

## Section 1

**#1: Opening paragraph** ("Should buses be supplemented with seatbelts? This is a question that disturbs the minds of every parent, every student, and every driver. Parents send their kids to take the bus every day to go to school. People, as a whole, seem to be very trustful that buses are going to keep them safe. However, are we not doing everything possible to protect them?")

### Strengths:

- Your opening question immediately engages readers and makes them think about the topic.
- You've identified multiple groups affected by this issue (parents, students, drivers), which shows you understand the topic reaches many people.

**Weakness: Unclear pronoun reference** → In your final sentence, "are we not doing everything possible to protect them?" it's unclear who "them" refers to. Does it mean the kids, the parents, the students, or everyone mentioned earlier? This confusion makes your argument less sharp. When you use pronouns like "them" or "they," readers need to know exactly who you're discussing. Clear writing helps your audience follow your ideas without getting lost.

**Exemplar:** *"However, are we doing everything possible to protect our children on their daily journey to school?"*

**#2: Second paragraph** ("Seatbelts have saved lives in cars. Seatbelts have saved lives in airplanes. So, why not on buses? Isn't it true that everyone should be given the same protection regardless of where they are sitting? We need to care for our family members' safety today. It is time for us to take the lead.")

### Strengths:

- Your comparison between cars, aeroplanes, and buses creates a logical pattern that helps readers understand your point.
- The questions you ask encourage readers to agree with your position.

**Weakness: Lack of supporting evidence** → Whilst you mention that seatbelts save lives in cars and aeroplanes, you haven't explained how or why they would work differently on buses. Buses are built differently from cars—they're larger, heavier, and designed with "compartmentalisation" (high-backed seats that protect passengers). Your argument needs to address why buses might need seatbelts despite these existing safety features. Without this information, readers might wonder if you've thought through both sides of the issue.

**Exemplar:** *"Whilst buses are designed with protective seating, seatbelts would provide additional security during sudden stops or accidents, preventing passengers from being thrown forward or into the aisles."*

**#3: Third paragraph** ("It is safer to have a situation if we put on seatbelts. People are also receiving a feeling of safety when they are given the freedom to add seatbelts. By adding seatbelts, we are showing that we care. No one should be worrying about their safety on a bus. No one should be asking if there was more that we could have done.")

### Strengths:

- You've connected safety with emotional wellbeing, recognising that feeling safe matters alongside actual safety.

**Weakness: Vague and unclear language** → The phrase "safer to have a situation if we put on seatbelts" doesn't make sense. What situation are you describing? Your sentence structure here is confusing. Additionally, "receiving a feeling of safety when they are given the freedom to add seatbelts" is muddled—freedom suggests choice, but your argument seems to advocate for required seatbelts. These unclear phrases weaken your persuasive message because readers can't understand exactly what you mean.

**Exemplar: "Installing seatbelts on buses would increase passenger safety during collisions and rollovers, whilst also providing peace of mind for families."**

■ Your piece addresses an important safety topic and uses persuasive techniques like rhetorical questions and emotional appeals effectively. However, your argument would be much stronger if you developed your ideas more fully. Right now, some of your sentences are unclear or incomplete, which makes it difficult for readers to follow your reasoning. Additionally, you need to explain why buses specifically need seatbelts—what dangers do passengers face, and how would seatbelts help? Your third paragraph, in particular, needs clearer language and better sentence structure to communicate your points. Also, your conclusion repeats emotional appeals without adding new information, so consider including a specific call to action or summarising your strongest point there instead.

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**Overall Score: 37/50**

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## Section 2:

**#1** Should buses be ~~supplemented~~ **[equipped]** with seatbelts? This is a question that disturbs the minds of every parent, every student, and every driver. Parents send their ~~kids~~ **[children]** to take the bus every day to go to school. People, as a whole, seem to be very trustful that buses are going to keep them safe. However, are we ~~not~~ doing everything possible to protect ~~them~~ **[our children]**?

**#2** Seatbelts have saved lives in cars. Seatbelts have saved lives in ~~airplanes~~ **[aeroplanes]**. So, why not on buses? Isn't it true that everyone should be given the same protection regardless of where they are sitting? We need to care for our family members' safety today. It is time for us to take the lead.

**#3** ~~It is safer to have a situation if we put on seatbelts.~~ **[Buses would be safer if all passengers wore seatbelts.]** People ~~are also receiving a feeling~~ **[would also feel more secure]** of safety when they ~~are given the freedom to add~~ **[wear]** seatbelts. By adding seatbelts, we are showing that we care. No one should be worrying about their safety on a bus. No one should be asking if there was more that we could have done.

Make the bus safe for everyone. Let's make sure that every trip ends with a smile. If saving lives ~~was~~ **[is]** so simple, why would we still be waiting? Put your seatbelt on and bring ~~the~~ change about today.