

Section 1

#1: "When physical activity is used as a break from academic learning time, post engagement effects include better attention and increased on-task behaviours. (Grieco et al, 2009; Bartholomew and Jowers, 2011). It also Improves Academics – Studies have shown that higher amounts of recess result in higher academic performance and higher test scores."

Strengths:

- You've included research citations to support your claims, which adds credibility to your argument
- The connection between physical activity and academic benefits is clearly stated

Lack of explanation for younger readers → Your writing uses terms like "post engagement effects" and "on-task behaviours" that might be difficult for your audience to understand. These phrases sound quite formal and could confuse readers who aren't familiar with educational terminology. When you write for primary-aged students, it's helpful to explain ideas in simpler language that everyone can follow easily.

Exemplar: *"When students are active during breaks, they find it easier to pay attention and stay focused when they return to class."*

#2: "Physical activity expedites the delivery of oxygen to the brain, which leads to much better overall performance in our daily lives."

Strengths:

- You've attempted to explain the science behind why physical activity helps us
- The sentence connects physical activity to everyday life

Vague and unsupported claim → Your phrase "much better overall performance in our daily lives" is too broad and doesn't specifically connect back to the main topic about recess and lunch breaks. What kind of performance are you referring to? Your writing would be stronger if you explained exactly how

this relates to what happens at school during recess time, rather than making a general statement about daily life.

Exemplar: *"Physical activity increases oxygen flow to the brain, which helps students think more clearly and solve problems more effectively during lessons."*

#3: "I always look forward to my recess and lunch in my school days."

Strengths:

- You've added a personal connection to the topic
- The sentence shows your genuine interest in the subject

Weak and undeveloped conclusion → Your final sentence adds a personal touch but doesn't properly sum up the main points you've discussed in your writing. A conclusion should remind readers why the topic matters and tie together your key ideas about health, academic performance, and social connections. Your current ending feels rushed and doesn't give your writing the strong finish it deserves.

Exemplar: *"By protecting recess and lunch breaks, schools can help students grow into healthier, more focused learners who are better prepared for both classroom challenges and life beyond school."*

■ Your piece presents important information about why recess and lunch breaks matter at school. You've chosen a topic that affects every student's day, and you've gathered research to support your ideas. However, your writing needs more development to truly convince readers. Right now, you jump quickly from one point to another without fully exploring each idea. For example, when you mention stress reduction and social connections, you don't provide specific examples of what this looks like during recess. Think about adding real situations that readers can picture in their minds—perhaps describing how students playing together learn to share and cooperate, or how running around the playground helps release nervous energy before a test. Additionally, your paragraphs would flow better if you used more connecting words between sentences. Words like "furthermore," "in addition," or "as a result" help readers follow your thinking from one idea to the next. Your introduction paragraph could be shortened and made clearer by removing the long sentence about oxygen delivery and saving scientific explanations for the body of your writing. Consider reorganising your second paragraph to

separate the health benefits from the academic benefits into two distinct sections, which would make your argument easier to follow and more convincing.

Overall Score: 38/50

Section 2

#1 Have you ever wondered what happens when you stay active during lunch and recess? When physical activity is used as a break from academic learning time, ~~post-engagement~~ [students returning to class show] effects ~~include~~ [such as] better attention and increased ~~on-task behaviours~~ [focus on their work]. (Grieco et al [.] 2009; Bartholomew and Jowers, 2011). ~~It also Improves Academics—Studies~~ [Additionally, studies] have shown that higher amounts of recess result in higher academic performance and higher test scores. Physical activity ~~expedites the delivery~~ [increases the flow] of oxygen to the brain, which ~~leads to much better overall performance in our daily lives~~ [helps students think more clearly and learn more effectively].

#2 Recess and lunch ~~provides~~ [provide] an essential break from the structured and demanding classroom environment. ~~It gives~~ [These breaks give] children time to move, play [,] and interact freely, which helps reduce stress and recharge their energy. This unstructured time improves focus, ~~behavior~~ [behaviour]; [,] and engagement when students return to class. Research shows that regular recess supports better concentration and academic performance, making it a vital part of the school day—not just a break from learning, but a way to support it. (<http://www.pennfoundation.org>.)

#3 In conclusion, recess and lunch are important opportunities for students to develop in multiple ways. Encouraging physical activity during these breaks helps students stay healthier, perform better in school [,] and build stronger social connections. ~~I always look forward to my recess and lunch in my school days.~~ [By protecting these valuable break times, schools support students in becoming healthier, more focused learners who are better prepared for academic success.]