

## Section 1:

### #1: Introduction (First paragraph)

#### Strengths:

- Your opening uses vivid, sensory details that create two contrasting scenes, helping readers immediately feel the difference between being tired and well-rested.
- You've established a clear position right from the start, making it easy for readers to understand what you're arguing for.

**Unclear Purpose of Comparison:** → Your introduction presents two morning scenes beautifully, but the connection between these scenes and your main argument about school start times could be stronger. While you describe the feelings, you don't clearly explain that the first scene represents current early school mornings and the second represents what mornings could be like with later school starts. This leaves readers working out the link themselves. Phrases like "You could feel the difference, couldn't you?" assume readers understand what causes each scenario, but this isn't stated directly.

**Exemplar:** *"The first scene shows what happens when students must wake early for school. The second shows what mornings could look like if schools started later, giving everyone the sleep they need."*

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### #2: Second body paragraph (Physical health paragraph)

#### Strengths:

- You've included specific sleep recommendations for different age groups, which adds useful information to support your point.
- The example of Emily Ti and her mum's quote makes your argument more personal and relatable.

**Unsupported Broad Claims:** → Your paragraph makes a large jump from one student's experience to claiming the entire student body has transformed. You write that the change has affected "her and the entire student body," but you've only provided evidence about Emily. You also state "Instead of shivering, bony children, we could have well-fed, healthy students," but being tired doesn't necessarily

mean students are "shivering" or "bony," and getting more sleep doesn't directly make them "well-fed." These connections need clearer explanation about how sleep specifically affects these outcomes.

**Exemplar:** *"Getting enough sleep helps students have more energy throughout the day. When Emily's school started later, she went from 5 hours to 11 hours of sleep. Her mum noticed she became much more active and energetic."*

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### #3: Third body paragraph (Emotions paragraph)

#### Strengths:

- You've used another comparison technique to help readers visualise the difference between tired and well-rested students.
- Your paragraph connects emotions back to academics, showing how your points work together.

**Missing Connection Between Examples and Argument:** → Your paragraph asks readers to imagine a boy and a girl with different moods, but you never explain that their different sleep amounts cause these different emotions. The boy could be "angry and snappy" for many reasons, and the girl could be "bubbly and cheerful" for many reasons too. You write "By starting school early, we deny our children the opportunity for this joy," but you haven't shown how early school start times specifically create the angry boy or how later start times specifically create the cheerful girl. The link between school timing and these emotions needs direct explanation.

**Exemplar:** *"Students who don't get enough sleep because school starts too early often feel grumpy and frustrated. In contrast, students who are well-rested because their school starts later tend to feel happier and more positive throughout the day."*

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■ Your piece presents a passionate argument for later school start times, and you've structured it around three clear benefits: education, physical health, and emotions. Your use of imagery and examples shows creative thinking. However, your writing would become much stronger if you focused on making clearer connections between your evidence and your claims. For instance, when you mention the Stanford University study, you present impressive numbers (37% higher grades), but you don't explain *why* more sleep leads to better grades—does it improve memory, concentration, or something else? Additionally, several of your statements jump to conclusions without showing the

steps in between. When discussing physical health, you describe students as "shivering, bony children," but tiredness and being underweight are different issues. Think about being more precise: how exactly does sleep affect health? Your emotional wellbeing section would also benefit from directly stating that sleep deprivation causes poor moods, rather than asking readers to make this connection themselves. Furthermore, your evidence relies heavily on just two examples (the Stanford study and Emily Ti), so adding more varied evidence would strengthen your argument. Try taking your second paragraph and expanding it: after mentioning sleep recommendations, explain what happens to children's bodies when they don't get enough sleep—perhaps their immune systems weaken, or they struggle with coordination. These specific details would make your argument more convincing and harder to disagree with.

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**Overall Score: 45/50**

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## **Section 2:**

**#1** Should ~~school~~ [schools] start later to allow more sleep? Try to listen to this. The shrill shriek of an alarm clock, its only goal to wake you complete. A grunt from a parent in the kitchen, packing your bag, lilac rings under their eyes. An exhausted yawn, your limbs drawing towards the blanket, and reluctantly pulling back. Now listen to this. The sweet, melodic chirp of an alarm clock, trying to coax you awake. A call from a parent in the kitchen, packing your bag, face relaxed and lips pursed into a smile. A contented sigh, your limbs slowly shimmying off the bed. You could feel the difference, couldn't you? The tired, drowsy morning, and the well-rested, peaceful morning. And you could tell which one you liked more, right? You would be able to sleep like that every single day, for every week, if we convince schools to start later and give students more time for sleep. Doing this isn't just helpful – it's a necessity. It is obvious and perceptible; the aspects of education, physical health and raw emotions demonstrate it clearly.

To begin, one of the primary reasons ~~of~~ [for] this change is ~~the~~ [improved] education. Attempting a test while you yearn for a pillow and a fluffy blanket is nearly impossible, let alone getting a good score. In 2023, a study conducted by Stanford University collected data over a ~~3-year-long~~ [three-year] period from over 200 schools ~~from~~ [in] multiple ~~states~~ [locations], such as Beijing, China,[;] Tasmania, Australia,[;] and Myanmar, South East Asia. They all seemed to have similar results. According to the local schools, children who went to schools with this change implemented had 37% higher grades than those who didn't. Additionally, students reported feeling more calm and confident in the tests, even

without studying weeks before ~~it~~ [them]. However, the other students said that they felt pressured and troubled by these exams, feeling an urge to ~~research~~ [revise] for the days building up to the test. Therefore, we must allow ~~school~~ [schools] to start later, as it directly affects education for students. There is no excuse any longer. We mustn't delay the change which could bring an academic miracle to schools. But the benefits don't stop at grades — they reach into our very bodies.

**#2** Secondly, it can influence physical health. Children in kindergarten need around 10-13 hours of sleep, while students in ~~year~~ [Year] 6 should have 9-12 hours each day. We can promote healthy sleeping habits for all ages by starting school later. ~~12-year-old~~ [year-old] Emily 'Ti, a student whose school has addressed the problem of lack of sleep has gone from 5 hours of sleep each day to a solid 11 hours. ~~It's like our daughter's transformed~~ ["It's like our daughter's transformed"], Mrs 'Ti said. "She used to be so, so tired. Now, it's like Emily's made of rubber! Our darling is so active, ~~[,] it's incredible how much the change has affected her and the entire student body~~ ["."] This shows the enormous aid that the switch could provide for our students and teachers, too. Instead of shivering, bony children, we could have well-fed, healthy students. The change is now. However, there is another point that can't be ignored – emotions.

**#3** Finally, it can influence emotions and the way we experience school. Imagine this: a boy, angry and snappy. A permanent frown etched on his face, and yawns in class constantly. Now, ~~envision~~ [imagine] this: a girl, bubbly and cheerful. She laughs and giggles, and rarely yawns. Who do you think you would like to be with? Obviously the girl, right? But what if you could have an entire environment of people like her, carefree and happy[?] Shouldn't we give our children this joyousness? By starting school early, we deny our children the opportunity for this joy, this merriment. Must we take it away? No, we have to let them keep it, just as we would like in their place. This, in turn, benefits academics, as previously mentioned. This can also contribute to a more connected school community. This change is not just optional – it's our destiny.

To summarise, starting school later benefits students in every way — it improves learning, strengthens physical health, and nurtures emotional wellbeing. Imagine classrooms filled with alert, happy, and engaged students, ready to learn and connect with one another. This change isn't optional or a small convenience; it's essential. By allowing students the sleep they need, we are giving them the chance to thrive, grow, and experience school at its best. The time to act is now — for their minds, their bodies, and their joy.