

Section 1

#1: Opening Paragraph

Strengths:

- You've chosen a clear topic and directly addressed the mayor, which shows good understanding of formal letter structure.
- Your attempt to define what makes a book "real" demonstrates thoughtful consideration of your argument.

Inconsistent Punctuation → You've written "library's" when you mean more than one library. The apostrophe shows ownership (like "the library's door"), but here you simply need the plural form "libraries." Similarly, watch for other places where apostrophes appear incorrectly. This happens again with "e-Books" – whilst it's sometimes written with a hyphen, be consistent throughout your piece.

Exemplar: "I am writing to express my thoughts on integrating more physical books into the bookshelves of our school and local libraries."

#2: Paragraph about Academic Performance

Strengths:

- Including the 47.8% statistic adds weight to your argument and shows you're trying to support your points with evidence.
- The phrase "becoming more indispensable than ever" shows sophisticated vocabulary use.

Underdeveloped Connection → You've stated that grades dropped after introducing e-books, but you haven't explained *why* this happened or *how* physical books would solve this problem. What is it about holding a physical book that helps students learn better? Does it help them concentrate? Remember things more easily? Your reader needs this connection explained clearly to understand your point.

Exemplar: "Studies suggest that reading physical books helps students concentrate better because they're not distracted by notifications or other apps. When students can focus fully on the text, they're more likely to understand and remember what they've read."

#3: Digital Divide Paragraph

Strengths:

- You've identified an important issue about fairness and access to books.
- The phrase "lose-lose scenario" effectively summarises your point about how everyone suffers.

Unclear Logic Flow → You've mentioned that e-books create division because not everyone can afford devices, but then you've said "introducing more e-books means less 'real' books comparatively." This shifts your argument suddenly. Are you saying the library is replacing physical books with e-books, or simply adding e-books? Your reader might feel confused about what's actually happening. Make sure each sentence builds logically on the previous one.

Exemplar: "If our library replaces physical books with e-books, families without tablets or e-readers will have fewer options. This means children from these families miss out on the same reading opportunities as their classmates, creating an unfair divide in our community."

■ Your piece tackles an important issue about keeping physical books in libraries, and you've shown good instinct in thinking about community and fairness. However, the content needs more development to truly convince your reader. Right now, you've stated several claims – that physical books boost creativity, that grades dropped 47.8%, that e-books divide communities – but you haven't fully explained the reasoning behind these claims.

To strengthen your argument, think about the "why" and "how" behind each point. For instance, your second paragraph states that physical books are "like the igniter for imagination," but what specifically about holding a book sparks creativity that a screen doesn't? Does it feel different? Does it help you picture things better? Additionally, consider how your paragraphs connect to each other. Your third paragraph jumps from talking about book structure to creativity without a smooth bridge between ideas.

Your fourth paragraph about the digital divide shows promising thinking about fairness, but it becomes tangled in its logic. Clarify whether libraries are replacing books or just adding e-books alongside them. Also, develop your final paragraph about library gatherings – explain exactly what happens at these gatherings and why having a physical book matters for that experience. Does everyone read the same book and discuss it? Do people share their favourite passages? These specific details will make your argument much more convincing than general statements about books creating community.

Overall Score: 42/50

Section 2

#1 Dear Honourable Mayor,

I am writing this piece to express my thoughts ~~of~~ [on] integrating more 'real' books into the bookshelves of our school and local ~~library's~~ [libraries]. But first of all, what qualifies a book as a 'real' book[?] A real book is a book that provokes creativity, entices imagination and spreads the love of reading. It is a book that many people will enjoy and is versatile. Another factor of adding more 'real' books is that ~~it~~ [they] can foster a sense of belonging and inclusivity. Don't you think that this action must be made?

#2 The intended structure of a book is that it has a cover/back, pages made out of paper and a spine. However, e-~~B~~[b]ooks don't even have a single element of a real book because they are not tactile[;] ~~The~~ [the] experience of reading 'real' books is irreplaceable. ~~This is basically manipulating the use of books.~~ [This digital format fundamentally alters the traditional reading experience.]

In addition, 'real' books provoke creativity, entice imagination and spread the love for reading. These books are like the igniter for imagination [;] and without 'real' books, our creativity would crumble into a million pieces. A report about our ~~towns~~ [town's] academic performance shows that grades are slipping in English and ~~Writing~~ [writing] by a staggering 47.8% on average – after the introduction of the e-~~B~~[b]ook system. The requirement for ~~the~~ tactile books ~~are~~ [is] becoming more indispensable than ever if we ~~have to~~ [are to] protect ~~the~~ future generations['] love for reading.

Furthermore, e-~~B~~[b]ooks create a sense of digital divide amongst our society [;] while 'real' books connect others together. E-~~B~~[b]ooks create a digital and societal divide as not all ~~of the~~ people in our community can afford purchasing the devices ~~of where~~ [on which] e-~~B~~[b]ooks are found. Whilst this shatters ~~benignity~~ [harmony] and community, introducing more e-~~B~~[b]ooks means that there will be ~~less~~ [fewer] 'real' books comparatively, so the people who can't afford e-~~B~~[b]ooks don't have a range of literature to ~~get~~ [become] engrossed in. This results in a lose-lose scenario for the entire local society as a whole.

However, 'real' books enforce a sense of community. In the local library, we have gatherings there every month or so, and there we have a chance to express our thoughts on a book. If there are more e-~~B~~[b]ooks, ~~than~~ [then] not everyone can be part of this wonderful opportunity and experience.

In summary, more 'real' books must be added to the reservoirs of knowledge for multiple reasons. The resonance of creativity [and] imagination enforces the love for reading. Whether it is ~~about~~ [experiencing] the crisp sound of turning pages or the ~~interest for~~ [joy of] being immersed in a wonderful world, more 'real' books must be integrated ~~in~~ [into] our local bookshelves.

~~Sincerely,~~ [Yours sincerely,]

Khushi Siromani