

Section 1:

#1 (Introduction and first body paragraph: "I definitely believe creating calm corners are worth it... So, calm corners support learning.")

Strengths: Your opening clearly states your position about calm corners, and you provide a practical example about angry students that readers can easily understand.

Repetitive phrasing → You've used "calm corners" and "support learning" multiple times in a short space without varying your language. The phrase "calm corners support learning" appears three times, making your writing sound repetitive rather than flowing smoothly.

Exemplar: *Instead of repeating "calm corners support learning," you could write: "These spaces enhance the learning environment by helping students regulate their emotions."*

#2 (Second body paragraph: "Additionally, they encourage positive behaviour... Thus, calm corners help with positive behaviour.")

Strengths: You've included evidence from a study to support your point, and you've explained how calm corners connect to improved behaviour in students.

Vague evidence → Your reference to "a study" lacks specific details that would make your argument stronger. You haven't told us who conducted the research, when it happened, or what exactly the students did that showed improvement.

Exemplar: *"According to research conducted by Melbourne University in 2022, 85% of primary students showed improved focus after using designated quiet spaces."*

#3 (Third body paragraph and conclusion: "To end with, they are inclusive for diverse needs... Do you want a calm corner in your classroom?")

Strengths: You've recognised that calm corners benefit students with different needs, including those with autism and ADHD, showing awareness of inclusive education.

Unclear connections → Your explanation of how calm corners help students with autism or ADHD needs more detail. The phrase "diagnosed with symptoms" is confusing, and "they still do the same job" doesn't clearly explain what that job is for these particular students.

Exemplar: *"Students with autism often need quiet spaces to process sensory information, whilst those with ADHD benefit from having a designated area to refocus their attention."*

■ Your piece demonstrates a clear understanding of persuasive writing structure with an introduction, three body paragraphs, and conclusion. You've chosen a practical topic that's relevant to classroom environments. However, your arguments would be stronger with more specific examples and varied sentence structures. Additionally, you could explore deeper reasons why calm corners work rather than simply stating that they do. Try expanding on the psychological benefits - perhaps explaining how emotional regulation affects brain function or describing specific activities students might do in these spaces. Also, consider addressing potential challenges or limitations to show balanced thinking. Your conclusion could be more powerful by summarising your key points before asking the rhetorical question.

Score: 40/50

Section 2:

~~I definitely believe creating calm corners are worth it~~ [I definitely believe that creating calm corners is worthwhile]. ~~They support learning, encourages positive behaviour~~ [They support learning, encourage positive behaviour] and ~~inclusive~~ [are inclusive] for diverse needs. Therefore, ~~clam corners~~ [calm corners] are mandatory for all classrooms.

#1 To begin with, they support learning. ~~In overall time~~ [Overall], calm corners actually increase the learning time, because when ~~the student isn't~~ [a student isn't] ready to learn, calming them down will help them learn ~~easier~~ [more easily]. If you had a student who was extremely angry, teaching them would ~~nearly be~~ [be nearly] impossible. So, calm corners support learning.

#2 Additionally, they encourage positive behaviour. According to a study, students from years 1-6 found it easier to learn after using a calm corner. Calm corners help to calm them down, like their name suggests, to be ready to learn. ~~On that account~~ [For this reason], calm corners help with positive behaviour.

#3 ~~To end with~~ [Finally], they are inclusive for diverse needs. Calm corners aren't only for ~~the un-ready to learn~~ [students who aren't ready to learn], but for people diagnosed with ~~symptoms~~ [conditions], like autism or ADHD. ~~But in a similar manner, they still do the same job~~ [These spaces serve the same

calming function for all students]. Thus, they are also ~~for people diagnosed with symptoms~~ [beneficial for students with diagnosed conditions].

In conclusion, calm corners are not only a tool, they are also an aid to learning. With their learning support, positive behaviour encouragement and inclusion ~~to~~ [of] diverse needs, they are a must-have in all classrooms. Do you want a calm corner in your classroom?