

Section 1

#1: "Imagine that your sleep has drastically reduced because of your parents, more because of the exam that's on Friday. Every second you study you become even more tired. You realise why, the lack of sleep."

Strengths:

- Your opening uses second-person "you" which directly connects with your reader
- You create a relatable scenario that many students experience

Vague causation → Your opening mentions "because of your parents, more because of the exam" but this creates confusion. Are the parents causing the sleep loss, or is it the exam preparation? The phrase "more because of" doesn't clearly explain how these two factors relate to each other. When you write persuasive pieces, your reader needs to understand exactly what problem you're addressing from the very beginning.

Exemplar: *"Imagine studying late into the night for Friday's exam whilst your parents insist you revise even longer. Every second you study, you become more exhausted. You realise the problem: severe lack of sleep."*

#2: "A recent study found that 89% of the students in high school are failing the early annual exams due to the lack of sleep. The lack of sleep increases stress and anxiety, no relax time and even fainting!"

Strengths:

- You attempt to use evidence to support your argument
- You list multiple consequences of sleep deprivation

Incomplete sentence structure → The phrase "no relax time" doesn't fit grammatically into your sentence. You've written "increases stress and anxiety, no relax time and even fainting" but "no relax time" isn't something that sleep deprivation "increases"—it's a separate consequence. Your list mixes

different types of effects without proper connection, making it difficult for your reader to follow your reasoning.

Exemplar: *"The lack of sleep increases stress and anxiety, reduces time for relaxation, and can even cause fainting!"*

#3: "Speaking of life long passion, many students have wishes to be a doctor, teacher, mathematician, sports player, business person, and so much more! If this is cut short, people might be broke, which could lead to being homeless."

Strengths:

- You connect sleep problems to long-term life goals, showing bigger consequences
- Your variety of career examples helps readers see this applies to many different futures

Logical gap in reasoning → Your writing jumps from "passions being cut short" directly to "being broke" and "homeless" without explaining the steps in between. How exactly does losing sleep during school years lead to these extreme outcomes? Your reader needs to understand the connection: does lack of sleep cause poor exam results, which leads to limited career options, which then affects income? Right now, the link feels too sudden and unclear.

Exemplar: *"If poor sleep causes you to fail your exams, you might not gain the qualifications needed for your dream career. This could limit your job choices and make it harder to earn enough money to support yourself comfortably."*

■ Your piece tackles an important topic that matters to students, and you clearly care about warning your readers of the dangers of sleep deprivation. However, your argument would be much stronger if you developed your ideas more fully. Right now, you make several claims—like the 89% statistic and the connection between sleep loss and suicide—but you don't explain *how* or *why* these things happen. Your reader needs you to build a clear pathway showing how lack of sleep leads to each consequence you mention. Additionally, your conclusion feels rushed. You've spent the whole piece warning about dangers, but then you simply say "don't cut your sleep" without offering any practical solutions. What should students actually *do* if their parents pressure them to study instead of sleep? How can they balance exam preparation with rest? Your writing would benefit from adding a paragraph that gives realistic strategies, such as creating a study schedule, talking to parents about sleep needs, or seeking

help from teachers. Also, look at how your paragraphs connect to each other. The phrase "Speaking of life long passion" tries to link paragraphs, but the previous paragraph was about hospital visits and hobbies, not passions. Stronger connections between your ideas will help your argument flow more smoothly from start to finish.

Overall Score: 40/50

Section 2

~~#1 Imagine that your sleep has drastically reduced because of your parents, more because of the exam that's on Friday.~~ [Imagine studying late into the night for Friday's exam whilst your parents insist you revise even longer.] Every second you study you become even more tired. You realise why, the[: the] lack of sleep. Does this sound healthy to you?

~~#2 A recent study found that 89% of the students in high school are failing the early annual exams due to the lack of sleep. The lack of sleep increases stress and anxiety, no relax time and even fainting!~~ [The lack of sleep increases stress and anxiety, reduces time for relaxation, and can even cause fainting!] If this happens[,] you will have to be rushed to the hospital[—]that can't be good at all. You will miss out on your hobbies, fun time, and even your ~~life long~~ [lifelong] passion!

~~#3 Speaking of life long~~ [lifelong] passion, many students have wishes to be a doctor, teacher, mathematician, sports player, business person, and so much more! ~~If this is cut short, people might be broke, which could lead to being homeless.~~ [If poor sleep causes you to fail your exams, you might not gain the qualifications needed for your dream career, which could limit your job choices and make earning a stable income more difficult.] They could be so sad that ~~might~~ [they might] even commit suicide! Experts have said that 39% ~~who~~ [of those who] are extremely sad commit suicide! 'What?!' ~~You~~ [you] may say, but you're not alone.

Ultimately, you can still do dedicated studies, studying your hardest with full conviction, but remember this[:] don't cut your sleep because of studies or because of your parents. Don't you like to have a rest?

Seriously yours, Agasthya Sawant