

Section 1

#1: Opening paragraph (from "Imagine this..." to "...extracurricular activities")

Strengths: Your opening effectively captures the reader's attention with vivid imagery that helps readers picture a tired student. The creative description of eye bags and the mind "packing its bags" creates a relatable scene for your audience.

Weakness: Insufficient connection between scenario and argument → Your opening scene describes a tired student, but the jump to your thesis statement feels sudden. You describe someone exhausted from school work and then immediately state your position about weekend homework, but you haven't clearly explained how the scenario connects to your three main points. The phrase "Students shouldn't have homework on weekends because..." appears quite abruptly after the descriptive paragraph without a smooth bridge between the story and your argument.

Exemplar: *After describing the exhausted student, you could add: "This exhaustion only worsens when weekend homework piles up, preventing students from recovering properly. Weekend homework should be eliminated because it prevents proper rest, encourages unhealthy coping strategies, and eliminates time for other important activities."*

#2: First body paragraph (from "First, homework prevents..." to "...like zombies")

Strengths: Your paragraph clearly states its main idea at the beginning, making it easy for readers to follow your reasoning. The specific detail about sleep hours decreasing from "nine to eleven hours" to "six to seven hours" helps illustrate the problem.

Weakness: Lack of supporting evidence → Your paragraph makes claims about students sacrificing sleep and becoming "like zombies," but you haven't provided any facts, statistics, or examples to support these statements. Phrases like "students usually sacrifice their sleep" and "teachers seem completely oblivious" are assertions without proof. Your argument would be much stronger if you included specific information about how many students experience this problem or expert opinions about the importance of weekend rest.

Exemplar: *"According to sleep experts, teenagers require nine to eleven hours of sleep per night for proper brain development. However, when students complete weekend homework, many only manage six to seven hours, which affects their concentration and learning ability during the school week."*

#3: Second body paragraph (from "Secondly, homework can make..." to "...rock in water?")

Strengths: Your paragraph attempts to show the serious consequences of excessive homework stress. You make a logical point that if homework causes problems with health and grades, it defeats its own purpose.

Weakness: Underdeveloped causal reasoning → Your paragraph suggests that homework stress leads directly to drug and alcohol use, but this connection needs much more careful explanation. The phrase "kids who don't want to sacrifice their sleep, would most likely turn to drugs or alcohol" makes a very serious claim without explaining the steps between feeling stressed and making such choices. You haven't shown why drugs would be the solution students choose, or what other options they might try first. This reasoning gap weakens your argument considerably.

Exemplar: "Weekend homework creates ongoing stress that can harm students' mental health. When students feel constantly overwhelmed without breaks to recover, they may develop anxiety or lose motivation for learning altogether. This stress affects their ability to focus and perform well in class."

■ Your piece presents a clear position on weekend homework with an organised structure featuring three distinct arguments. However, your writing would benefit significantly from developing each point with more depth and concrete support. Currently, your paragraphs state claims but don't fully explain or prove them with specific details, examples, or logical reasoning. Additionally, some of your transitions between ideas feel abrupt—your paragraphs would flow better if you connected your points more smoothly to show how each idea relates to the others. Also, your conclusion could be strengthened by briefly restating your three main points before making your final recommendation, which would remind readers of your complete argument.

Score: 40/50

Section 2:

#1 → ~~Imagine this, you~~ **[Imagine this: you]** are a student who is drowning in ~~school work~~ **[schoolwork]**. Massive dark eye bags droop from your eyes like dying tree branches. Your mind zones out as the teacher drones ~~about~~ **[on about]** mathematical equations and stuff like that. Your mind is about to shut down before the evil teacher tells everyone ~~they~~ **[she]** gave you homework. Your brain packs its bags and goes on holiday as soon as the humongous stack of paper hits your desk. Students shouldn't have homework on weekends because it prevents proper rest, turns students towards unhealthy coping methods like drugs~~and~~ **[, and]** leaves students without any time for extracurricular activities. [.]

#2 → First, homework prevents proper rest. School was designed to teach you advanced things so you can learn. Five whole days of advanced worksheets and things to do would make your mind crave ~~for~~ a few days of rest. The teachers, on the other hand, seem completely oblivious to your suffering brain and give you even more work to do over the weekends. When a student is trying to finish ~~their~~ **[his or her]** homework, ~~they~~ **[he or she]** usually ~~sacrifice their~~ **[sacrifices his or her]** sleep to do so. Nine to eleven hours of sleep turn into six to seven hours of sleep. Then~~after~~ **[, after]** the weekends, you go to school like zombies.

#3 → Secondly, homework can make students turn towards unhealthy coping methods. Under the stress of homework, kids who don't want to sacrifice their sleep, would most likely turn to drugs or alcohol to

cope with the stress. The drugs can affect the child's health, resulting in even worse academic grades. What's the point of homework when your academic grades are dropping faster than a rock in water?

Lastly, homework leaves no time for extracurricular activities. Five days have already been devoted to education. The last two days were meant to be for interests, hobbies ~~and~~ [, **and**] resting. A whole week has been given to education ~~meaning~~ [, **meaning**] you cannot pursue your interests. Instead, the time given for rest and hobbies has been changed to homework.

In conclusion, schools must recognise that well-rested students with time for their interests will perform better during the week than exhausted students who've spent their weekends completing endless assignments. That means, not giving students homework to do over the weekend.