

Section 1:

#1 "To begin with, exertions doesn't mean you can't learn, it just means students are learning in an other fun way. It means students are learning in a fun and ecstatic way. This makes students excited to learn."

Strengths:

- You've clearly emphasised how learning can be enjoyable through exertions
- Your enthusiasm for the topic comes through strongly

Weakness: Grammatical inconsistency and repetition → Your sentence structure needs attention. The word "exertions" requires plural verb agreement ("don't" instead of "doesn't"). You've also repeated the phrase "learning in a fun way" within consecutive sentences, which weakens your argument. The phrase "an other" should be "another" as a single word.

Exemplar: *To begin with, exertions don't mean students can't learn; rather, they provide an alternative approach where children learn in an ecstatic and engaging environment. This makes students genuinely excited about their education.*

#2 "Secondly, exertions also make students have more unique experiences by going on a trip by themselves with no parents. This will be a good experience, because parents will not be here when they grow up."

Strengths:

- You've identified the independence value of exertions
- You've connected present experiences to future life skills

Weakness: Underdeveloped reasoning → Your argument about independence needs more explanation. While you mention that students gain experience without parents, you haven't fully explained why this specifically matters for development. The connection between parents "not being here when they grow up" needs more context to strengthen your point.

Exemplar: *Secondly, exertions allow students to experience independence by participating in excursions without parents. These valuable opportunities help us develop important life skills like responsibility and problem-solving that we'll need as adults when making our own decisions.*

#3 "Dear principle, Imagine yourself with loads of homework and tests with no exertions. You will bored and also doesn't want to go to school. So that's why me and my classmates strongly believe that we should have more exertions."

Strengths:

- You've started with a compelling scenario for the reader to imagine
- You've clearly stated your position on behalf of yourself and classmates

Weakness: Spelling and formatting issues → There's a spelling error with "principle" (should be "principal"). The opening sentence contains grammatical errors with "You will bored" missing the verb "be" and "doesn't" needing to be "don't" for agreement. The formal letter format requires proper salutation and spacing.

Exemplar: ***Dear Principal, Imagine yourself facing loads of homework and tests with no excursions to look forward to. You would be bored and wouldn't want to come to school. That's why my classmates and I strongly believe we should have more excursions in our school calendar.***

■ Your persuasive letter shows great enthusiasm for your topic, which is a strong foundation. However, I notice you've consistently used "exertions" when you likely mean "excursions" (school trips). This confusion affects your entire argument. Your letter would be more convincing with specific examples of excursions that would benefit students. For instance, you could mention particular places to visit or skills students might learn. You've made a good start with your three main points, but try to expand each one with more details and real-life examples. Additionally, your conclusion feels rushed—try to summarise your main points and end with a memorable statement that will convince your principal. Your letter format also needs work—remember to include a proper greeting and closing signature.

Score: 35/50

Section 2:

~~Dear principle,~~ [Dear Principal,]

Imagine yourself with loads of homework and tests with no ~~exertions~~ [excursions]. ~~You will bored and also doesn't~~ [You would be bored and don't] want to go to school. So that's why ~~me and my classmates~~ [my classmates and I] strongly believe that we should have more ~~exertions~~ [excursions]. #3

To begin with, ~~exertions doesn't~~ [excursions don't] mean you can't learn, it just means students are learning in ~~an other~~ [another] fun way. It means students are learning in a fun and ecstatic way. This makes students excited to learn. #1

Secondly, ~~exertions~~ [excursions] also make students have more unique experiences by going on a trip by themselves with no parents. This will be a good experience, because parents will not be here when they grow up. #2

~~Exertions~~ [Excursions] will help children ~~more happier~~ [be happier] and will also be a terrific experience for students. Do you want students to go to your school~~.~~ [?] If you want ~~give~~ [, give] more ~~exertions~~ [excursions] to students.

THE END