

### Section 1:

**#1** "Pets make us happy and calm, and having them at school would make learning even more fun."

Strengths: Your opening clearly states your main argument and connects pets to positive emotions. You've made a direct link between pets and improved learning experiences.

Weakness: Lack of supporting evidence → You've made a claim about pets making learning "more fun" but haven't explained how this would actually work in practice. What specific ways would pets enhance learning activities? Your argument would be stronger with concrete examples of how pets could be integrated into lessons or classroom activities.

Exemplar: *"Pets could help us learn by allowing us to practice reading aloud to them, which helps build confidence, or by teaching us about animal behaviour during science lessons."*

**#2** "Although some may argue pets would be distracting, we could have special 'pet zones' where pets can stay when we are in class."

Strengths: You've acknowledged a counterargument, which shows balanced thinking. Your proposed solution of "pet zones" demonstrates problem-solving skills.

Weakness: Insufficient detail in counterargument response → You've identified the distraction concern but haven't fully addressed how your solution would actually prevent disruptions. The explanation of how "pet zones" would function during different parts of the school day remains unclear, and you haven't considered other potential problems like allergies or fear of animals.

Exemplar: *"The pet zones would have trained supervisors and would be soundproofed areas away from classrooms, ensuring pets remain calm and students can focus on their lessons without interruption."*

**#3** "Students without pets could bring a photo or stuffed animal, or even spend time with a friend's pet as long as they have permission."

Strengths: You've shown consideration for inclusivity by thinking about students without pets. Your suggestion shows empathy and problem-solving.

Weakness: Superficial solution to inclusion → Your alternatives of photos and stuffed animals don't provide the same experience as interacting with real animals, which undermines your main argument

about the benefits of pets. Additionally, the suggestion about sharing friends' pets lacks practical details about supervision, safety, and fairness.

Exemplar: *"Students without pets could partner with local animal shelters to meet therapy animals, or the school could arrange for special guest animals that everyone could interact with safely."*

■ Your piece shows good persuasive writing structure with a clear position and acknowledgement of opposing views. However, your arguments need more depth and practical details to be truly convincing. You've identified benefits like happiness and responsibility but haven't explained specifically how these would improve education. Additionally, your solutions to potential problems need more thorough development. Consider expanding on how your pet day would actually work in practice - what would happen during different lessons, how would safety be ensured, and what backup plans would exist? Also, think about strengthening your examples by explaining exactly how pets would enhance specific subjects or activities. Your enthusiasm for the topic comes through clearly, which is excellent for persuasive writing, but now you need to match that passion with solid, detailed reasoning that addresses practical concerns more thoroughly.

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**Overall Score: 39/50**

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## **Section 2:**

### **To Principal**

Wouldn't it be amazing if we could bring our pets to school for one special day? **#1** Pets make us happy and calm, and having them at school would make learning even more fun. **#2** Although some may argue pets would be distracting, we could have special "pet zones" where pets can stay when we are in class. Teachers and parent volunteers could help keep everything **organized** [organised] so it's not too noisy. ~~As well as this,~~ [Furthermore,] we would learn to be more responsible by taking care of our pets during the day. Some people might say not everyone has a pet, but we can work around that. **#3** Students without pets could bring a photo or stuffed animal, or even spend time with a friend's pet as long as they have permission. That way, everyone feels included. What better way to learn kindness, sharing, and responsibility than by spending a day with our cute pets? A pet day could also include fun activities like a pet talent show or drawing our pets in art class. So let's make it happen. Spend time

thinking about it. Talk to staff members and parent volunteers. Let's all work together to make "Bring Your Pet to School Day" a real thing!

From a random student at this school