Section 1:

#1 Strengths:

- You use vivid imagery that captures the stress of exam situations ("Children hunched over on their seats" and "their head bowed like a flower tossed in a storm").
- Your introduction clearly establishes your position against traditional exams.

Weakness: Underdeveloped thesis statement → Your thesis statement at the end of the introduction lacks specific alternatives to traditional testing. It mentions "more efficient and helpful way" but doesn't outline what these might be until later paragraphs. Readers need to understand your proposed solutions from the beginning to follow your argument effectively.

Exemplar: ***Schools should replace traditional test papers with three more beneficial approaches: stress-reduction strategies, collaborative assessment methods, and scenario-based learning activities that better prepare students for real-world challenges.***

#2 Strengths:

- You include statistical evidence ("34% possibility") to support your argument about stress.
- You effectively use rhetorical questions to engage readers and emphasise your points.

Weakness: Unsupported claim → You mention that "Studies had shown" but don't provide specific sources or details about these studies. This weakens your credibility and makes your argument less convincing to readers who may question where this information comes from.

Exemplar: ***According to research by the Australian Educational Research Organisation in 2024, children experiencing examination pressure are 34% more likely to achieve lower grades compared to those assessed through alternative methods.***

#3 Strengths:

- You effectively counter opposing arguments by acknowledging critics' views before presenting your rebuttal.
- You offer specific alternatives to traditional exams (group projects, investigations, experiments).

Weakness: Incomplete development of ideas → You introduce Dr. DiGiovanni's statement but don't fully explore how group projects, investigations and experiments develop "harmonious friendship" or improve learning outcomes. More detailed examples would strengthen this section considerably.

Exemplar: ***As Dr. DiGiovanni explains, "Traditional tests assess only a narrow range of abilities." Group projects foster collaboration as students must communicate effectively, divide tasks fairly, and***

resolve conflicts—all essential skills for building lasting friendships and preparing for future workplaces.

■ Your piece shows passion and commitment to improving educational assessment methods. The metaphors you use create powerful images that help readers understand the emotional impact of exams on students. To improve the substance of your writing, focus on developing each paragraph more fully with specific examples. For instance, in your second paragraph about stress, you could describe a realistic classroom scenario showing exactly how stress affects learning. Also, your third paragraph about friendships would benefit from explaining precisely how group projects build specific social skills. When discussing project-based learning in paragraph four, add a concrete example of a successful project that demonstrated better knowledge retention than traditional testing. Your conclusion could be strengthened by suggesting a step-by-step implementation plan for schools transitioning away from traditional exams. Remember to maintain the emotional appeal while adding these specific details to make your argument more compelling and practical.

Score: 41/50

Section 2:

Children hunched over on their seats, as the hours ticked by, their hands still persevered to write on the scrunched up piece of paper. As the time scurried by, children's crippled hands weakly held onto their pencils, every moment as precious as gold. Test questions swiveled in their heads like frenzied bees; their head bowed like a flower tossed in a storm. #1 Schools should replace the burdens- the traditional test papers into a more efficient and helpful way of teaching our children. To alleviate stress, cultivating healthy friendships and students need ~~scenarios-based~~ [scenario-based] learning. It is pivotal to replace the ~~ordeal examination~~ [arduous examination] papers ~~into~~ [with] a more authentic learning ~~to save~~ [approach to rescue] our children from this academic dystopia.

To begin with, students are ~~succumbing in~~ [succumbing to] pressure. Stress is a significant impact ~~to~~ [on] our children's academics. Can you just ignore the fact that our children are lost in the tumultuous ocean of pressure? Stress builds from during the test to the end of the test ~~cheeking~~ [when checking] results. #2 Studies had shown that children with examination burdens have a 34% possibility ~~to getting~~ [of receiving] lower grades and results compared to the ones who don't. The pressure that our children have is not merely just normal stress; it is the amount of stress that crashes against their chests every single day at school. ~~Transforming~~ [This transforms] schools from an intellectual place to a limited nightmare. Concentration, motivation and mental well-being will rapidly plummet if this torture continues to be piled on top of students. Critics often argue that traditional way of exams fosters practice for children to truly understand the information clearly. However, this evidence contradicts the claim because they do not take ~~consideration~~ [into consideration] that this just builds pressure ~~to~~ [on] our children even more. Do you want these children to suffer in stress for their whole lives and future?

Furthermore, traditional exams are the constraints of developing healthy friendships. Traditional exams are individual tests, testing your subjects, equivalent to saying to just give you a score for your end of year report. #3 As Dr. DiGiovanni states, "traditional test is just a miniature part of testing your capabilities, other ways of testing these kids could be many more." Things like group projects, investigations and experiments is [are] the cornerstone of developing a harmonious friendship. More brains are undoubtedly better than one, sharing different experiences and working on mistakes together. We could also acknowledge other's missteps to also prevent it [them] when it comes to yourself. Therefore, it is clear to abandon [that we should abandon] the wrong way of teaching and guide students to go on the right path of learning.

Moreover, students need learning based on their real life. Crouching over stacks of test papers is only one way of learning knowledge. Learning is partially taught and the majority is by experimenting. Experimenting how something is correct in measurements, writing and more. We can't shove the information into their brains but to demonstrate [should demonstrate] to them how something is solved or done. Opponents of the other view contend that project-based learning is off topic of [from] the purpose of learning. They flawed [failed] to consider that project-based learning is the key to nurturing students to clearly understand and remember the knowledge. Isn't it more beneficial to learn project-based learning [through project-based approaches] instead?

In conclusion, we do not want to see our students be agonized from the careless institutions of programming. This is because it [alternative assessment methods] reduces [reduce] stress, develops [develop] healthy friendships and students need project-based learning. So, it is insurmountably clear that we must replace traditional examination papers into [with] other learning ways. It is time for action. It is time for change. It is time to make a difference.