

## Writing Feedback

**DAY 10 | 25th of April | HOLIDAY WRITING HOMEWORK**

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### Section 1:

#1 Strengths: Your opening effectively establishes an environmental angle that connects small actions to larger issues. You use relatable everyday examples to introduce your concept. Weakness: Underdeveloped metaphor → Your comparison between pencil treatment and broader environmental attitudes needs more explicit connection. You mention the relationship but don't fully explore how pencil rights would specifically cultivate mindfulness or what this mindfulness looks like in practice. Exemplar: *By establishing "pencil rights," we create a microcosm of environmental stewardship that transforms how we think about all resources—when you respect the journey of a wooden pencil from forest to desk, you naturally begin questioning your relationship with everything you consume.*

#2 Strengths: Your anthropomorphic approach giving pencils a perspective creates an emotional appeal. The connection to academic benefits is clever and pragmatic. Weakness: Logical gap → You assert that using pencils completely leads to better attention span and teacher recognition, but this causal relationship isn't substantiated. The connection between pencil use and mental discipline requires more explanation of the psychological mechanism at work. Exemplar: *The discipline required to use a pencil to its final centimeter develops patience and resourcefulness—skills that manifest in your schoolwork as teachers observe your growing ability to persist with challenging tasks rather than seeking easy replacements.*

#3 Strengths: You include concrete environmental impacts and a quantifiable reference to "half a forest" which helps visualize the scale of waste. Weakness: Factual vagueness → Your environmental claims lack specific figures or sources, weakening your persuasive power. Phrases like "half a forest" and statements about pollution need more precise information to be convincing rather than appearing as hyperbole. Exemplar: *The graphite and wood from discarded pencils contribute to approximately X tonnes of avoidable waste annually—equivalent to destroying hundreds of mature trees that could otherwise continue absorbing carbon dioxide.*

Your piece demonstrates creativity in transforming an ordinary object into a rights-bearing entity. This approach allows you to address environmental concerns from a

fresh perspective. However, the development of your arguments needs strengthening through more detailed explanations and evidence. The metaphor comparing pencil rights to "quenching the thirst of a plant" has potential but requires expansion to fully illustrate your point.

■ Additionally, your structure would benefit from clearer organization with each paragraph focusing on a distinct advantage of pencil rights. You could enhance your persuasive impact by including a specific call to action—what exactly should readers do to implement "pencil rights" in their daily lives? Also, consider developing your conclusion beyond a simple request for approval; perhaps describe the positive future that would result from widespread adoption of your proposal. The comparison between charging a phone at fifty percent and discarding a half-used pencil effectively illustrates wastefulness, but could be strengthened by explaining the difference in environmental impact between electronic and organic waste.

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**Overall Score: 42/50**

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## **Section 2:**

### ***Why pencils should have rights***

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Our casual disregard for pencils—breaking them, losing them, throwing them away when they're just a bit shorter. It really reflects a broader wasteful attitude toward resources. Creating "pencil rights" (proper storage, using them completely, recycling them properly) would cultivate mindfulness about consumption and waste that extends to larger environmental issues.

#1 From a pencil's point of view, school is a place of constant torture and gradual destruction. Using a pencil until it's just a little stub no matter how ~~un-neat~~ [untidy] your writing leads to better attention to detail and longer attention span. This gains the valuable attention of teachers earning you praises of discipline.

#3 Throwing a half-used pencil away is like charging your phone when it is fifty percent. ~~Pencil's~~ [Pencils] that are thrown away each year ~~is~~ [are] worth half a forest. Additionally

throwing your pencil in the wrong ~~in~~ [bin] contributes to pollution as the "lead" is harmful to creatures ~~wh~~ [when] they mistake pencils for food.

#2 Having ~~Pencil~~ [pencil] rights opposes these bad habits and can earn the attention of teachers. Implementing ~~Pencil~~ [pencil] rights is like quenching the thirst of a plant.

In the end it is your choice to implement this crucial program or not. I hope you say yes to this proposal.