

## □ WRITING PIECE 1 - FEEDBACK

Section 1:

#1: "The presence of values in rich countries represents an overlooked contradiction: rich countries that encourage their citizens to be happy and care for their health while ignoring the need to encourage these values in poorer countries to enhance world welfare."

Strengths:

- Your opening sets up a clear contrast between rich and poor nations
- Your use of parallel structure effectively highlights the contradiction

Weakness: Underdeveloped premise → Your opening statement lacks specific examples of these "values." The contradiction you mention needs more detail to be convincing. The phrase "to be happy and care for their health" is too vague to support your argument.

Exemplar: *"The stark contrast between wealthy nations' extensive healthcare systems and social programs, while neighbouring developing countries lack basic medical care, represents a troubling global inequality."*

#2: "Research from the World Bank reveals that countries like Egypt, Algeria and many other countries with high income support funds towards the IDA"

Strengths:

- Your inclusion of specific countries adds credibility
- Your reference to an authoritative source strengthens your argument

Weakness: Unclear connection → Your sentence jumps from mentioning countries to IDA without explaining the link. The phrase "many other countries" is too broad and weakens your point.

Exemplar: *"The World Bank's data shows how nations like Egypt and Algeria demonstrate global leadership by contributing significantly to IDA, directly improving lives in developing countries."*

#3: "IDA has a critical global mission — and its successes to date are only possible because of the generosity of its members."

Strengths:

- Your emphasis on collective responsibility is clear
- Your link between action and results is well-made

Weakness: Limited persuasion → Your statement lacks emotional appeal. The phrase "critical global mission" needs supporting details to convince readers why they should care.

Exemplar: *"Through member nations' support, IDA transforms millions of lives - from helping mothers safely deliver babies to ensuring children receive life-saving vaccines, showing how global cooperation creates real change."*

■ Your persuasive piece would be stronger if you built a clearer argument structure. Start by explaining why helping poor nations matters to everyone. You can improve the middle section by showing how aid programmes change real lives. Also, try adding more examples of successful aid projects. Your ending needs a stronger call to action - tell readers exactly what they can do to help. Additionally, include more emotional appeals by sharing stories of people helped by aid. You should connect your ideas better between paragraphs. Try using phrases that link your thoughts together. Your writing would be more convincing if you showed both sides of the argument before explaining why helping poor nations is the right choice.

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**Score: 39/50**

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Section 2:

~~#1 The presence of values in rich countries represents an overlooked contradiction: rich countries that encourage their citizens to be happy and care for their health while ignoring the need to encourage these values in poorer countries to enhance world welfare. [The stark inequality between wealthy and developing nations represents a moral challenge: while rich countries invest heavily in their citizens' wellbeing and health, they often overlook their responsibility to help poorer nations achieve similar standards of living.]~~

~~#2 Research from the World Bank reveals that countries like Egypt, Algeria and many other countries with high income support funds towards the IDA [According to World Bank research, nations including Egypt and Algeria demonstrate leadership by contributing substantial funds to the IDA]~~

~~(International Development Association) which contribute towards poorer countries like Bangladesh, Pakistan, Burkina Faso, Niger and Mali, who have all benefited greatly. [which~~

provides vital support to developing nations such as Bangladesh, Pakistan, Burkina Faso, Niger and Mali, creating measurable improvements in living standards.]

~~#3 IDA has a critical global mission—and its successes to date are only possible because of the generosity of its members.~~ [IDA's vital global mission continues to transform lives worldwide — achievements made possible through the sustained commitment of its member nations.]

More substantial financial contributions to IDA are good for MENA's standing in the international community. It is the right thing to do. The Global Sovereign Debt Roundtable, initiated in February by the IMF, World Bank and India (as president of the G20) holds the potential to reach greater consensus among key stakeholders. We are working hard to achieve further progress when all roundtable participants—creditors and debtors—sit down together on April 12, during the Spring Meetings.

## □ WRITING PIECE 2 - FEEDBACK

Section 1:

#1: "The proximity of smartphones affecting our minds demotes an overriding contradiction: companies that make smartphones to assist and educate us whilst simultaneously being a 'gateway drug' to brainwash us."

Strengths:

- Strong opening that immediately presents the main argument
- Effective use of contrast to highlight the paradox

Weakness: Unclear premise → Your opening statement lacks a clear link between the two ideas presented. The connection between proximity and companies' intentions isn't well-established, making your argument harder to follow.

Exemplar: ***"The relationship between smartphones and our minds reveals a troubling contradiction: while companies design these devices to help and educate us, they simultaneously act as addictive tools that harm our cognitive abilities."***

#2: "Research done by Exploding Topics in 2023 found that the average person spends three hours and 15 minutes on their phone a day, with 75% of Gen Z saying that they spend too much time looking at their phones."

Strengths:

- Uses specific evidence to support the argument
- Includes relevant current information

Weakness: Limited analysis → Your evidence stands alone without explaining its significance to your main argument about smartphones making us less intelligent. You've presented facts but haven't shown how they connect to cognitive decline.

Exemplar: ***"Research shows that people spend over three hours daily on their phones, and most young people admit to excessive use - a habit that directly impacts our ability to think deeply and solve problems independently."***

#3: "Even having a phone within reach significantly reduces cognitive capacity, even if the phone is turned off."

Strengths:

- Direct and impactful statement

- Clear cause-and-effect relationship

Weakness: Underdeveloped point → Your statement needs more detail about how exactly phones reduce cognitive capacity. You haven't explained the mental process that causes this reduction.

Exemplar: *"The mere presence of a phone, even when switched off, disrupts our focus and problem-solving abilities as our minds remain subconsciously connected to the device."*

■ Your persuasive piece shows promise but needs stronger connections between your ideas. You've picked an interesting topic, but your arguments need more depth. Try connecting your points more clearly - when you mention smartphone usage, explain exactly how it affects our thinking. Also, your piece would be stronger if you showed the step-by-step process of how phones affect our brains. You could improve the middle section by linking the time spent on phones to specific examples of decreased thinking skills. Additionally, try adding clear topic sentences at the start of each paragraph to guide your readers. Your conclusion needs work too - end with a strong message about why this matters to your readers.

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**Score: 39/50**

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Section 2:

Are smartphones making us dumber?

~~The proximity of smartphones affecting our minds demotes an overriding contradiction~~ [How smartphones affect our minds presents a striking contradiction] #1: companies that make smartphones to assist and educate us whilst simultaneously being a 'gateway drug' to brainwash us. Research by Professor Mark Williams from the Faculty of Human Sciences reveals that not only do smartphones affect our concentration, research shows they are addictive — to the point where they could be a 'gateway drug,' making users more vulnerable to other addictions. "Given what we know about the effect that smartphones and digital devices have on our brains, it's scary to see how prolific their use is with children from a very young age," says Williams. "Tech leaders Bill Gates and Steve Jobs both admit to restricting their children and teens' access to technology including smartphones and tablets," Williams says. "Why would you give a kid something that's just as addictive as gambling?" Soon, we might also see a real episode of "Black Mirror" in life. #2: Research done by Exploding Topics in 2023 found that the average person spends three hours and 15 minutes on their phone a day, with 75% of Gen Z saying that they spend too much time looking at their phones. Because the statistic is an average across all ages, we're willing to bet that if you checked your screen time for the last week, you'd find your average time to be much higher and because we spend so much time being overstimulated by our phones a day, research is

showing it might have an adverse ~~affect~~ [effect] on cognition. #3: Even having a phone within reach significantly reduces cognitive capacity, even if the phone is turned off. The reliance on technology to keep track of things for you, like phone numbers or reminders, is even making us as a society more intellectually lazy.

## □ WRITING PIECE 3

Section 1:

#1: "The proximity of current school times demotes an overriding contradiction: a school being aimed to educate students whilst forcing them to get up early in the morning to disturb their academic performance."

Strengths:

- You've introduced a clear argument about the contradiction in school timing
- You've used sophisticated vocabulary effectively

Weakness: Unclear Expression → Your opening sentence is confusing. "Proximity" and "demotes" don't fit logically in this context. The contradiction you're trying to highlight gets lost in the complex wording.

***The current school start times present a clear contradiction: while schools aim to educate students effectively, they require early wake-up times that harm academic performance.***

#2: "Students without enough sleep are more likely to suffer from symptoms of depression, perform poorly in school, and not engage in daily physical activity."

Strengths:

- You've included important consequences of sleep deprivation
- You've linked sleep to multiple aspects of student wellbeing

Weakness: Underdeveloped Ideas → Your point needs more detail about how these issues directly affect students. You've listed problems without showing their impact on daily school life.

***Sleep-deprived students struggle to stay awake in morning lessons, feel too tired to join in sports, and often feel sad and worried throughout the school day.***

#3: "To ask a teen to be up and alert at 7:30 a.m. is like asking an adult to be active and alert at 5:30 a.m."

Strengths:

- You've used an effective comparison that readers can relate to
- You've made your point memorable through this analogy

Weakness: Limited Development → Your comparison needs more detail to strengthen its impact. You could expand on why this timing difference exists between teens and adults.

*Just as adults struggle to function properly at 5:30 a.m. due to their natural sleep patterns, teenagers' bodies are not ready to learn effectively at 7:30 a.m. because their sleep cycle is naturally different.*

■ Your persuasive piece shows good potential but needs more development in key areas. You should add more real-life examples about how early start times affect students in their daily lives. Also, try to include more emotional appeals by sharing how tired students feel during morning lessons. Additionally, you could make your writing stronger by adding what teachers and parents notice about sleepy students. Your comparisons need more details to help readers understand your points better. Try to link your ideas more smoothly between paragraphs. Your opening needs to be clearer and more direct. You could improve your ending by suggesting simple steps schools can take to change start times.

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**Score: 40/50**

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Section 2:

~~#1 The proximity of current school times demotes an overriding contradiction: a school being aimed to educate students whilst forcing them to get up early in the morning to disturb their academic performance.~~ [Current school start times present a clear contradiction: schools aim to educate students effectively while requiring early wake-up times that harm academic performance.]

The American Academy of Sleep Medicine recommends teenagers, ages 13 to 18, should regularly sleep 8 to 10 hours per night for good health.

~~#2 Students without enough sleep are more likely to suffer from symptoms of depression, perform poorly in school, and not engage in daily physical activity.~~ [Students who lack proper sleep often experience depression symptoms, struggle with their schoolwork, and avoid physical activities.]

Proponents believe the post-COVID school climate makes a shift to later school start times even more urgent. With stress and mental health challenges on the rise, later start times are seen as a relatively pain-free step in making schools healthier and happier places for students. A 2018 study that looked at two public schools in Seattle found that students' sleep increased an average of 34 minutes each night after start times were moved nearly an hour later. Students' academic performance, at least in the biology course that was the focus of the study, also improved. Among students whose start times were delayed, final grades were 4.5 percent higher, compared with students who took the class when school started earlier.



#3 ~~"To ask a teen to be up and alert at 7:30 a.m. is like asking an adult to be active and alert at 5:30 a.m.,"~~ ["Expecting teenagers to be alert at 7:30 a.m. is equivalent to asking adults to be fully functioning at 5:30 a.m.,"] said Horacio de la Iglesia, who co-authored the study. In 2021, researchers at the University of Minnesota looked at 18,000 students in grades 5 through 11 after four school districts postponed the start of their school day by 20 to 65 minutes. Students' grade point averages increased by a modest 0.1 points, on average. While the researchers ~~categorized~~ [categorised] the sleep benefits as "large," the academic improvements were considered "small."