

Section 1:

#1 Close your eyes for a moment and imagine this: it's a cold winter morning. The grass outside looks silver with ice, as if it's been sprinkled with glitter. The windows in our classroom are foggy, and your breath creates tiny clouds in the air. You're wearing your warm jumper, and your hands are tucked into your sleeves. Then—whoosh!—the air conditioner suddenly turns on, and the cold air hits you like a snowball to the face. Your skin prickles, and you start to shiver. Why are we cooling a room that's already freezing?

Strengths:

- Vivid sensory details that effectively create a winter atmosphere
- Strong use of second-person perspective that directly engages the reader

Limited development of counterarguments → Your opening paragraph creates a powerful scene but doesn't acknowledge why air conditioners might be running in winter (such as for air circulation or temperature regulation in certain buildings). Adding a brief mention of this would strengthen your argument by showing you've considered other viewpoints. "While some might say air conditioners help with air quality even in winter, the discomfort they cause outweighs any benefits."

Exemplar: *While air conditioners might sometimes be needed for proper ventilation, surely there are better ways to circulate air without turning our classroom into an ice box during winter months.*

#2 Leaving the air conditioning on in winter doesn't just make us uncomfortable—it's hurting the planet. That cold air comes at a cost. Every second the air con is running, it's using electricity that often comes from burning fossil fuels. That means more smoke, more pollution, and more damage to our beautiful Earth. Even though we can't see it, we're filling the sky with invisible fumes. Trees suffer. Animals lose their homes. Oceans warm up. And we're sitting in a classroom pretending we need to be colder?

Strengths:

- Clear connection between personal experience and broader environmental impact
- Effective use of short, impactful sentences for emphasis

Lack of specific examples → You mention environmental impacts in general terms but don't include specific examples that would make your argument more convincing. Adding a concrete example about energy consumption or carbon emissions would strengthen your point. The phrase "Trees suffer. Animals lose their homes." could be expanded with a specific example of local wildlife affected by climate change.

Exemplar: *Running air conditioners unnecessarily in winter contributes to our school's carbon footprint. In fact, reducing our classroom's air conditioner use by just two hours each winter day could save enough energy to power a small home for a week.*

#3 We don't need machines to make us colder—we need minds that make better choices. Let's be the class that leads the change. Let's be the school that [cares](#). It's time to switch off the cold and switch on the care. Let's turn it off—for the planet, for our comfort, and for our future.

Strengths:

- Memorable call to action with effective repetition
- Powerful closing that summarises the main arguments

Absence of practical solutions → Your conclusion effectively calls for change but doesn't offer specific, actionable steps that readers can take. The phrase "Let's be the class that leads the change" doesn't explain how this change would happen. Including 1-2 concrete suggestions would give readers clear direction on how to address the problem.

Exemplar: *Let's create a "Winter Warmth Plan" where we ask our teachers to keep the air conditioning off on cold days and instead open windows briefly between classes for fresh air. We could even design posters reminding everyone to "Switch off for Winter" and place them near air conditioning controls.*

■ Your piece shows strong persuasive writing skills with vivid imagery and a passionate voice that truly brings the reader into the cold classroom setting. The emotional appeal is particularly effective, helping readers connect with your message on a personal level. To improve the substance, try balancing this emotion with more specific facts about energy usage in schools. You could add a paragraph focusing on alternative solutions—perhaps suggesting ways to keep classrooms comfortable without excessive air conditioning. Your conclusion could be expanded to include a specific action plan that students and teachers can follow. Also, consider addressing potential objections to your argument, such as why air conditioning systems might be automatically programmed to run year-round. This shows you've thought deeply about the issue from multiple angles. Adding these elements would transform your piece from a heartfelt plea into a comprehensive, solution-oriented proposal that's harder to dismiss.

Score: 41/50

Section 2:

Cold Classrooms, Bad Mood: Let's Turn It Off!

#1 Close your eyes for a moment and imagine this: it's a cold winter morning. The grass outside looks silver with ice, as if it's been sprinkled with glitter. The windows in our classroom are foggy, and your breath creates tiny clouds in the air. You're wearing your warm jumper, and your hands are tucked into your sleeves. Then—whoosh!—the air conditioner suddenly turns on, and the cold air hits you like a snowball to the face. Your skin prickles, and you start to shiver. Why are we cooling a room that's already freezing?

#2 Leaving the air conditioning on in winter doesn't just make us uncomfortable—it's hurting the planet. That cold air comes at a cost. Every second the air con is running, it's using electricity that often comes from burning fossil fuels. That means more smoke, more pollution, and more damage to our beautiful Earth. Even though we can't see it, we're filling the sky with invisible fumes. Trees suffer. Animals lose their homes. Oceans warm up. And we're sitting in a classroom pretending we need to be colder?

Let's talk about how it makes us feel, too. That dry, artificial air stings your nose and makes your throat feel like sandpaper. You hear the humming of the machine, steady and annoying, like a fly buzzing by your ear. It makes it hard to concentrate. Wouldn't you rather feel the soft warmth of your scarf, sip a cup of hot chocolate, and smell that rich, sweet cocoa in the air? That's the kind of winter comfort we should be enjoying.

#3 We don't need machines to make us colder—we need minds that make better choices. Let's be the class that leads the change. Let's be the school that cares.

It's time to switch off the cold and switch on the care. Let's turn it off—for the planet, for our comfort, and for our future.