

□ WRITING PIECE 1 - FEEDBACK

Section 1:

#1: "When we imagine the life of a young teen or above, we always think of things like blogging, scrolling and of course, theseboth link to a device. I had a friend who got her phone when she was four."

Strengths:

- Your opening draws readers in with a relatable scenario about teens and technology
- Your personal example adds credibility to your argument

Weakness: Unclear focus → Your introduction jumps between different ideas without a clear main point. You mention teens, then suddenly switch to a story about a four-year-old, which makes it hard to follow your argument. The phrase "theseboth link" is unclear and disrupts the flow.

Exemplar: ***"In today's world, young teens' lives are increasingly shaped by digital devices, from endless scrolling to constant blogging."***

#2: "As we latch on to challenges in our daily life a screen is a great way to release dopamine and relief from a long day."

Strengths:

- Your connection between screens and stress relief is thoughtful
- You show understanding of how devices help people cope

Weakness: Underdeveloped ideas → Your point about screens helping with stress needs more detail. You mention dopamine but don't explain why this matters to your argument against bans. The sentence structure is rushed and missing proper punctuation.

Exemplar: ***"When facing daily challenges, screens provide much-needed relief and relaxation, making complete bans an unrealistic solution."***

#3: "Personal responsibility is hard but many of us dont possess it some do so why those people the suffer?"

Strengths:

- Your consideration of personal responsibility adds depth
- You raise an important question about fairness

Weakness: Jumbled reasoning → Your argument about responsibility is hard to follow because multiple ideas are crammed together without proper punctuation or clear connections. The question at the end is unclear and grammatically incorrect.

Exemplar: *"While developing personal responsibility is challenging, punishing everyone with bans unfairly affects those who already manage their screen time well."*

■ Your piece makes interesting points about device bans and personal freedom. To strengthen your argument, try organising your ideas into clear paragraphs with one main point each. Your opening paragraph could focus on why teens use devices, then move on to discuss why bans aren't effective. Also, when you mention important ideas like addiction and relationships, give specific examples to support your points. Try adding clear topic sentences at the start of each paragraph to guide your readers. You could improve the flow by connecting your ideas about personal responsibility to your earlier points about addiction and self-control. Your conclusion would be stronger if you summarised your main arguments against bans and ended with a clear call to action.

Score: 36/50

Section 2:

#1 ~~When we imagine the life of a young teen or above, we always think of things like blogging, scrolling and of course, these both link to a device.~~ [When we imagine the life of a young teen or above, we always think of activities like blogging and scrolling, which are naturally linked to devices.] I had a friend who got her phone when she was four. Some find this unrealistic and of course she grew up... ~~addicted to it. This~~ [addicted to it. This] is not the first time this has happened, although we've encountered social media bans and screen timers, this doesn't dodge the fact that a device is a device. But I do not believe bans are necessary.

#2 ~~As we latch on to challenges in our daily life a screen is a great way to release dopamine and relief from a long day.~~ [As we face challenges in our daily life, screens provide a way to release stress and find relief after a long day.] But having the screen read 'app timed out' ~~won't~~ [won't] stop people from ~~sashaying~~ [moving] to the next or grabbing another device. Sometimes a device is how someone maintains their relationship with someone far away or for work reasons ~~for some people their~~ [as their] device is a crucial aspect of life.

For many a ban would stop them from having self-control, especially teens ~~for them~~ [as it prevents them from] never ~~to~~ [learning to] stop addiction ~~could~~ [which could] seriously affect the rest of their life like addiction to smoking, drugs, ~~achhol~~ [alcohol], etc. It would be ludicrous to have someone spend so much money on a ban and it not being ~~acknowledged~~ [acknowledged] what a waste! We are all aware that at some point someone will speak up and rebel ~~again~~ [against] these bans, If the fact is clear why implement it if the idea's substance comes to an end?

#3 Personal responsibility is hard but ~~many of us dont possess it some do so why those people the suffer?~~ [while many of us struggle with it, some people manage well, so why should they suffer?] At some point humans will learn to ~~edge of~~ [move away from] their devices and clear for the generations to come.

□ WRITING PIECE 2 - FEEDBACK

Section 1:

#1: "Landscapes are withering by the moment, our sea life is decreasing and us as humans are unaware our earth can collapse in just a second." Strengths:

- Your opening line creates a sense of urgency about environmental issues
- Your use of vivid imagery with "withering" helps readers visualise the problem

Weaknesses: Run-on sentence → Your sentence combines multiple ideas without proper punctuation or connecting words. The phrases "us as humans" and "our earth can collapse" need better structure to flow smoothly.

Landscapes are withering by the moment, and our sea life is decreasing. We remain unaware that our Earth could collapse at any moment.

#2: "Few of us will walk past a ziplock bag on the floor and pick it up and easily throw it in the bin what if we had whole communities picking up litter, then towns, cities and countries." Strengths:

- Your progression from individual to community action is compelling
- Your idea shows how small actions can lead to bigger changes

Weaknesses: Sentence structure → Your thoughts run together without proper punctuation, making it hard to follow your message about community action.

Few of us would stop to pick up a ziplock bag from the floor, but imagine if whole communities worked together to pick up litter. This could spread from towns to cities, and even across countries.

#3: "We claim to be the revolution of animals possess more knowledge, be more communicative and inventive." Strengths:

- Your comparison between humans and animals makes readers think
- Your point about human responsibility is powerful

Weaknesses: Unclear message → Your ideas about human superiority and responsibility need better organisation to make your argument stronger.

We claim to be more evolved than other animals, possessing greater knowledge and invention. Therefore, we must take responsibility for protecting our planet.

■ Your persuasive piece shows passion for environmental protection, which is wonderful. You need to break down your longer sentences into shorter, clearer ones to help readers follow your ideas better. Also, try to start each paragraph with a clear main point. Your examples about plastic pollution are good, but you could make them stronger by showing how they affect both animals and humans. Additionally, when you talk about solutions, try to give specific examples of what people can do. Your ending needs to be stronger - remind readers why banning plastic matters so much. Try to connect your ideas about human responsibility more clearly to your main point about plastic pollution.

Score: 35/50

Section 2:

#1 ~~Landscapes are withering by the moment, our sea life is decreasing and us as humans are unaware our earth can collapse in just a second.~~ [Landscapes are withering by the moment, and our sea life is decreasing. We remain unaware that our Earth could collapse at any moment.]

Banning plastic, ~~its~~ [it's] like a disease being cured. Simple enough to say no to a plastic bottle of water on a boiling day but ~~maintaining~~ [maintaining] this lifestyle has never been easy. We use plastic on a day to day basis like a pack of chips, straws, shopping bags and even a take-away coffee.

Banning plastic could secure our environmental status for a number of years by clearing oceans and beaches, cities etc.

#2 ~~Few of us will walk past a ziplock bag on the floor and pick it up and easily throw it in the bin what if we had whole communities picking up litter, then towns, cities and countries.~~ [Few of us would stop to pick up a ziplock bag from the floor, but imagine if whole communities worked together to pick up litter. This could spread from towns to cities, and even across countries.]

If we take plastic and use it for our advantage, what will come of our ~~earth~~ [Earth] every part of nature will be tossed away as trash ~~swims~~ [swims] the street and we trudge through without care not only with our wildlife fade but in the process so will we.

#3 ~~We claim to be the revolution of animals possess more knowledge, be more communicative and inventive.~~ [We claim to be more evolved than other animals, possessing greater knowledge and invention.] If we're higher than other animals we must act like we hog the globe as if it was designed just for us but no, we must share it like it was shared with us from the very beginning. Once plastic is gone we will return what ~~earth~~ [Earth] once gave us.

□ WRITING PIECE 3

Section 1:

#1: "Vaccinations! Masks! Lockdown! These are the effects of Corona Virus, or more commonly known as Covid 19. These weren't the only things that were influenced by it, one many kids experienced was homeschooling."

Strengths:

- Strong opening with impactful exclamations that grab attention
- Clear introduction of the main topic

Weakness: Underdeveloped opening → Your opening paragraph lacks a clear position statement about homeschooling. The exclamations, while attention-grabbing, don't connect smoothly to your main argument about homeschooling's negative impact.

Exemplar: ***"During the Covid-19 pandemic, life changed dramatically with vaccinations, masks, and lockdowns, but perhaps the most challenging change for students like me was transitioning to homeschooling - a shift that proved deeply problematic for our education."***

#2: "Homeschooling was done on a device that made us zombies to our screen as we frantically did our work. It was easy to loose focus or intrest so being away from school had zero positive impact on our education."

Strengths:

- Vivid imagery with "zombies to our screen"
- Personal experience adds authenticity

Weakness: Unsupported claims → Your argument that homeschooling had "zero positive impact" needs specific examples. You mention becoming "zombies" but don't explain how this affected your learning.

Exemplar: ***"Staring at screens for hours during online lessons left us mentally exhausted, making it difficult to concentrate on our studies, participate in class discussions, or complete assignments effectively."***

#3: "We should all be grateful to be back in our class, eating with our friends and learning productively"

Strengths:

- Emotional appeal through shared experience

- Clear contrast between online and in-person learning

Weakness: Limited development → Your conclusion needs more detail about why in-person learning is better. You mention being "grateful" but don't fully explain the benefits of classroom learning.

Exemplar: *"Returning to in-person classes has restored our ability to learn effectively through face-to-face interactions with teachers, engaging in group projects, and maintaining the structured routine that helps us succeed academically."*

■ Your persuasive piece shows passion about the topic, but needs stronger arguments to convince readers. You could improve by adding specific examples of how homeschooling affected your daily routine and learning. Also, try to include more details about why in-person learning works better for you and your classmates. Your writing would be more powerful if you described actual situations where you struggled with online learning. Additionally, you could strengthen your ending by explaining exactly how being back at school has helped improve your education. Try to organise your ideas into clear paragraphs that each focus on one main point about why in-person learning is better than homeschooling.

Score: 36/50

Section 2:

Vaccinations! Masks! Lockdown! These are the effects of ~~Corona Virus~~ [Coronavirus], or more commonly known as Covid 19. These weren't the only things that were influenced by it, ~~one many kids~~ [one thing many kids] experienced was homeschooling. [#1] ~~Homeschooling could possibly have been~~ [Homeschooling was] a big mistake influencing laziness toward education like gaming below the camera in a class ~~zoom~~ [Zoom].

~~Homeschooling was a bit of a mess so coming back to school encouraged order in our daily lives~~ [The disorganised nature of homeschooling made returning to school a welcome return to routine], I had friends that didn't do the homeschooling work at all so getting back to our normal lives was a relief. [#2] Homeschooling was done on a device that made us zombies to our screen as we frantically did our work. It was easy to ~~loose~~ [lose] ~~focus or intrest~~ [focus or interest] so being away from school had zero positive impact on our education.

~~If we were to bring back homeschooling, yes our education would wither as would our selves~~ [If homeschooling returned, both our education and ourselves would suffer], kids like me would become friendless and separated from humanity as their ~~antisocialism~~ [anti-social behaviour]

engulfs them. We can't expect a kid to hold it together after such an encounter with this great sadness of not seeing their friends or teachers, I know some of us have remembered that all too well.

[#3] We should all be ~~greatful~~ [grateful] to be back in our class, eating with our friends and learning productively. I and many other students are extremely lucky to be back at our second home, our school. We are all happy that the pandemic is over and we have our educational palaces back but if another one comes we must not succumb to the ~~undorderly~~ [disorderly] fashion we once ~~prevayed~~ [displayed].

□ WRITING PIECE 4

Section 1:

#1 (First paragraph - lamb imagery) Strengths:

- Strong emotional appeal through vivid storytelling about the lamb
- Creative use of imagery to build connection with readers

Weaknesses: Incomplete narrative development → Your opening story about the lamb ends abruptly without fully linking to your main message. The phrases "as soon as it hopes it doesn't get worse" and "It's next!" need more detail to strengthen the emotional impact.

Imagine a happy lamb frolicking along the plains with its friends and family. One by one, its mother, father, and siblings disappear until finally, trembling with fear, the lamb realizes it will face the same terrible fate. This is the reality of countless animals who end up on our plates each year.

#2 (Paragraph about iron and diet) Strengths:

- Addresses important health concerns
- Attempts to present balanced view of vegetarianism

Weaknesses: Contradictory arguments → Your points about vegetarianism being hard but not needing enforcement, followed by claiming meat is crucial, create confusion. The phrase "being vegetarian is hard to maintain, but it definitely doesn't need to be enforced" conflicts with your later statements.

While maintaining a vegetarian diet can be challenging, there are many plant-based sources of iron. However, we must carefully consider both the health benefits and challenges of different dietary choices.

#3 (Final paragraph about nature) Strengths:

- Thoughtful connection to natural cycles
- Good use of metaphor with sunlight and wheat

Weaknesses: Unclear reasoning → Your comparison between natural predation and farming needs more development. The phrase "if we change the laws of nature...we might change ourselves" doesn't fully explain your point.

Just as nature maintains its delicate balance through the food chain, from sunlight to wheat to lamb, we must think carefully about our role in this cycle and how our choices affect the natural world.

■ Your piece shows good creativity in using storytelling and metaphors. The opening paragraph about the lamb creates strong feelings, but you could make it even better by adding more details about what happens to the lamb. Also, try to make your points clearer by focusing on one main idea in each paragraph. You can improve the middle section by explaining your thoughts about vegetarianism more clearly - pick one side and give good reasons for it. Additionally, your ending about nature's laws could be stronger if you explain exactly how changing nature might change us. Try to connect your paragraphs better by using words like 'furthermore' or 'however'. Your writing would be more powerful if you took a clear position instead of switching between supporting and opposing vegetarianism. Make sure each paragraph builds on your main message.

Score: 34/50

Section 2:

~~Just imagine a happy lamb frolicking along the plains~~ [Imagine a happy lamb frolicking along the plains], he has friends and is free. ~~Now imagine it going back to the barn and his mother has disappeared~~ [When it returns to the barn, it discovers its mother has disappeared], then his dad, then his siblings and ~~as soon as it hopes it doesn't get worse...It's next!~~ [just when it thinks things cannot get worse...it's next!] #1 Many animals ~~disappear~~ [disappear] through a year and they all go ~~one place~~ [to one place:] our plates!

#2 Of course being vegetarian is hard to maintain, but it definitely ~~doesn't~~ [doesn't] need to be enforced. Meat is crucial to a healthy balanced diet. Without the iron meat produces, it can increase iron deficiencies throughout the population.

This is something to keep in mind, although if we stop eating meat, animals will ~~over-populate~~ [overpopulate] and ~~that's~~ [that's] not the laws of nature, plant eats CO2 zebra eats plant lion eats zebra. The cycle of ~~consumption~~ [consumption] of animals has been implanted since animals grew hungry. As well as if we don't eat meat we will become unhealthy for ~~its~~ [it's] natural for humans to have meat in their diet.

#3 Maybe ~~its~~ [it's] natural for a lamb to sometimes have to be the fuel for another animal, just as the wheat it was fed, and the sunlight that was fed to that. If we change the laws of nature...we might change ourselves in the process.

□ WRITING PIECE 5

Section 1:

#1 "Score! Zoom! Cheer! And the winner is...Everyone? Lots of us spend our lives perfecting a skill, like a sport, a hobby or a talent, we all love a good reward when we deserve it."

Strengths:

- Your opening hook captures attention with exciting exclamations
- Your relatable examples help readers connect with your message

Weaknesses: Run-on sentence → Your first two sentences are joined incorrectly, making your ideas unclear. The phrase "Lots of us spend our lives perfecting a skill, like a sport, a hobby or a talent, we all love a good reward" needs proper punctuation.

Score! Zoom! Cheer! And the winner is... Everyone? Many of us spend our lives perfecting skills like sports, hobbies, or talents. We all love earning rewards when we deserve them.

#2 "When we are awarded for one of our skills we feel accomplished like we've really achieved, our life-work."

Strengths:

- Your emotional appeal shows why rewards matter
- Your personal tone helps readers relate to the message

Weaknesses: Sentence structure → Your ideas jump between thoughts without clear connections. The phrase "we feel accomplished like we've really achieved, our life-work" needs better organisation.

When we receive recognition for our skills, we feel accomplished, as if we've achieved something truly meaningful in our lives.

#3 "So we can all agree that reward comes with skill and care, if this hasn't been acquired then why shall we watch as someone's skill is put to waste just make someone else have pride in nothing?"

Strengths:

- Your questioning approach encourages readers to think
- Your argument about fairness is clear

Weaknesses: Clarity → Your message becomes muddled with too many ideas in one sentence. The phrase "someones skill is put to waste just make someone else have pride in nothing" needs better structure.

We can all agree that rewards should come from skill and effort. Why should we diminish someone's hard work by giving equal recognition to those who haven't tried?

■ Your persuasive piece shows promise in tackling an important topic about fairness in rewards. You need to strengthen your main argument by adding clear examples of when giving everyone awards has caused problems. Your writing would benefit from breaking down longer sentences into shorter, clearer ones. Also, try to organise your ideas into separate paragraphs - one for your main point, one for your examples, and one for your solution. Additionally, you could make your ending stronger by suggesting what should be done instead of just asking questions. Your opening grab's attention well, but you could link it better to your main message about earned rewards. You might want to add what specifically happens when people work hard and succeed, compared to when everyone gets the same reward regardless of effort.

Score: 35/50

Section 2:

#1 ~~Score! Zoom! Cheer! And the winner is...Everyone? Lots of us spend our lives perfecting a skill, like a sport, a hobby or a talent, we all love a good reward when we deserve it.~~ [Many of us spend our lives perfecting skills like sports, hobbies, or talents. We all love earning rewards when we deserve them.]

#2 ~~When we are awarded for one of our skills we feel accomplished like we've really achieved, our life-work.~~ [When we receive recognition for our skills, we feel accomplished, as if we've achieved something truly meaningful in our lives.] When we think about a time we've felt like this, there has always been a second and sometimes third they usually get rewarded too.

Now imagine a participant that slouches and ~~doesn't~~ [doesn't] try, what if they got the reward you so ~~desperately~~ [desperately] worked for, what if everyone did?

#3 ~~So we can all agree that reward comes with skill and care, if this hasn't been aquired then why shall we watch as someones skill is put to waste just make someone else have pride in nothing?~~ [We can all agree that rewards should come from skill and effort. Why should we diminish someone's hard work by giving equal recognition to those who haven't tried?]

The issue with this is that people will stop putting effort in and talent and such would be irrelevant to ~~competions~~ [competitions]. This will put many jobs in a hard situation as they can't find the people they need with effort that is prior to their ~~skillset~~ [skill set].

As ~~competions~~ [competitions] arise will we do ~~whats~~ [what's] right or ~~whats~~ [what's] wrong? Will us as our nation watch ourselves crumble through reward not being given when time is right? Maybe ~~thats~~ [that's] just question of how hard we try.