

Writing Feedback

DAY 5 | 17th April | HOLIDAY WRITING HOMEWORK

Section 1:

#1: Opening Argument on Sleep and Focus
Strengths: Your opening establishes a clear position that later school start times benefit students through increased sleep, which is essential for your argument. You've connected sleep to classroom focus effectively.
Weakness: Repetitive Structure → Your argument becomes circular and repetitive with phrases like "more tired because of the lack of sleep" and then "tired due to having shorter sleeping hours." This diminishes the impact of your otherwise sound reasoning. You've relied on restating the same point rather than developing it with varied evidence.
Exemplar: ***Students perform better academically when they start school at 10:00 am because adolescents naturally experience shifts in their sleep cycles, making it difficult for them to fall asleep before 11:00 pm, yet still requiring 8-10 hours of quality sleep for optimal brain function.***

#2: Evidence and Citation
Strengths: You've attempted to incorporate external evidence by citing Britannica, which shows awareness of the need to support claims with authoritative sources.
Weakness: Underdeveloped Citation → Your citation "Says Britannica" lacks specificity about which publication, article, or expert from Britannica you're referring to. This vagueness undermines the credibility of your evidence. The quotation itself is presented without context about when or where this research was conducted.
Exemplar: ***According to Dr. Sarah Jensen's 2023 research published in Britannica's Educational Psychology Journal, "Adolescents who begin school after 9:30 am demonstrate a 12% improvement in test scores and a 24% decrease in tardiness rates compared to those starting at 8:00 am."***

#3: Conclusion and Structure
Strengths: You attempt to conclude by summarising your main arguments, showing awareness of essay structure and the need to reinforce your thesis.
Weakness: Abrupt Closure → Your conclusion "Because of all these statements, I think that I have proven my point" is too direct and doesn't effectively synthesise your arguments. You've missed the opportunity to address potential counterarguments or provide a compelling call to action for your readers.
Exemplar: ***The combined evidence from sleep science research, academic performance studies, and adolescent psychology clearly demonstrates that a 10:00 am school start time would not only improve student alertness and engagement but would also lead to better academic outcomes and mental***

health benefits—a change that would ultimately benefit our entire educational community.

■ Your persuasive piece presents a valid argument about later school start times, but it needs more depth and structure to be truly convincing. Your paragraphs would benefit from clearer topic sentences followed by supporting evidence. Also, you should vary your sentence structures to make your writing more engaging. You repeatedly use the phrase "because of" to start sentences, which creates a monotonous rhythm. Additionally, your evidence would be more persuasive if you included specific statistics or studies with proper citations. You could also strengthen your argument by acknowledging and refuting potential counterarguments—for example, addressing concerns about how a later start time might affect after-school activities or parent work schedules. Finally, your conclusion needs to do more than simply state that you've proven your point; it should reinforce why this change matters and possibly call readers to action.

Overall Score: 39/50

Section 2:

School should start at 10:00

School should start later (10:00) in the day than the usual 8:00 am, because the more sleep that we get, the more focused we will be in class. Because of the lack of sleep students are more likely to be tired during class hours. #1 Students will be more tired because of the lack of sleep that they are getting, waking up early in the morning. "School starting later in the day can benefit student sleep patterns, leading to improved academic performance and overall well-being, particularly for adolescents." Says Britannia [Says Britannica]. This shows that because they are more tired, due to having shorter sleeping hours, they will continue to be tired continuously. We can therefore see that because of the lack of sleep students are more tired during class.

Students ~~won't~~ [won't] focus ~~of~~ [on] their work when they are tired. They are more likely to want to concentrate on something else in the room. #2 "Students may struggle to focus in class when they are tired due to a variety of factors, including a reduced ability to concentrate, increased irritability, and a decline in cognitive function. Fatigue can make it

harder to process information, retain what is learned, and maintain motivation, all of which are crucial for effective learning" says ~~Britannica~~ [Britannica]. Because of this, students are more likely to fiddle with things in the pencil case or other ~~thing~~ [things], including wanting to ~~wiper~~ [whisper] with the person next to them. We can therefore see that students ~~wont~~ [won't] focus on their work when they are tired.

Students are more likely not to listen when they are tired and zone out and focus on something else. "Students are more likely to "zone out" or become disengaged from learning when they are "~~tied~~" ["tired"] in a metaphorical sense, meaning they are experiencing challenges or circumstances that hinder their ability to focus and take part." Says ~~Britannica~~ [Britannica]. This means that students are not wanting to listen to what the teacher is saying, and they are focusing on something else. It is clear that because of this students will want to listen ~~on~~ [to] something else instead of the teacher.

~~#3 Because of all these statements, I think that I have proven my point of why we school should start at 10:00 am.~~ [After considering the evidence about sleep patterns, classroom focus, and student engagement, it becomes clear that starting school at 10:00 am would significantly improve the learning experience and academic outcomes for students.]