

Section 1:

#1 "Picture a world where students can pluck the burden of homework off their shoulders; they could spend the time doing things that actually matter to them, not just sitting in a chair learning your timestables."

Strengths: Your opening sentence creates a compelling visual image that immediately engages the reader. You've effectively established your position against homework.

Narrative inconsistency → Your writing shifts between second person ("your timestables") and third person ("students"), creating confusion about whom you're addressing. You begin with "students" but then suddenly switch to "your," which disrupts the flow of your argument. Consider maintaining a consistent perspective throughout your piece to strengthen your persuasive impact.

Picture a world where students can pluck the burden of homework off their shoulders; they could spend time doing things that actually matter to them, not just sitting in chairs learning timestables they've already practised in school.

#2 "Homework is a barrier that separates you and your hobbies, your family, and your happiness. Connections with family are SO important while you are young, but homework prevents you from interacting with them as much."

Strengths: You've made an emotional appeal by connecting homework to family relationships, which resonates with readers. Your use of capitalisation ("SO") emphasises the importance of your point.

Underdeveloped reasoning → Whilst you mention that homework separates children from families and hobbies, you don't provide specific examples of how this happens or the extent of the problem. The argument lacks depth because it makes broad claims without supporting details. Consider including concrete examples of how much time is taken away and what specific family activities are missed.

Homework is a barrier that separates you from your hobbies, family, and happiness. After spending six hours at school, many children must then spend another two hours completing assignments, meaning they miss out on valuable family dinners, bedtime stories with parents, and outdoor play—all critical for their development.

#3 "Finally, they have no significant impact whatsoever on your learning outcomes, making them useless at their intended purpose. If it doesn't do what it is meant to do, why does it still exist?"

Strengths: You pose a thought-provoking rhetorical question that challenges readers to consider the purpose of homework. Your conclusion follows logically from your premise.

Unsupported claim → You state that homework has "no significant impact whatsoever" on learning outcomes without providing any evidence or examples to support this bold claim. This weakens your argument as readers may question the validity of your statement without supporting information. Consider including specific examples of how classroom learning alone can be sufficient.

Recent classroom observations show that students who complete all their work during school hours perform just as well on exams as those burdened with additional homework. If six hours of focused learning at school already achieves the desired educational outcomes, why extend academic pressure into children's precious evening hours?

■ Your persuasive piece shows passion for your position against homework, which is commendable. However, your argument would be more convincing if you provided specific examples and stronger reasoning. For instance, in your second paragraph, you mention health effects but don't fully explain how much sleep students lose. You could strengthen this by mentioning typical bedtimes and how homework pushes these later. Also, your claim about academic results needs clarification—how exactly does homework worsen performance? Your tone is occasionally inconsistent, switching between "you" and "they," which weakens your persuasive impact. Try maintaining a consistent perspective throughout. Your conclusion is abrupt and repetitive—instead of simply stating "We must ban homework" three times, you could summarise your key points and end with a powerful call to action that tells readers exactly what they should do next.

Score: 40/50

Section 2:

Should Homework Be Banned?

#1 Picture a world where students can pluck the burden of homework off their shoulders [;] they could spend the time doing things that actually matter to them, not just sitting in a chair learning ~~your~~ [their] timestables. This is not a fleeting reality, but a world that can come to life with your help.

Homework affects health and academic results. Imagine being slumped in a chair, your eyelids drooping and you yawning constantly, just because it is late at night and you are forced to do your homework. It is not only a source of stress [;] it is something that causes sleep deprivation and worse academic results than ~~they~~ [students] could be getting without homework. This limits their abilities significantly. Imagine how much better they could be doing without homework! It would be extraordinary how, just by removing that bit of work and pressure, they could tap into potential that they never knew they had.

#2 Secondly, it allows you to pursue hobbies and do what YOU love doing, like playing ~~soccer~~ [football], reading, etc. You could learn so much in that wasted time that you use to do homework. Homework is a barrier that separates you and your hobbies, your family, and your happiness. Connections with family are SO important while you are young, but homework prevents you from interacting with them as much. Homework can't stay if it separates you ~~with~~ [from] what you love.

#3 Finally, ~~they have~~ [homework has] no significant impact whatsoever on your learning outcomes, making ~~them~~ [it] useless at ~~their~~ [its] intended purpose. If it doesn't do what it is meant to do, why does it still exist? The only thing it does is stress out students and limit their potential. We must ban homework. We must get rid of it. We must take it away to remove the stress and wasted time it brings.