

Section 1

#1: "Sitting beneath the dull glow of bedroom lamps, students hunch over worksheets long after the school bell has faded into the distance. Pencils tremble between tired fingers, pages stretch endlessly like desert sands, and questions stare back with cold, unblinking eyes."

Strengths: Your opening creates a vivid picture that helps readers imagine the scene clearly. The comparison of pages to "desert sands" works well to show how endless homework feels.

Weakness: Vague Connection Between Ideas → Your sentences describe the scene beautifully, but they don't connect directly to your main argument yet. The imagery focuses heavily on the physical setting without clearly explaining *why* this matters for your argument about homework's harm. The phrases "pencils tremble" and "questions stare back with cold, unblinking eyes" paint a picture, but your reader needs to understand earlier how these details link to mental health, lost time, or poor learning outcomes.

Exemplar: *After describing the scene, you could add: "This nightly struggle leaves students drained, anxious, and unable to enjoy the evenings they deserve—the first sign that homework creates more problems than it solves."*

#2: "A full school day demands hours of concentration, social navigation, problem-solving, and emotional control. By the time students walk through their front doors, their mental batteries are blinking red. Yet homework demands they keep going — pushing through fatigue like runners forced to sprint after crossing the finish line."

Strengths: Your comparison of tired students to exhausted runners is effective and easy to understand. You list specific demands of a school day, which strengthens your point about mental exhaustion.

Weakness: Underdeveloped Explanation → Whilst you state that homework adds pressure to tired minds, you don't fully explain *how* this affects students' mental well-being in practical terms. The phrase "mental batteries are blinking red" tells us students are tired, but your paragraph would be stronger if you explained what happens next—do students become anxious, lose focus in class the next day, or develop negative feelings about learning? Your argument needs these concrete consequences to convince readers.

Exemplar: *"This exhaustion leads to increased anxiety, trouble sleeping, and feelings of being overwhelmed—creating a cycle where students struggle to concentrate the following day and fall further behind."*

#3: "Of course, supporters of homework argue that it builds discipline, responsibility, and academic skills. They claim it strengthens the bridge between school and home. But even if this is true in small, carefully designed doses, the reality many students face is far from balanced."

Strengths: You acknowledge the opposing viewpoint, which shows fairness in your argument. Your phrase "small, carefully designed doses" shows you understand that some homework might work under certain conditions.

Weakness: Weak Counter-Argument → Your response to the opposing view is too brief and doesn't fully explain why the traditional arguments for homework don't hold up. You say "the reality many students face is far from balanced," but you don't provide specific reasons or examples showing *why* discipline and responsibility can be built through other methods, or *why* the homework students actually receive fails to create these benefits. Your counter-argument needs more substance to be convincing.

Exemplar: *"However, discipline and responsibility develop more effectively through activities students choose themselves—sports teams, community projects, or part-time jobs—where the consequences feel real and meaningful, unlike worksheets that simply test obedience rather than genuine commitment."*

■ Your piece presents a clear position against homework and follows a logical structure with distinct reasons. However, your arguments would benefit from more specific examples and deeper exploration of consequences. When you mention that homework steals time from families, consider adding a brief example of what this looks like in real life—perhaps a student who misses dinner conversations three nights per week, or siblings who rarely play together anymore. Additionally, your body paragraphs sometimes state problems without fully explaining their effects. When you write about mental well-being, push further: what does this stress lead to? How does it change students' attitudes towards learning? Your conclusion effectively reinforces your main point, but your middle sections need more concrete details to support your claims convincingly.

Score: 44/50

Section 2:

#1 → Sitting beneath the dull glow of bedroom lamps, students hunch over worksheets long after the school bell has faded into the distance. Pencils tremble between tired fingers, pages stretch endlessly like desert sands, and questions stare back with cold, unblinking eyes. For many, homework transforms the evening into a battlefield of frustration — a slow-moving storm of stress, exhaustion, and quiet despair. Outside, the world continues glowing with possibility: laughter in backyards, dinners warming on stoves, families ready to talk. Yet students remain trapped in their rooms, chained to tasks that drain the very curiosity schools claim to nurture. In this suffocating cycle, one truth burns brighter than the desk lamp: homework, in its current form, does far more harm than good.

#2 → Firstly, homework erodes the mental well-being of students, piling pressure onto minds already stretched thin. A full school day demands hours of concentration, social navigation, problem-solving, and emotional control. By the time students walk through their front doors, their mental batteries are blinking

red. Yet homework demands they keep going — pushing through fatigue like runners forced to sprint after crossing the finish line. This constant strain builds stress like steam in a sealed chamber. Instead of offering space to breathe and recover, homework turns home into an extension of the classroom, stealing the rest students need to stay healthy, focused, and motivated.

Secondly, homework steals time that should belong to families, passions, and childhood itself. Evenings are meant to be a time when families reconnect — to share meals, talk about the day, or simply exist together. Homework slices through these moments like a blade, replacing warm conversation with silent frustration. Hobbies and interests fade beneath the weight of worksheets. Sports practices become rushed, instruments gather dust, and creativity shrinks in the shadow of deadlines. Childhood is already brief; homework shortens it further, turning precious hours into mechanical tasks that rarely deepen understanding.

Finally, homework often fails to improve academic learning in meaningful ways. Quantity is mistaken for quality. Repetitive worksheets and lengthy tasks resemble busywork more than genuine learning. When students are tired, stressed, or confused, homework becomes a guessing game — not a reinforcement of knowledge. True learning requires engagement, curiosity, and clarity, not piles of tasks that flatten enthusiasm. Schools that reduce or rethink homework often discover that students return fresher, more focused, and more eager to participate — proving that rest is not the enemy of achievement but its foundation.

#3 → Of course, supporters of homework argue that it builds discipline, responsibility, and academic skills. They claim it strengthens the bridge between school and home. But even if this is true in small, carefully designed doses, the reality many students face is far from balanced. Too often, homework becomes repetition rather than reinforcement, pressure rather than growth. If the goal is deeper understanding, then meaningful class time—not hours of extra worksheets—is the tool that accomplishes it best.

In the end, homework is not the educational pillar schools believe it to be. It is a weight that slows students down, siphons their joy, and dulls their spark. To build a generation that learns deeply, thinks boldly, and lives fully, schools must recognise that rest, balance, and freedom are not luxuries — they are necessities. The path to better learning begins not with more worksheets, but with the courage to say: enough.