

# Writing Feedback

**TERM 1 | DAY 10 HOLIDAY WRITING | 25th May**

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## Section 1:

### #1: Introduction and Hook

#### Strengths:

- Your hook effectively uses a creative metaphor (invisibility cloak) that immediately captures attention.
- You've established a clear position and preview of your arguments.

**Weakness:** Underdeveloped metaphor foundation → While your invisibility cloak metaphor is initially striking, you don't fully establish why uniforms specifically function as "invisibility cloaks" before moving to your arguments. In your introduction, you state they "hide our individuality" but this needs more specific grounding to strengthen your central metaphor. For instance, when you write "they hide our individuality, dull our creativity," you could elaborate on specific aspects of identity that become invisible.

**Exemplar:** *Your introduction could strengthen the metaphor by adding: "Just as an invisibility cloak renders its wearer unseen while their thoughts, dreams and true self remain trapped inside, school uniforms hide the cultural backgrounds, personal interests, and unique perspectives that make each student who they are."*

### #2: Body Paragraph 1 – Uniforms Hide Identity, Not Problems

#### Strengths:

- Your paint metaphor effectively illustrates how uniforms mask rather than solve underlying issues.
- You acknowledge the opposing argument about equality before countering it.

**Weakness:** Limited evidence base → Your argument relies primarily on assertion rather than specific examples or scenarios. When you write "forcing everyone into a navy blazer doesn't magically erase cruelty," you make a valid point but don't illustrate how bullying persists despite uniforms or what "real solutions" might look like. Specific examples would strengthen your case considerably.

**Exemplar:** *"Studies from schools in Manchester and Liverpool show that even with strict uniform policies, bullying remains focused on factors uniforms can't conceal—accents, academic abilities, or family backgrounds. Meanwhile, schools that invest in peer mediation and inclusive curriculum report significant reductions in bullying incidents."*

### **#3: Body Paragraph 3 – A False Sense of Community**

#### **Strengths:**

- Your mannequin comparison effectively illustrates the hollow nature of forced uniformity.
- You offer an alternative vision of what true community means.

**Weakness:** One-sided portrayal → You dismiss any potential community benefits of shared uniforms without acknowledging valid counter-perspectives. When you write "true community isn't stitched into a collar," you create a false dichotomy rather than acknowledging that uniforms might contribute to community alongside other factors. This weakens your argument by appearing to ignore reasonable opposing views.

**Exemplar:** *"While wearing the same colours might create visual cohesion, genuine school spirit flourishes when students collaborate on meaningful projects, celebrate diverse achievements, and build traditions that honour their different strengths—activities that don't require identical clothing to succeed."*

■ Your piece demonstrates creative transformation of a conventional topic using the extended metaphor of the invisibility cloak, which runs consistently throughout your speech. Your hook is particularly effective, and your conclusion brings the argument full circle. However, your arguments would benefit from more specific evidence and examples to support your claims.

Additionally, you could further develop the tension between visibility and invisibility throughout—if uniforms make individuality invisible, what specifically becomes visible when they're removed? Your garden metaphor in paragraph 2 shows promise but could be expanded to illustrate what specific "colours" emerge when uniforms are removed. Also, consider acknowledging some legitimate benefits of uniforms before explaining why those benefits are outweighed by the costs to student identity and development. This balanced approach would strengthen your persuasive impact by showing you've considered multiple perspectives.

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**Overall Score: 44/50**

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## **Section 2:**

### **School Uniforms Are Just Social Invisibility Cloaks – And It's Time We Took Them Off**

**Hook:** Imagine waking up every day, slipping on an invisibility cloak, and fading into a crowd where no one can truly see you. Sounds like something out of Harry Potter, right? But it's not magic — it's the modern-day school uniform.

**#1 Introduction:** Today, I'm here to argue that school uniforms — these supposed symbols of equality and pride — are really just social invisibility cloaks. They hide our individuality, dull our creativity, and pretend to solve problems they actually ignore. It's time we tear off the cloaks and finally let students be seen for who they truly are.

**Body Paragraph 1 – Uniforms Hide Identity, Not Problems** Proponents say uniforms erase bullying by making everyone "equal." But equality doesn't come from looking the same — it comes from respecting differences. Forcing everyone into a navy ~~blazer~~ [blazer] doesn't magically erase cruelty; it just buries it deeper. Like slapping a coat of paint on a cracked wall, it hides flaws instead of fixing them. Real solutions would teach kindness, not camouflage.

**Body Paragraph 2 – Uniforms Drain Creativity** Every great inventor, artist, and leader changed the world because they dared to be different. Yet school uniforms silently tell students: "Blend in. Don't stand out." It's like planting a vibrant garden and demanding every flower bloom the same grey ~~color~~ [colour]. How can young people grow into innovators if their first lesson is to copy, not create?

**#3 Body Paragraph 3 – A False Sense of Community** People claim uniforms "build school spirit." But true community isn't stitched into a collar or pressed into pleats. It's built through shared experiences, through laughing at mistakes, through celebrating each other's quirks. Wearing the same outfit doesn't make a family — shared understanding does. Otherwise, we're just mannequins wearing matching costumes, pretending to care.

**#2 Conclusion – Take Off the Cloaks** School uniforms are invisibility cloaks that shrink our humanity, not shields that protect it. If we want students to be kind, let them practice kindness. If we want students to be creative, let them express it. If we want students to be proud, let them wear who they are proudly, not hide behind a costume. It's time to take off the cloaks — and finally be seen.