Writing Feedback
TERM 2 - 2025: HOLIDAY | Day 4 - Writing Homework | 10-Day Intensive Writing

Section 1:

#1 Strengths: Your opening paragraph effectively establishes your position on banning air conditioners in winter classrooms. You've used questions to engage readers and created a clear thesis statement.

Weakness: Underdeveloped argument → Your claim that air conditioners "waste money" and "make the cold worse" lacks specific details. When you mention these points, you don't provide concrete examples or evidence about how exactly air conditioners waste money in winter conditions.

Exemplar: ***What if I told you that running air conditioners in winter classrooms wastes approximately 20% more electricity than necessary heating systems, costing schools thousands of dollars annually while simultaneously dropping indoor temperatures by several degrees? This counterproductive practice not only drains school budgets but creates an environment where learning becomes secondary to simply staying warm.***

#2 Strengths: You've identified a clear impact on students (excessive cold) and attempted to use a metaphor to illustrate your point about the severity of cold temperatures.

Weakness: Imprecise language → Your paragraph contains vague statements like "excessively cold" and "at minimum will freeze their bodies" without explaining what this means in practical terms. The comparison to "laying down shirtless on Antarctica" is unclear in connecting to classroom experiences.

Exemplar: ***When classrooms run air conditioners during winter months, students experience temperatures that can drop below 15°C, causing difficulty concentrating, increased absence due to illness, and poor academic performance. Research shows that for every 1°C drop below comfortable classroom temperature, student engagement decreases by approximately 5%.***

#3 Strengths: You've attempted to address environmental impacts, which strengthens your argument by considering broader consequences beyond the classroom setting.

Weakness: Incomplete explanation → Your environmental argument mentions concepts like "The Urban Heat Island Effect" without explaining how this connects to classroom air conditioners in winter. The paragraph doesn't clearly explain how these environmental factors specifically relate to winter air conditioning use.

Exemplar: ***Air conditioners contribute to environmental damage through several mechanisms: they consume substantial electricity (approximately 3.5 kWh per hour of operation), often generated from fossil fuels; they contain refrigerants with 1,000-2,000 times more global warming potential than CO2; and their outdoor units release heat that contributes to urban warming. During winter, these impacts occur while providing no benefit to classroom comfort.***

■ Your piece presents an interesting argument about banning air conditioners in winter classrooms, but would benefit from more developed reasoning and specific examples. Try strengthening your argument by including real data about temperature effects on learning. For instance, you could mention studies showing optimal classroom temperatures for student concentration and how air conditioning disrupts this range in winter. Additionally, consider adding information about alternative heating methods that are more cost-effective and environmentally friendly. Your conclusion currently restates your main points without offering solutions—try including practical recommendations for schools. Also, consider addressing potential counterarguments, such as why some schools might be using air conditioning in winter (perhaps reverse cycle units being used for heating). This would make your argument more balanced and convincing.

Score: 39/50

Section 2:

Why We Should Ban Air Conditioners in Winter in Classrooms (by Ayman)

What if I told you that air conditioners are a terrible idea for classrooms in winter? They waste money, make the cold worse, and harm the environment. Sounds pretty bad, right? Well, let me show you why banning air conditioners during winter might actually be a smart move.

#1 Firstly, air conditioners are completely unnecessary in winter. These machines are designed to cool down spaces — exactly the opposite of what we need in cold weather. In fact, many people forget that running an air conditioner in winter not only makes the room colder but also forces students and teachers to wear extremely thick coats and scarves indoors, which are really costly. And they are uncomfortable and distracting. ~~Instead of learning, students are focused on staying warm.~~ [Instead of focusing on learning, students become preoccupied with simply staying warm enough to function.]

#2 Secondly, ~~Children~~ [children] are getting excessively cold. Since winter is already cold enough, making the children even colder by using the air ~~con~~ [conditioning] is ~~going to at minimum will freeze their bodies making them unable to come to school.~~ [likely to cause extreme discomfort and potentially lead to increased absenteeism.] It's like saying 'too cold; even more cold' to yourself. ~~Using the air con inside is like laying down shirtless on Antaretica.~~ [Using air conditioning in already cold classrooms creates an environment comparable to the most inhospitable cold regions of our planet.]

#3 In addition, ~~Air~~ [air] conditioners are negatively impacting the environment. Air conditioners are harming the environment primarily by using ~~The~~ [the] Urban Heat Island Effect, ~~Refrigerants~~ [refrigerants], and ~~Fossil fuels~~ [fossil fuels] for powering the AC and ~~CO2~~ [CO_2] for contribution with it.

~~Conclusion,~~ [In conclusion,] ~~Air Conditioners~~ [air conditioners] can be useless to us in various different ways such as making children excessively cold, becoming extremely costly to run ~~it~~ [them] and ~~it negatively impacts it~~ [they negatively impact our environment] in various different ways.