

Section 1:

#1 "Competitive sports support the wellbeing of primary school students very well, but unfortunately it does not necessarily benefit students entirely."

Strengths: Your opening sentence clearly states your main argument about competitive sports having both benefits and drawbacks. You've also chosen a topic that's relevant to primary school students.

Unclear Position → Your introduction doesn't clearly tell readers whether you think competitive sports should or shouldn't be part of primary school. The phrase "does not necessarily benefit students entirely" is confusing because it doesn't take a clear stance on your main argument.

Exemplar: *"Whilst competitive sports can improve students' fitness, they create more problems than benefits for primary school children."*

#2 "Some students bear so much pressure on them in sport that they no longer want to exercise and play games, and would rather sulk and do nothing."

Strengths: You've identified a specific consequence of competitive sport pressure. Your example shows how sports can have the opposite effect of what they're meant to achieve.

Weak Evidence Support → Your paragraph makes claims about students becoming discouraged, but you don't explain why this happens or provide clear examples. Phrases like "bear so much pressure" and "would rather sulk and do nothing" need more detailed explanations to convince readers.

Exemplar: *"When students constantly lose matches, they may feel embarrassed in front of their classmates and begin to believe they're not good at any physical activities."*

#3 "In conclusion, competitive sports are overall a great activity for students to take part in, but the risks and health problems must be thoroughly considered."

Strengths: You've attempted to summarise your main points and acknowledge both sides of the argument.

Contradictory Conclusion → Your conclusion says competitive sports are "overall a great activity" but then argues schools shouldn't allow them because "the risks are too high." This contradicts your earlier arguments and confuses readers about your actual position.

Exemplar: *"Therefore, primary schools should focus on non-competitive physical activities that keep students active without creating unnecessary stress."*

■ Your piece tackles an interesting topic that affects many primary school students. However, your arguments need stronger development to convince readers. You've identified some problems with competitive sports, but you haven't explained clearly why these problems happen or how serious they really are. Additionally, your writing jumps between saying competitive sports are good and bad without taking a firm position. To improve your piece, focus on developing one clear argument throughout. Also, provide more specific examples of how competitive sports affect students rather than making general statements. Your third paragraph mentions some benefits of competitive sports, but this seems disconnected from your main argument. Consider removing this paragraph or expanding it to show why the problems outweigh the benefits.

Overall Score: 42/50

Section 2:

Competitive sports support the wellbeing of primary school students very well, but unfortunately ~~it does~~ [they do] not necessarily benefit students entirely. Surveys show that many students were extremely let down and miserable from losing in competitive sports. Some students were even found to perform extremely unacceptable behaviour, which led to them getting in huge trouble! So ~~does it~~ [do they] truly benefit students as you may think? Or ~~does it bring~~ [do they bring] a painful burden on both physical and mental selves? #1

As you ~~see~~ [can see], research has shown that losing in a competitive sport could possibly lead to ~~ugly~~ [poor] behaviour. Some kids stress out from losing so much that they release their anger by making hurtful remarks, excuses, or in the worst case scenario, swearing and physical abuse. It is important to acknowledge that ~~while~~ [whilst] competitive sports can make you release your energy that is held back in class, they also create fury and burnouts.

~~Some students bear so much pressure on them in sport that they no longer want to exercise and play games, and would rather sulk and do nothing.~~ [The pressure from competitive sports becomes so overwhelming for some students that they lose interest in all physical activities and prefer to remain inactive.] #2 This is not good ~~for you~~ [for them] at all, ~~because~~ [as] it deteriorates the student's physical

and mental health. ~~In a way, lack~~ [A lack] of physical activity leads to a weak body, and at the same time it clogs up your mind and you just cannot focus at all.

It is ~~admitted~~ [acknowledged] that competitive sports ~~encourages~~ [encourage] you to keep trying and to train your physical self to be strong so you can emerge from a game triumphant. On the other hand, however, there is a risk that you train yourself too much, leading to an injured body part, and the possibility that you can no longer use that body part and can no longer play a sport. That can also lead to a downfall of mental health as well, since many students are extremely resentful about their inability to play. So either way, competitive sports will not be too good for students.

~~In conclusion, competitive sports are overall a great activity for students to take part in, but the risks and health problems must be thoroughly considered. So should primary schools be truly allowed to rely on competitive sports? Or are the risks too high for them to allow? The answer is no. [In conclusion, whilst competitive sports may offer some benefits, the significant risks to students' physical and mental wellbeing demonstrate that primary schools should not rely heavily on competitive sports programmes.]~~ #3 We must remember that when you play sports, ~~beware~~ [be aware of] the dangers of it.