

**Some people believe that it is better for children to begin learning foreign language at primary school rather than secondary school.
Do the advantages of this outweigh disadvantages?**

It is argued by some people that to achieve **learning** (<-- You can't 'achieve' a language.) another language is by far more effective in initial school age for children **at primary school** (<-- This phrasing was awkward.) in comparison to secondary school. It seems to me that due to the process of learning in brain the benefits of language learning at primary school is more prior than secondary school. **I agree with this viewpoint, and I will explain my reasoning in the following paragraphs.** (<-- This was a poor sentence. 'Learning in brain' doesn't make sense, and 'more prior' doesn't mean 'higher priority'. 'More prior' doesn't actually make sense at all. You have also used the phrase 'it seems to me', which is a little too informal for formal academic work, and you used a space before a full stop. You should never use a space before a comma or full stop.)

Admittedly, In my opinion, (<-- 'Admittedly' means you are reluctantly admitting something that you would rather not speak about, so it doesn't make sense to use it here.) there are several **merits to discourage disadvantages to** (<-- This didn't make sense.) learning **other another** (<-- It's incorrect to say 'learning other language'.) language in secondary school. **For one, school. Firstly,** (<-- Your spacing was incorrect. Also, 'for one' is a little informal.) **older** (<-- This is a crucial part of the point you are making.) students need more practice to achieve a new skill, which is able to demotivate learners from developing learning that language. **By can decrease their motivation to study.** (<-- This phrasing was awkward. Your spacing was also incorrect.) **this** I mean that, in brain learning is processed by translation from mother language, and it needs practicing during a period of time. **Secondly, This is because young children can process new information more easily as they are still at an early stage of brain development. Secondly,** (<-- This phrasing was very awkward and didn't really make sense. In addition, you should avoid using the first person unless you are giving your opinion. Your spacing was also incorrect again. some pupils has already chosen their **main field of interest at this stage, which by the time they reach secondary school, which** (<-- You need to be clearer about what you're talking about here. Also, your spacing was incorrect.) can affect **on the process of new learning. Finally their ability to focus on other subjects. Finally,** (<-- The grammar was incorrect here, and so was the spacing. You also need a comma after 'finally'.) **Curriculum the curriculum** (<-- You need the word 'the' here, and 'curriculum' shouldn't be capitalised.) of secondary school **schools** (<-- This should be plural because you're talking about more than one.) **presumably is filled by several materials, which features a wide variety of subjects, which** (<-- 'Presumably' means you don't actually know, which is a strange thing to say here. The phrasing was awkward, and your spacing was incorrect.) can downgrade the **key role importance** (<-- This didn't really make sense.) of learning **other another language. Students language. Secondary school students,** (<-- Your spacing was incorrect. Also, you need to be clearer here about what you're talking about.) **therefore,** (<-- You need commas around this word.) **are may not be** (<-- You can't

guarantee this.) interested in learning a (<-- You need this word.) foreign language ~~owing to~~ for (<-- This fits better.) the above ~~reasons~~. reasons. (<-- Never use a space before a full stop.)

~~Nevertheless, I agree~~ Instead, I believe (<-- 'Nevertheless' isn't the right word to use here. You aren't making a point contrary to the point you just made - you are making an additional point.) that the process of learning a second (<-- You need the word 'a' here, and I added 'second' for clarity.) language essentially (<-- You don't need this word.) should be started ~~from early stage of education at school~~ ~~in~~ when children are at primary school. (<-- This phrasing was awkward, and your spacing was incorrect.) ~~other words,~~ This is because (<-- This phrasing is more formal, and your spacing was incorrect.) speaking in (<-- You don't need this word.) other another (<-- You can't say 'speaking in other language'.) language is more achievable ~~in~~ at a (<-- This phrasing was incorrect.) younger age. ~~Moreover brain does not process on learning hypothetically, and other language is assumed as mother language by children at primary school age.~~ age as young children find it easier to absorb new information. (<-- This is the same point you made in the previous paragraph, and your phrasing here was very awkward and didn't really make sense.) ~~For example, children with age of 7 to 12 have this ability and capacity to speak two or more languages. Hence, providing that people had started learning English from young age, they would be able to speak fluently at their current life.~~ (<-- This phrasing was very awkward, and you have not used spacing correctly. You are not making a clear new point here - you don't need these sentences at all.)

In conclusion, ~~it is advised~~ I would argue that it is preferable (<-- You need to use the first person when you give your opinion.) to learn ~~other~~ a foreign (<-- This was incorrect.) language from an (<-- You need this word.) early age, ~~of school~~ (<-- You can't say 'an early age of school'.) and I believe the positive points of this theory outweigh the (<-- You need this word.) drawbacks of learning it one (<-- This fits better.) in secondary school.

Hi Charlie,

Quick stylistic notes: either indent *all* of your paragraphs in the same way, or indent *none* of them. Don't indent just some, or to different widths. Also, you have consistently made mistakes in spacing around full stops and commas in almost every sentence. I have corrected them, but rather than giving a full explanation each time I have simply pointed each mistake out.

The essay's overarching structure looks alright and you bring up some convincing supporting points, but much of your transition language is difficult to follow or completely inaccurate. Grammatical (band 5) and lexical (band 5) errors are present in every sentence, and this impacts the essay's score for Task Achievement (band 6) and Coherence and Cohesion (band 6).

This demonstration would score about band 5.5 if produced on an actual exam.

I have tried to be as detailed as possible with my commentary. Please let me know if anything needs further explanation.

Ryan