

Section 1

#1: Opening Paragraph "Imagine it's a Friday afternoon. You stroll happily out of school alongside your friends, planning for the weekend. Jack says, 'Sorry, I have homework.' So does John. Your shoulders sag with despair. Walking home silently, controlled by the same work that was supposed to support you."

Strengths:

- Your narrative hook effectively draws readers into a relatable scenario that immediately establishes the emotional stakes of your argument.
- The contrast between the joyful Friday afternoon and the disappointment creates an emotional connection with your audience.

Weakness: Fragmented Sentence Structure → Your opening contains several short, choppy sentences that disrupt the flow of your narrative. Phrases like "So does John" and "Walking home silently" feel disconnected from the surrounding context. The transition from the dialogue to your reflection needs smoother connections to help readers follow your train of thought more naturally. Consider combining related ideas into more cohesive sentences that build upon each other.

Exemplar: *"Imagine it's a Friday afternoon, and you stroll happily out of school alongside your friends whilst planning for the weekend. When Jack apologises because he has homework—and John echoes the same—your shoulders sag with despair as you walk home silently, controlled by the very work that was supposed to support you."*

#2: Third Paragraph "Furthermore, it leads to inequality. Not the economic type. The academic type. Yes, honest work rewards honest grades, but those who do not value academics at the same level, focusing more on extracurriculars or socialization will suffer in the format of the basic subjects."

Strengths:

- Your attempt to address inequality demonstrates awareness of broader social implications beyond individual student experiences.
- The distinction between economic and academic inequality shows nuanced thinking about different types of disadvantage.

Weakness: Unclear Logic and Vague Terminology → Your argument about "academic inequality" lacks clarity and specific support. The phrase "suffer in the format of the basic subjects" is confusing and doesn't clearly explain what you mean. Additionally, your point about students who "do not value academics at the same level" contradicts your earlier argument—if homework causes harm, why would students who avoid it be suffering? Your logic needs to be clearer about who experiences disadvantage and exactly how homework creates this inequality.

Exemplar: *"Furthermore, homework creates inequality amongst students. Those without quiet study spaces at home or parental support to guide them through difficult tasks face significant disadvantages*

compared to peers with these resources, leading to widening achievement gaps that reflect home circumstances rather than actual ability."

#3: Final Paragraph "The second side of the double-edged sword of homework remains silent, lurking in the shadows. For every benefit or raised grade, there are friends and family sitting in the corner. For every understood concept, there are the endless hours of lost sleep spent with the nightlight on, staring at pieces of paper and hallucinating."

Strengths:

- Your parallel structure ("For every... there are...") creates a powerful rhythm that emphasises the trade-offs you're highlighting.
- The concluding metaphor of the "harmless sheep" effectively reinforces your central warning about underestimating homework's negative effects.

Weakness: Unsupported Exaggeration → Your claim that students spend "endless hours" staring at paper "and hallucinating" lacks credible support and weakens your argument. Whilst you mention earlier that "studies have shown" homework impacts stress and sleep, you don't provide specific evidence or examples. Your conclusion would be stronger if you connected back to concrete research or realistic scenarios rather than extreme imagery that readers might dismiss as unrealistic.

Exemplar: *"For every understood concept, there are the hours of lost sleep as students struggle through assignments late into the night, sacrificing rest that research shows is essential for memory consolidation and academic performance—the very things homework claims to improve."*

■ Your piece presents a passionate argument against homework, but it needs stronger evidence and clearer reasoning to convince readers. Your opening engages emotionally, yet your middle paragraphs lack the specific examples and logical connections needed to support your claims effectively. Additionally, your structure would benefit from smoother transitions between ideas—your second paragraph, for instance, jumps abruptly from the "other world" scenario to discussing objections without a clear bridge. Your third paragraph about inequality feels underdeveloped and tangential to your main argument about socialisation. Consider focusing each paragraph on one clear point supported by concrete examples or research findings, then explicitly connecting that point back to your thesis about prioritising social development.

Overall Score: 39/50

Section 2

#1 The True Nature Of of Students: ~~Socialization~~ Socialisation Over Segregation

Imagine it's a Friday afternoon. You stroll happily out of school alongside your friends, planning for the weekend. Jack says, "Sorry, I have homework."

So does John. Your shoulders sag with despair. ~~Walking home silently, controlled by the same work that was supposed to support you.~~ [You walk home silently, controlled by the same work that was supposed to support you.] The same papers said to be helping you achieve academic success, restraining your social abilities and restricting your social access. Then there's another world. A world where John and Jack are both free to meet up. The excitement nearly bursts in the air. The chatter loud. The birds humming their song. Laughs ringing out. This is a time where John and Jack didn't have homework, and ~~consequently~~ consequently led to an afternoon of fun and relaxation.

#2 A common objection is the true importance of homework; it is known to ~~consolidate~~ consolidate learning and help academically. But that is the crucial mistake: academics aren't ~~all~~ everything. Children shouldn't be hardwired towards "Get good grades, get good future". Studies have shown that homework isn't just slightly harmful, ; it directly impacts the child's stress, sleep quality and family bonding. John and Jack aren't just losing social time, ; they're losing their peace of mind and clarity as the culprit slowly drains away any energy left ~~of~~ in the child, under the guise of "consolidation".

#3 Furthermore, it leads to inequality. Not the economic type. The academic type. Yes, honest work rewards honest grades, but those who do not value academics at the same level, focusing more on extracurriculars or ~~socialization~~ socialisation will suffer in the format of the basic subjects. This influences their self-esteem, as well as pressuring the student to focus further on academics, slowly forcing more students into the loop. The already established precedent of "Good grades ~~does~~ do not necessarily equal good future" shows there is more to life than sitting at a desk hours at a time, riddling the mind with constant equations and bookwork.

There is a breaking point where homework doesn't live up to ~~its~~ its beneficial name, and the circumstances cause John and Jack's ~~grade~~ grades to deplete instead of the supposed increase, where homework is the gargantuan threat living in silence, and the absence of that gargantuan force is the unrecognised light.

The second side of the double-edged sword of homework remains silent, lurking in the shadows. For every benefit or raised grade, there are friends and family sitting in the corner. For every understood concept, there are the endless hours of lost sleep spent with the nightlight on, staring at pieces of paper and hallucinating. And so is my statement. Inform yourselves of the dangers. For this is no ordinary beast; it is one which is seen as a harmless sheep.