of which breeds] bloodthirsty dictators and merciless tyrants who add to the depression and deaths of innocent people. As a result of all this, rich countries have an obligation to correct the imbalances.

#2 Economic stability is better for children, mothers, students and the whole community. Otherwise, this will lead to no food, no education and creates a cycle of poverty. Wealthier nations have the privilege of many resources, technology and more knowledge to make a strong impact on reducing the amount of poverty. ~~By providing money and aid, rich countries can help poorer countries by building better infrastructure~~ [Through financial aid, rich countries can support poorer nations in building better infrastructure], better access to education, cleaner water and other essential services which can bolster and dramatically improve their way of life and reduce the amounts of deaths and suffering.

#3 If poorer countries are helped the world will become a better place. Global issues like pandemics, economic instability and climate change will improve and benefit everyone. In

addition to this, providing aid will improve and strengthen the relationship between countries which will promote peace throughout the world which benefits everyone including the rich.

In conclusion, rich countries should be required to help poorer nations because it is a moral, pragmatic and strategic responsibility. By assisting poorer nations develop, wealthier nations will improve the whole world.

## □ WRITING PIECE 2 - FEEDBACK

Section 1:

#1 (First paragraph): Strengths:

- Strong opening statement that clearly states the position
- Good use of specific examples like notifications and GPS to support the argument

Weaknesses: Lack of evidence and overgeneralisation → Your writing makes broad claims about smartphones "reducing cognitive capacity" and causing "brain rot" without providing specific evidence or research to back up these statements. Phrases like "there is no doubt" and "significantly reduce" need concrete support.

Exemplar: *Research shows that excessive smartphone use can impact our ability to focus, with studies finding that people who frequently check their phones score lower on cognitive tests measuring attention span and information processing.*

#2 (Second paragraph): Strengths:

- Focuses on a specific impact (memory)
- Addresses a relevant demographic (teenagers)

Weaknesses: Repetitive ideas and unclear progression → Your paragraph repeats the same point about memory and reliance multiple times without developing the argument. Phrases like "more and more" and "over-reliant" are used without explaining the specific consequences.

Exemplar: *Teenagers increasingly store information on their phones instead of memorising it, which can weaken their ability to recall important facts and develop critical thinking skills needed for academic success.*

#3 (Fourth paragraph): Strengths:

- Discusses workplace implications
- Includes multiple stakeholders (workers, children, teachers)

Weaknesses: Run-on sentences and mixed ideas → Your writing combines too many ideas in single sentences without clear connections. The paragraph jumps from workplace issues to addiction to entertainment without smooth transitions.

Exemplar: *In the workplace, smartphone multitasking leads to fragmented attention spans. Workers constantly switching between tasks and phone notifications find it harder to maintain focus and solve complex problems effectively.*

■ Your persuasive piece would be stronger with more organised paragraphs that focus on one main idea each. You can improve the first paragraph by removing emotional language like "brain rot" and including specific examples of how smartphones affect learning. Also, the second paragraph needs clearer links between memory loss and its effects on education. Additionally, you can make your workplace paragraph stronger by separating different points into distinct sentences. Your writing shows good understanding of the topic but needs more precise examples and fewer general statements. You can improve your third paragraph by adding real-life examples of how smartphones affect workplace productivity. Your conclusion could be stronger by suggesting some solutions rather than just restating the problem.

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**Score: 40/50**

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Section 2:

Are smartphones making us dumber?

~~Yes, there is no doubt that~~ [Evidence suggests that] smartphones are making us dumber. They significantly reduce our cognitive capacity to learn, weaken our ability to absorb and process information and knowledge. With all their hazardous distractions like constant notifications and apps that keep us hooked, smartphones promote ~~brain rot~~ [declining mental capacity], dwindling focus and an erosion of connections. Smartphones make people overly anxious, stressed and one-sided fuelling addiction, procrastination and loss of natural creativity. Phones have GPS that tells us where to go, they have reminders and notifications to keep track of tasks for us and they have the internet to answer all our questions at any moment. #1

~~One of the most glaring consequences is the devastating impact~~ [A significant concern is the devastating impact] on memory, especially on teenagers. Instead of holding information ~~in our their minds~~ [in their minds], they rely on smartphones to remember things for them more and more.. ~~All this independence~~ [This dependence] leads to a rapid decay in memory function and our thinking – teenagers no longer believe they need to store information in their heads. Leading to them becoming over-reliant. #2

The constant use of smart phones makes students anxious online – I felt anxious just playing a multi-player game because a couple of players supposedly on my side suddenly turned against

me, switching to the other team. I had no way to discuss about why that happened, increasing anxiety.

Smartphones have most certainly taken over our minds permitting control over workers and adults, creating problematic and ~~minacious~~ [menacing] issues in the workplace. Workers trying to multi-task and rely on smart phones leads to fragmented attention making it harder to concentrate, focus and problem solve. Regardless ~~it~~ [of whether it is] being children, teenagers, parents or even teachers the outcome is the same, they become chained; they become addicted leading to lower attention spans and poor mental health. Endless entertainment options such as social media, videos, games add to intellectual laziness. All these distractions ~~to~~ [do] very little to challenge our thinking and stimulate critical thinking. It is the complete opposite; they spawn a culture of self-indulgence and instant gratification where people expect fast rewards with little effort. #3

Smartphones ~~has~~ [have] ~~lead~~ [led] to a society that is less ~~knowledge-able~~ [knowledgeable], over reliant and less capable of critical thinking. Smartphones are making us dumber by trapping us into a convenience instead of ~~promotive~~ [promoting] cognitive growth.

## □ WRITING PIECE 3

Section 1:

#1 "I firmly believe that, yes-schools should start later, particularly for teenagers. Adolescence sleeps cycles are quite different from younger children and adults because it is harder for them to fall asleep earlier at night."

Strengths:

- Clear position statement showing your stance
- Good link between teenagers and sleep patterns

Weakness: Unsupported claim → Your opening makes a claim about teenage sleep cycles but doesn't include any facts or expert opinions to back it up. Simply saying "it is harder for them to fall asleep" needs more detail about why this happens.

Exemplar: *I firmly believe schools should start later for teenagers, as research shows their biological sleep patterns naturally shift later during puberty, making it difficult for them to fall asleep before 11 pm.*

#2 "Sleep is essential for learning and maintaining emotional steadiness. Without enough rest, students are more likely to struggle with attention and struggle with behavioural issues."

Strengths:

- Good connection between sleep and learning
- Clear cause-and-effect relationship

Weakness: Repetitive wording → You've used "struggle" twice in the same sentence, making your writing sound less polished. Also, your point about behaviour lacks specific examples.

Exemplar: *Sleep is essential for learning and emotional stability. Without enough rest, students often face difficulties focusing in class and may act out through disruptive behaviours like talking during lessons or failing to complete work.*

#3 "In conclusion, starting school later will lead to better academic results, improved mental health and overall well-being."

Strengths:

- Concise summary of main points
- Clear link to benefits

Weakness: Weak conclusion → Your ending simply restates points without adding a strong call to action or leaving readers with something to think about.

Exemplar: *In conclusion, the evidence clearly shows that later school start times will boost academic success, support mental health, and improve student well-being. It's time for our schools to make this crucial change for our children's future.*

■ Your piece makes good points about sleep and its effects on students, but needs more specific examples to support your claims. When you mention better grades and behaviour, include real examples like "test scores improved by 15%" or "tardiness dropped significantly". Also, your writing would be stronger if you added a counterargument paragraph to address concerns about later start times, such as after-school activities or parent work schedules. Additionally, try adding quotes from students, teachers or sleep experts to make your argument more convincing. Your paragraphs could flow better with transition words like 'furthermore' and 'moreover'. Consider adding specific times - what time do schools currently start and what time do you suggest they should start?

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**Score: 41/50**

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Section 2:

#1 ~~I firmly believe that, yes schools~~ [I firmly believe that schools] should start later, particularly for teenagers. ~~Adolescence sleeps cycles~~ [Adolescents' sleep cycles] are quite different from younger children and adults because it is harder for them to fall asleep earlier at night.

When schools start early in the morning, students are tired and lack sleep. This impacts their academic performance, their mood and their entire health. Starting school later allows students to get the recommended nine hours of sleep, leading to increased energy, better focus, enhanced cognitive function and memory retention.

#2 Sleep is essential for learning and maintaining emotional steadiness. ~~Without enough rest, students are more likely to struggle with attention and struggle with behavioural issues.~~ [Without enough rest, students are more likely to have difficulty concentrating and display behavioural issues.]

Lack of sleep is directly linked to mental health issues such as stress, anxiety and depression among teens. Sleep plays a critical role in the mental and emotional well-being of teenagers and depriving them only increases emotional disparity. By starting school later, we can reduce some of the mental strain and pressure that students experience. Adding to this, schools with later start



times means teenagers will have better attendance, better grades, better behaviour and would be less lazy. Students are more likely to arrive at school on time and feel ready to learn, creating a more efficient and productive learning experience.

#3 In conclusion, starting school later will lead to better academic results, improved mental health and overall well-being. It's an exceptionally simple change that will have a long-lasting positive impact on students and the community.