

Section 1

#1: "Should we add an extra art lesson each week? Yes, There might be too much people in the class and there won't be any space..."

Strengths:

- You've clearly stated your main argument right at the beginning, which helps your readers understand your position straight away.
- You're thinking about practical problems like classroom space, showing you've considered real challenges.

Unclear reasoning → Your writing jumps from saying "Yes" to immediately listing problems without explaining how these problems support adding more art lessons. When you write "Yes, There might be too much people in the class," it's confusing because having too many people sounds like a reason *against* more art, not for it. Your readers need to see how the overcrowding problem connects to your solution of adding another class time.

Exemplar: *Should we add an extra art lesson each week? Yes, we should. Currently, our art classes are overcrowded with too many students, which creates problems like limited space and excessive noise...*

#2: "If you don't do this quickly, your child will be left behind."

Strengths:

- You're trying to show why this matters urgently to your readers.

Missing connection → This sentence appears suddenly without explaining what "left behind" actually means or how it relates to art classes. Your readers won't understand how missing an extra art lesson would cause a child to fall behind. What skills would they miss? How would splitting the class prevent this? You need to build a bridge between the problem you've described and this warning to make your argument convincing.

Exemplar: *Without this change, students won't receive the individual attention they need to develop their artistic skills properly, which means they'll miss opportunities to build their creativity.*

#3: "Did you know that if you do art regularly, you will increase your creativity by 41%."

Strengths:

- You've included a specific statistic to support your point, which can make arguments stronger.
- You're connecting art to creativity, which is an important benefit.

Insufficient development → You've provided a percentage, but you haven't explained where this number comes from or what it actually means in practice. Your readers might wonder: 41% compared to what? How was this measured? More importantly, you've placed this important point at the very end as a single sentence, when it could be developed into a full paragraph explaining the benefits of art education. This makes your whole argument feel rushed and incomplete.

Exemplar: *Research shows that students who participate in regular art lessons develop stronger creative thinking skills. This means they become better at solving problems in new ways and thinking outside the box, skills that help them in all their school subjects.*

■ Your writing shows you're thinking about a real problem in your school, which is an excellent starting place for persuasive writing. However, your piece needs much stronger organisation and clearer connections between your ideas. Right now, you've listed several points – overcrowding, storage problems, noise, a statistic about creativity – but they feel scattered rather than building on each other. Your opening paragraph tries to do too much at once: it asks a question, answers it, then immediately lists problems without explaining how they support your answer. This leaves your readers confused about whether you're arguing for or against more art lessons.

Additionally, your personal experience in the middle of the piece is valuable, but it needs more detail to be convincing. Instead of just mentioning that too many people were talking, describe what happened to your artwork or learning because of this problem. Help your readers picture the situation. Your statistic about creativity appears only at the very end, but this could be one of your strongest points if you developed it properly. Consider reorganising your writing so each paragraph focuses on one clear reason: first, explain the overcrowding problem and your solution; second, share your detailed personal experience; third, discuss the creativity benefits with proper explanation of what the research means.

Also, think about your audience – you're writing to convince someone (perhaps parents or school staff?) but you haven't made it clear how this change would specifically help. Finally, your writing needs careful proofreading for grammar issues like "too much people" (should be "too many people") and sentence fragments that make your ideas harder to follow.

Overall Score: 37/50

Section 2:

~~Howdy there readers!~~ [Dear readers,] Should we add an extra art lesson each week? Yes, There[. Currently, there are] ~~might be too much~~ [too many] people in the class~~and~~ [, which means] there ~~won't be~~ [isn't] any space, we[. We also] need more room to keep our storage in class, there[. Additionally, there] ~~will be~~ [is] too much ~~noises~~ [noise] when people speak. ~~If you don't do this quickly, your child will be left behind.~~ [Without addressing these issues promptly, students won't receive the quality art education they deserve.] #1 I have experienced this ~~happen~~ [first-hand] in my class, there[. There] were too ~~much~~ [many] people who kept talking~~and~~ [, and] I could not focus. #2 If we add one more class, [time,] we can split half of the class so ~~half of the class~~ [one group attends] on ~~first~~ [the first] day, second half [and the other group attends] on ~~second~~ [the second] day. #3 Did you know that if you do art regularly, you will increase your creativity by 41%? [?] This is why we need more art classes in ~~the~~ [our] school.