

Section 1

#1: "As an artist, I have been painting for a long time, and I have considered that art is not just fun but can help your hand-eye coordination."

Strengths:

- You've made a personal connection by sharing your own experience as an artist, which helps readers understand why this topic matters to you.
- You've started to introduce a practical benefit of art (hand-eye coordination) beyond just enjoyment.

Lack of supporting detail → Your opening sentence mentions hand-eye coordination, but you haven't explained what hand-eye coordination actually means or given a clear example of how painting improves it. When you make a claim like this, think about what would help your reader picture it. For instance, does painting help because you need to look at something and then carefully move your brush to match what you see? Adding one specific example would make this much stronger.

Exemplar: *As an artist, I have been painting for a long time, and I've learnt that art isn't just fun—it trains your hand-eye coordination by teaching you to look carefully at shapes and colours, then guide your hand to recreate them on paper.*

#2: "Did you know that 8 out of 10 people get a work when they grow up because of art? That's why we need to have more time on art. Would you like to be homeless and be begging food on the street?"

Strengths:

- You're trying to show that art can lead to real jobs, which is a relevant point for your argument.

Unclear connection and extreme comparison → The jump from "8 out of 10 people get jobs because of art" to "would you like to be homeless" is too sudden and doesn't make logical sense. There are many paths to employment, not just art, so the connection isn't clear. Also, the phrase "get a work" should be "get a job" or "find work." Instead of using fear about homelessness, focus on explaining

which specific jobs use artistic skills (like graphic design, animation, architecture, or even surgery where doctors need steady hands). This would make your argument more believable and respectful to your readers.

Exemplar: *Did you know that many careers require artistic skills? Jobs like graphic design, architecture, and even video game creation all rely on the creativity and hand control that art classes develop. That's why we need more time for art at school.*

#3: "Just imagine that you like art and you only have an hour each week at school. You finally have time to let your pencil weave its artistry across the page... Your happiness burst through by sadness, your dreams shattering."

Strengths:

- Your descriptive language creates a vivid picture of how it feels to be interrupted during art class, using phrases like "pencil weave its artistry" and "brain dancing with ideas."
- You've tried to help readers imagine themselves in this situation, which can be an effective persuasive technique.

Grammatical errors and unclear sequence → There are several grammar problems here that make your meaning confusing. "Burst through by sadness" doesn't work—you might mean "burst and replaced by sadness" or "interrupted by sadness." Also, you've written "Bring!" for the bell sound, but "Ring!" would be the correct word. The phrase "on the last second" should be "in the last second" or "at the last moment." Whilst the emotional description is creative, you've spent quite a lot of space on the feeling but haven't connected it back to your main point about why more art time would actually help students learn important skills.

Exemplar: *Imagine you're working on your artwork, carefully adding the final details, when suddenly—ring! The bell interrupts you. This happens every week because we only have one hour for art. With more art time, students could properly finish their projects and develop the patience and focus needed for many real-world tasks.*

■ Your piece shows that you care deeply about art and want to convince others that schools need more art time. You've included some good ideas, particularly about hand-eye coordination and how art

might connect to jobs. However, your argument would be much stronger if you developed your points more fully. Right now, you make claims (like the statistic about 8 out of 10 people) without explaining where this information comes from or how it works. Your readers will be more convinced if you give clear examples—for instance, you could name two or three specific careers that use artistic skills, or describe exactly how painting improves hand-eye coordination in a way that helps with other activities.

Additionally, your piece jumps between different ideas quite quickly. You mention professional skills, sports, and health and safety, but you don't explain any of these connections clearly. Choose your two or three strongest points and spend more time on each one. For example, if you believe art helps with sports, explain which sports benefit and why. Does drawing help tennis players track the ball? Does sculpture help with grip strength? These specific details make arguments more believable.

Your emotional appeal in the final paragraph is creative, but it focuses mainly on feelings rather than reasons. Whilst it's good to help readers imagine the situation, you should then connect those feelings back to learning. For instance, after describing the frustration of being interrupted, explain what skills students miss out on developing when art time is too short. You could also strengthen your opening by clearly stating your main argument in the first paragraph, then using each following paragraph to prove one specific point. This structure helps readers follow your thinking more easily. Finally, check your grammar carefully, especially with phrases like "get a work" (should be "get a job") and "burst through by" (which needs correcting). Clear grammar helps your good ideas shine through.

Overall Score: 40/50

Section 2

~~We should have extra art.~~ [#1 Schools should provide more time for art lessons.] As an artist, I have been painting for a long time, and I have considered that art is not just fun but can help your hand-eye coordination. It helps us with everyday activities, ~~helps us learn~~ [teaches us] professional skills, ~~do some sport~~ [supports sporting abilities,] and ~~learn~~ [develops our understanding of] health and safety. Well, how does it help our safety and health? Hand-eye coordination is useful in safety because quick, accurate responses, rehabilitation and more are safety things and include hand-eye coordination. ~~Did you know that 8 out of 10 people get a work when they grow up because of art?~~ [#2 Did you know

that 8 out of 10 people find employment in careers that require artistic skills when they grow up?]
That's why we need to have more time ~~on~~ [for] art. Would you like to be homeless and ~~be~~ begging ~~food~~
[for food] on the street? Of course not, so we need to have more time ~~on~~ [for] art. Do you like art? I
like it. ~~Just imagine that you like art and you only have an hour each week at school.~~ [#3 Imagine that
you love art but only have one hour each week at school for it.] You finally have time to let your pencil
weave its artistry across the page. You just can't stop smiling, your brain dancing with ideas and
bounding in creative glee. ~~You are finishing~~ [You're finishing] your masterpiece ~~and on the last second,~~
~~Bring!~~ [and in the final second—ring!] The school bell. ~~Your happiness burst through by sadness, your~~
~~dreams shattering.~~ [Your happiness bursts and is replaced by sadness, your dreams shattering.] That's
why we need more time ~~on~~ [for] art too.