

Section 1

#1: Opening paragraph (from "Good mourning everyone" to "plastic litter")

Strengths:

- You've opened with vivid imagery that helps readers picture the problem (plastic-filled schools, animals in danger, dying nature)
- Your hook effectively grabs attention by asking readers to imagine a troubling scenario

Spelling Error → Your opening contains "mourning" instead of "morning". This is a common mistake because the words sound alike, but "mourning" means being sad about death, whilst "morning" is the time of day. This error weakens your first impression.

Exemplar: Good morning everyone,

#2: Body paragraph about animals (from "Undoubtedly, our adorable animals" to "including critically endangered animals")

Strengths:

- You've included specific examples (turtles mistaking plastic for jellyfish, seabirds getting tangled) which helps readers understand exactly how animals are harmed
- Your word choice "cute beings" shows emotional connection to the topic

Unclear Statistic → You mention that "90% of Sea animals die out of choking in plastic fritters", but this figure needs clarification. What does "Sea animals" refer to—all ocean creatures or specific species? The term "plastic fritters" is also confusing (did you mean fragments or litter?). Without clear information, your most powerful fact becomes difficult to trust or understand.

Exemplar: Research shows that approximately 90% of seabirds have consumed plastic debris, and many marine animals die from ingesting plastic waste.

#3: Solution paragraph (from "Evidently, it is clear" to "support this change")

Strengths:

- You've provided concrete actions (banning single-use plastics, introducing reusable alternatives) rather than just describing problems
- Your listing of benefits (protecting wildlife, reducing litter, saving money) gives readers multiple reasons to care

Vague Implementation → Your solutions lack specific details about how they would work in your school context. You suggest banning plastic bags and bottles, but you haven't explained who would enforce this ban, how students would access alternatives, or what the first steps would be. Without this practical information, your solutions feel more like wishes than actual plans.

***Exemplar:** We could start by asking our school canteen to switch to paper bags and glass bottles. Student council could organise a reusable container swap day where families donate extra lunch boxes and drink bottles for others to use.*

■ Your writing demonstrates genuine passion for environmental protection, and you've structured your piece logically with a clear introduction, body paragraphs addressing different aspects of the problem, and a conclusion. However, your content would benefit from more depth in several areas. Your arguments sometimes state the obvious without fully developing why these points matter specifically to your audience. For instance, when you write "This is the time for us to work together", you repeat similar phrases three times in succession without adding new information each time.

Additionally, your piece would strengthen considerably if you connected your ideas more specifically to your school community. You mention "our school" in the opening, but then shift to talking about global problems without bringing the focus back to what students at your school actually see, do, or could change. Consider adding observations from your own school grounds—do you see plastic in the playground? What items does the canteen sell in plastic? These specific details would make your argument more convincing.

Your solutions paragraph introduces important ideas, but they need expansion. Think about the questions your readers might ask: How much would reusable alternatives cost? Where would students keep reusable containers? What happens if someone forgets their reusable bag? Answering these practical concerns would transform your suggestions from general ideas into a believable action plan. Also, try varying your sentence structures more—you often begin sentences with "This is the time" or "We need to", which creates a repetitive rhythm. Mixing short, punchy sentences with longer, more complex ones would improve the flow of your writing.

Overall Score: 39/50

Section 2

~~Good morning~~ [Good morning] everyone,

#1 [Imagine [—] our school filled with plastic, the animals ~~turning~~ [turned] into a ~~graveyard~~ [lifeless habitat], and nature ~~is~~ [slowly] dying due to plastic waste. How would that feel? I know it would feel depressing to think that we are the ones who use plastic materials ~~are~~ [and are therefore] being responsible. Today, I am going to ~~tell~~ [explain to] you what we can do to help our Earth ~~not to get grasped by~~ [escape the grip of] ~~the~~ plastic litter.]

Obviously, the environment now depends on us to ~~sterilize~~ [cleanse] the environment from plastic ~~garbage~~ [waste]. Plastic ~~wastages are~~ [waste is] everywhere: [—] ~~they flutter~~ [it flutters] in trees, ~~clog~~ [clogs] drains, and ~~drift~~ [drifts] through oceans [—] causing harm to wildlife and polluting our planet. ~~And now, this~~ [Now] is the time for us to work together to help the environment ~~to be~~ [become] cleaner. This is the time for us to make this change by picking up plastic waste and recycling ~~these waste~~ [it]. This is the time for the community to unite and work together to clean up the environment. This change is imperative ~~for us to recycle~~ [if we are] to make a cleaner Earth. Thus, I strongly believe that change must come through us.

#2 [Undoubtedly, our adorable animals ~~of~~ [on] Earth would starve to death, solely due to choking on plastic ~~fritters~~ [fragments]. We keep animals in zoos, in some cases, to protect them, but if plastic ~~ravages are~~ [waste is] almost everywhere on the planet, then we ~~can not~~ [cannot] save animals from ~~the death of~~ [death by] plastic litter. Marine animals like turtles often mistake plastic ~~wastage~~ [waste] for jellyfish and eat ~~them~~ [it], which can lead to starvation or death. Seabirds can also get tangled in plastic waste, making it impossible for them to fly or feed properly. Statistics have shown that 90% of ~~Sea~~ [sea] animals die ~~out of~~ [from] choking ~~in~~ [on] plastic ~~fritters~~ [fragments]. We need to start ~~to recycle~~ [recycling] and ~~pick~~ [picking] up rubbish to save these ~~cute~~ [precious] beings. This is why we have to clean the environment to save all these animals, including critically endangered ~~animals~~ [species].]

#3 [Evidently, it is clear that plastic litter is critically hazardous for our planet. We have to take ~~some~~ precautions to prevent this hazard. We can ban all single-use plastic bags, bottles, and all the plastic

packaging. Then we can introduce reusable bags and packaging. Protecting wildlife, reducing litter, [and] and saving money are all powerful reasons to support this change.]

~~Conclusively~~ [In conclusion], it's not just about ~~to say~~ [saying] no to plastics—it's about saying yes to a cleaner future for our school. Let's take this step together, and show the world that we care about our planet.