

□ WRITING PIECE 1 - FEEDBACK

Section 1:

#1 (First paragraph) Strengths:

- Strong opening hook using a rhetorical question to engage readers
- Clear presentation of three main arguments against homework

Weakness: Underdeveloped arguments → Your opening presents ideas briefly without fully explaining their impact. For instance, when you mention "sleep deprived," you don't explain how this affects students' wellbeing. The phrase "slogging away at homework" needs more specific details about what this actually means for students.

Exemplar: *Have you experienced the exhaustion of spending six gruelling hours at school, only to face even more work at home? This demanding schedule not only robs you of precious sleep but also prevents you from enjoying quality time with your family.*

#2 (Second paragraph) Strengths:

- Good attempt at showing cause-and-effect relationship
- Clear structure with a specific daily schedule example

Weakness: Unclear logical connections → Your argument jumps too quickly from homework to poverty without proper steps in between. When you write "This will not only affect school, but the rest of their life," you need to better explain this connection. The link between homework and grades needs more careful explanation.

Exemplar: *Without proper rest, students struggle to focus in class, leading to falling grades. Poor academic performance can limit future opportunities, making it harder to achieve their goals.*

#3 (Fourth paragraph) Strengths:

- Good focus on mental health impacts
- Links homework to broader life issues

Weakness: Repetitive reasoning → Your paragraph repeats similar ideas about mental health without deepening the argument. The phrase "which can be bad for mental health" appears

multiple times without exploring different aspects. You need to vary your reasoning about how lack of activities affects students.

Exemplar: *When students cannot participate in sports, music, or other activities they love, they lose valuable opportunities to develop confidence, learn new skills, and build lasting friendships.*

■ Your persuasive piece shows passion for the topic, but needs stronger development of ideas. Try to focus each paragraph on one clear point instead of jumping to extreme outcomes. Your first paragraph introduces good points, but you could make them stronger by giving real examples of how homework affects daily life. Additionally, try to build your arguments step by step rather than making big leaps. Also, when discussing grades and mental health, give specific examples of how homework directly impacts these areas. Your conclusion could be stronger by suggesting what a homework-free school might look like instead of just focusing on negative outcomes.

Score: 41/50

Section 2:

Don't you hate it? Having to go, study at school for six infinite hours, and then come home and have to do more work. With this schedule, you don't get enough sleep. In other words, you are sleep deprived. Another downside to homework is that it draws from time you are meant to spend with your family. A final downside is that students normally spend their evening slogging away at homework, leaving no time for extracurricular ventures. #1

Firstly [First], students go to school, come back, do homework, eat ~~shower~~ [shower,] brush their teeth and go to bed. This seemingly short schedule is often much longer due to ~~amounts~~ [amount] of homework. When students spend their time doing this, they often go to bed later than they should ~~be~~. This, when shown on a graph, means that students are not getting good grades. Instead, ~~there~~ [their] grades are deteriorating, from A's to B's to C's. This will not only affect school, but the rest of their life. ~~if~~ [If] they do not do well in school, they won't have access to good high schools, which in turn leads to bad universities. If a student ~~come~~ [comes] from a bad university and high school, it will be very hard to get a good job. This in turn might lead to poverty or famine, which is one reason homework ~~had~~ [has] to be banned. #2

Secondly, homework takes away time for family. In my first argument, the schedule mentioned didn't have the words 'family time' on it, from what I saw. This is often because homework takes up free time and family time as well as work time. This can lead to detachedness from siblings and parents, which can be extremely detrimental for mental health, in turn, bad mental health

often means lower grades, which means more homework to get you back up. This cycle makes it harder and harder to find time to connect with family, making a cycle of detachedness. And again, low grades mean bad high school, which means bad university, and poverty or famine. This is another reason we must stop giving homework, as it is a dire situation ~~student in~~ [students] are forced into.

Finally, students are quite seldom able to find sufficient ~~times~~ [time] for extracurricular activities, which can be bad for mental health. This is because students are often slogging away at school, quite commonly not doing their favourite activity besides being at home. Then, at home, they don't have free time to do their preferred activity, which can lead to depression and irritability. These 2 traits can cause students to lose friends and deter ~~and~~ [any] possible ones. This can cause loneliness, which is also detrimental to mental health. Lonely people are also easier to pick on, which can increase depression levels and lower grades, which as I expect you know, means poverty or ~~famishment~~ [famine]. #3

In conclusion, if we want our children to thrive in life, we must ban homework. This is because if we do not, our children will be sleep deprived, detached from families and most likely be depressed, lonely, and bullied. If we want our children to experience that, which will most likely lead to poverty and hunger, we will continue homework. If we want our children to grow into responsible adults, who are not poor or famished, then homework must be gone.

□ WRITING PIECE 2 - FEEDBACK

Section 1:

#1 (First paragraph): Strengths:

- Strong opening hook that immediately draws attention to the issue
- Good use of rhetorical questions to engage readers

Weaknesses: Underdeveloped arguments → Your initial points about phones affecting focus lack specific details about how this happens in the classroom. The phrase "have you seen the focus of a kid" is too general and needs concrete examples of behaviour changes.

A student glancing at their phone every few minutes during maths class struggles to follow the teacher's explanations, leading to gaps in their understanding of important concepts.

#2 (Second paragraph): Strengths:

- Clear topic sentence that states the main argument
- Links phone use to academic outcomes

Weaknesses: Extreme conclusions → Your argument jumps too quickly from phone use to "poverty, famished and homeless" without showing the steps between these outcomes. This makes your reasoning seem unrealistic.

Phone distractions during lessons can lead to missed learning opportunities, making it harder to keep up with coursework and achieve your academic goals.

#3 (Fourth paragraph): Strengths:

- Attempts to connect physical activity to academic performance
- Identifies sleep as an important factor

Weaknesses: Unclear logic → Your argument about phones making children "active" contradicts earlier points and confuses the reader. The connection between energy levels and academic results needs clearer explanation.

When students spend their breaks on phones instead of physical activity, they may feel restless during lessons, making it harder to concentrate on learning.

■ Your piece shows passion about an important issue, but needs stronger reasoning to convince readers. Try building your arguments step by step, showing how one thing leads to another. Your first paragraph could focus on how phones interrupt learning in specific ways. Then, discuss how these interruptions affect student wellbeing during school hours. Finally, explain the longer-term

impacts on learning and achievement. Also, your examples would be more powerful if you described real classroom situations readers can picture. Additionally, try linking your paragraphs with clear connections between ideas. Your conclusion could suggest positive alternatives to phone use rather than just warning about negative outcomes.

Score: 39/50

Section 2:

It isn't good. It's taking over us. We are getting ~~letting~~ [allowing] it. Mobile phones, the biggest threat to learning at school. ~~I mean,~~ [Indeed,] have you seen the focus of a kid who uses their phone during school time [?] It's terrible. And, to make it worse, phones are also detrimental to health, which can affect grades, and they make kids active during class, because instead of running during recess and lunch, kids are staring into their phones. #1

~~Firstly~~ [First], the focus of a student on a phone is terrible. This is often because they are focused on getting back to the phone and not focused on the lessons. This can greatly affect academic results and in certain cases, end up with students in poverty, famished and homeless. We cannot sit back and twiddle our thumbs while this happens. Instead, we must ban mobile phones from schools. #2

Secondly, have you seen how bad student mental health is when they spend recess and lunch staring into their phones [?] This can be detrimental to grades, as bad mental health can lead to depression, and issues inside the body, such as ~~faulty~~ [impaired] digestive system. We cannot let this happen to our students.

Finally, phones can make children active, leading to less focus and worse grades. It can also affect sleepiness, because all the energy is still inside of you. When this happens, you can get sleep deprived, leading to bad academic results, which means bad high school, bad university, and no job. Our students will be on the streets if we do not ban mobile phones. #3

In conclusion, mobile phones must be banned, otherwise our lovely, innocent children will end up on the unforgiving streets, ~~and~~ [a] fate they did absolutely nothing ~~deserve~~ [to deserve]. Mobile phones must be banned, there is no doubt about it.