Term 3 - 2025: Week 6 - Writing Homework | Year 5 Scholarship Specialisation

Section 1:

#1 (Opening paragraph: "The instant a student enters a classroom...")

Strengths: Your opening creates a vivid picture of traditional classrooms and uses strong contrasting images like "rigid rows" versus "interactive stage." You also connect the physical setup to learning outcomes effectively.

Weakness: Unclear sentence construction → Your sentence "But proof reminds us that the human brain works not in fixed positions, but in changing motion" is confusing because "proof" doesn't clearly refer to anything specific you mentioned earlier. The phrase "changing motion" is also unclear.

Exemplar: ***"However, research shows that the human brain works better when moving rather than when staying in fixed positions."***

#2 (Paragraph about standing desk study: "Movement activates mental work...")

Strengths: You include specific numbers and research findings which make your argument stronger. The connection between physical movement and brain function is clearly explained.

Weakness: Missing connection between ideas → You jump from talking about brain benefits straight to study results without explaining how they relate. The phrase "These aren't anecdotal reports" seems disconnected from what came before.

Exemplar: ***"This research provides concrete evidence for these brain benefits, showing real changes in how students think and learn."***

#3 (Final paragraph: "Last, replacing static desks...")

Strengths: Your conclusion brings together the main ideas and uses powerful imagery like "theatre of active, embodied learning." You end with a memorable phrase about knowledge and movement.

Weakness: Overly complex sentence structure → Your final sentence is very long with multiple clauses that make it hard to follow. The phrase "every shift of posture engages the brain, every movement is synced with health" creates confusion rather than clarity.

Exemplar: ***"The classroom becomes a place where each movement helps students focus better. Brain function improves, health benefits follow, and students discover that knowledge truly grows through motion."***

■ Your piece presents a strong argument for movement in classrooms and includes impressive research evidence. However, your writing would be clearer if you simplified some of your complex sentences and made better connections between your ideas. Additionally, you could improve by making sure each paragraph flows smoothly to the next. Your research findings are compelling, but they would have more impact if you connected them more clearly to your main points. Also consider adding smoother transitions between paragraphs to help readers follow your argument better. Furthermore, you could strengthen your piece by addressing potential concerns teachers might have about implementing these changes.

Overall Score: 43/50

Section 2:

#1 The instant a student enters a classroom, the seating arrangement quietly controls the pace of learning: rigid rows, frozen bodies, and the biased assumption that stillness equals focus. ~~But proof reminds us that the human brain works not in fixed positions, but in changing motion.~~ [However, research reveals that the human brain works better when moving rather than when staying in fixed positions.] As classrooms replace immovable desks with ~~stand~~ [standing] or movement spots, the room is ~~transformed—from~~ [transformed from] a sit-down script into an interactive stage for discovery, where learning is not only received but assimilated.

#2 Movement activates mental work by increasing cerebral blood flow, neural activity, and executive processing. A seminal study of first-year high school students discovered that six months of standing-desk use yielded 7–14% gains in executive function and working memory, as well as measurable changes in frontal brain activity. ~~These aren't anecdotal reports, but neurocognitive changes affirming what educators had long intuited: the active body energizes the mind.~~ [This research provides concrete evidence for these benefits, demonstrating neurocognitive changes that affirm what educators had long intuited: the active body energises the mind.]

Sitting for prolonged periods is not benign. It's linked to tiredness, musculoskeletal discomfort, and rising sedentary risk factors—but active design can ~~turn back~~ [reverse] these harms. A systematic review found that the replacement of standard desks with standing desks ~~always~~ [consistently] contributed 59 to 64 minutes of standing per day, while reducing sitting ~~greatly~~ [significantly].

In addition, one controlled trial among 6th graders in Lisbon recorded a 13% decrease in sitting time at school and a 31% increase in standing, which was sustained through a 16-week intervention. Another cross-sectional time-series study in primary school children showed total

sedentary time diminished by ~~some~~ [approximately] 18 minutes/day, replaced by almost 20 minutes more of moderate-to-vigorous physical activity, a notable contribution towards daily activity recommendations.

~~But it's not physiology only, learning itself prefers movement.~~ [Beyond physiological benefits, learning itself improves with movement.] Classrooms that incorporate movement breaks or movement-based instruction show heightened engagement, self-regulation, and information retention. Incorporating movement, as an evidence-based practice, promotes public health goals while helping advance academic success.

Educators discover that lessons like mini-breaks, gallery walks, or embodied learning allow students to learn kinaesthetically, and comprehension is increased and focus remains anchored.

~~Besides~~ [Beyond] individual benefits, the shift towards movement classrooms is ~~bigger than a mere individualized move~~ [more significant than individual improvements alone]. When standing or movement desks are normative, classrooms implicitly broadcast that learning is a ~~body activity~~ [physical activity], rather than something one sits through passively. Students carry with them the message that attention, flexibility, and adapting matter, not just mentally, but physically.

~~Naturally, there is one caveat~~ [However, one important consideration remains]: ~~new large-study research warns that extended standing still can be circulatory risks, i.e., varicose veins or deep-vein thrombosis~~ [recent large-scale research warns that extended standing can pose circulatory risks, such as varicose veins or deep-vein thrombosis].

The answer, then, is not static standing, but repeated movement throughout the day. Classrooms with flexible, activity-encouraging furniture encourage learners to move naturally, swaying, pacing, crouching, thus reaping benefits without negative effects.

#3 ~~Last~~ [Finally], replacing static desks with movement or standing workstations is not ~~an easy re-design, it's re-designing learning itself~~ [simply redesigning furniture—it's redesigning learning itself]. In ~~those~~ [these] classes, attention doesn't drift, it's grounded in the body. Brain function is improved. Health is enhanced. ~~And the classroom is reborn as a theater of active, embodied learning, where every shift of posture engages the brain, every movement is synced with health, and every student learns the forceful truth: knowledge grows in motion.~~ [The classroom is reborn as a theatre of active, embodied learning. Each shift of posture engages the brain, every movement synchronises with health, and every student learns this powerful truth: knowledge grows in motion.]