

Section 1:

#1: Opening paragraph

Strengths:

- Your opening clearly establishes the problem and creates urgency by showing how the malfunctions have escalated from minor to serious issues.
- The progression from "slight annoyance" to "chaotic breakdown" effectively demonstrates the worsening situation.

Lack of Specific Evidence → Your opening mentions several problems but doesn't provide concrete details about how these malfunctions affect daily school life. For instance, you state that "lunches that have a strange, metallic ting" but don't explain whether students are getting sick, refusing to eat, or if the kitchen has been investigated. Similarly, "school starting at 12 and ending at 1" sounds severe, but you haven't explained how this actually happened or what the consequences were. Without these specific details, your argument feels incomplete and harder to believe.

Exemplar: *The robotic lunch system has caused genuine health concerns, with three students reporting stomach aches last week after eating metallic-tasting food, and the canteen supervisor confirming that food temperatures are no longer properly regulated.*

#2: Heater paragraph

Strengths:

- You provide specific temperature readings (35°C, 21°C, 20°C, 34°C) which makes your argument more convincing.
- The comparison between adjacent classrooms demonstrates the inconsistency well.

Insufficient Connection to Learning Impact → Whilst you mention "disruptive learning habit, complaining often," you haven't clearly explained how the temperature changes actually harm students' ability to learn. Your phrase "disruptive learning habit" is unclear—do you mean students are distracted, unable to concentrate, or leaving class frequently? You've observed that "many more have been observed to have a disruptive learning habit," but this sentence is vague. What exactly are students doing differently? Are test scores dropping? Are teachers unable to complete lessons? Your argument needs stronger links between the problem and its educational consequences.

Exemplar: *Students struggle to concentrate when classroom temperatures shift dramatically; in last Thursday's maths lesson, half the class removed their jumpers within ten minutes, creating constant disruption, and our teacher had to stop the lesson twice to address complaints about the heat.*

#3: Solutions paragraph

Strengths:

- You offer two practical solutions (maintenance or removal) which shows constructive thinking.

Underdeveloped Reasoning → Your solutions section is too brief and doesn't properly explore the options you've presented. The phrase "employ some maintenance into the system" lacks detail about what type of maintenance, who would do it, or how long it might take. Your alternative—"get rid of the entire system all together"—dismisses the robotic system without acknowledging any benefits it might have had when working properly or considering the cost of removal. The statement "It isn't worth the amount of confusion in order to save some bucks" oversimplifies the decision and doesn't address counterarguments that the Student Council might raise, such as long-term cost savings or environmental benefits.

Exemplar: *The Student Council should arrange for qualified technicians to inspect the system within the next week, identifying whether the malfunctions can be repaired affordably. If repairs would cost more than reverting to manual controls, or if technicians cannot guarantee the system will function reliably, then removing the robotic system becomes the sensible choice, despite the initial investment.*

■ Your piece tackles an important school issue and presents a clear position against the robotic system. However, your arguments would be stronger if you included more specific evidence and real examples from school life. Additionally, think about how your paragraphs connect to each other—right now, you jump from heaters to bells to solutions without smooth transitions between ideas. Your writing would also benefit from exploring why the Student Council chose this system in the first place and addressing their possible objections to your solutions. Also, your final paragraph could be strengthened by summarising your main points before making your call to action, which would remind readers why immediate change is necessary.

Overall Score: 42/50

Section 2:

#1 Greetings, The Student Council Leader,

Our school, always one step ahead of the others, has recently ~~employed~~ [implemented] a robotic school system. ~~Designed to ring bells, turn heaters on and off, and to serve lunches have~~ [The system, designed to ring bells, turn heaters on and off, and serve lunches, has] started to malfunction. What began as a slight annoyance ~~like bells started~~ [—bells] ringing 5 minutes early ~~to~~ [—has escalated to] significant problems like lunches that have a strange, metallic ~~ting~~ [tang] ~~to~~ [and] chaotic ~~breakdown~~ [breakdowns] like school starting at 12 and ending at 1. It has absolutely ~~gotten~~ [got] out of control, and our uniforms, which we used to wear with pride, ~~eroded~~ [have eroded] to a symbol of shame. This system has to stop.

#2 To begin with, I present to you our new automated heaters. Our school is designed to stay temperate and chilly for the entire year, and we have installed ventilation and heaters to control the temperature. The heaters used to be controlled by a remote switch, compared to now ~~which~~ [when they are] controlled by a system. The temperature of all classrooms is unstable. For instance, the science classroom can be 35 ~~celsius~~ [Celsius] before dropping sharply to 21 ~~celsius~~ [Celsius] within 3 minutes. ~~Or,~~ [Similarly,] the maths classroom ~~which~~ [, which] is adjacent to the English, [classroom,] can be respectively 20 ~~celsius~~ [Celsius] ~~to~~ [whilst the English room reaches] a good 34 ~~celsius~~ [Celsius]. I am aware that some students do not

mind, but many more have been observed to have a disruptive learning habit, complaining often due to the frequent temperature changes.

Next, the bells and their scheduled ringing ~~time~~ [times] and the schedules - [have become unreliable.] At first, the bells ~~are~~ [were] a little bit off, a minute or two or five. But ~~it~~ [this] has slowly evolved to be completely different times ~~like~~ [—for example,] the starting bell of the day starts ringing 1 ~~hr~~ [hour] later, and the lunch bell ringing at 2, when school ends at 3. Not only ~~teachers and students are~~ [are teachers and students] impacted by this, the [; the] schedules of the entire school community are impacted ~~by this~~ [as well]. Schedules change so often, [that] ~~that~~ [—] sometimes students don't even ~~get~~ [receive] one at all! ~~Or~~, [Alternatively,] the schedule ~~is~~ [does] not ~~matching~~ [match] with the current plan ~~and~~ [, and] some may find themselves ~~in~~ [at] the opposite point of where they should be.

#3 But, here's a ~~nice~~ [practical] resolution and plan to solve this. You could ~~for instance~~ [,for instance,] employ some maintenance ~~into~~ [on] the system to prevent it from malfunctioning further and to fix the current problems. ~~Or~~ [Alternatively,] you could ~~get rid of~~ [remove] the entire system ~~all together~~ [altogether]. It isn't worth the amount of confusion in order to save some ~~bucks~~ [money].

Therefore, the new automated system at the school has caused more harm than good. ~~While~~ [Whilst] it may at first trick many students, it is crucial for us to stay valiant and observe the damage done by the systems. ~~While~~ [Whilst] the student council promises ~~for~~ [to take] actions in the future, we cannot wait. The change starts now!

Kind ~~Regards~~ [regards], Anonymous