

Section 1:

#1 (First paragraph): Strengths:

- Strong emotional hook using vivid imagery and sensory details
- Effective use of descriptive language to grab reader's attention

Weaknesses: Missing thesis development → Your opening paragraph relies heavily on emotional appeal but lacks a clear connection to your main argument about banning phones in schools. The graphic accident scene, while attention-grabbing, needs better linking to your central point about school policies.

Exemplar: *While mobile phones can lead to dangerous situations like pedestrian accidents near schools, their presence in educational settings also directly undermines the learning environment, making a ban necessary.*

#2 (Second paragraph): Strengths:

- Clear topic sentence about phones as distractors
- Good attempt at providing evidence to support the argument

Weaknesses: Underdeveloped reasoning → Your paragraph mentions test scores but jumps to an unrelated image of students having "silent tantrums." The connection between these ideas isn't clear, and the metaphor about "mind-torturing devils" doesn't strengthen your argument about school phone policies.

Exemplar: *Research shows that students using phones during lessons struggle to focus, leading to lower test scores and increased frustration with their academic performance.*

#3 (Fourth paragraph): Strengths:

- Addresses important health concerns
- Attempts to provide scientific backing

Weaknesses: Unclear argument flow → Your health-related claims jump between different ideas without proper development. The reference to "Homo Sapiens" and "brain rot" distracts from your valid points about health issues related to phone use.

Exemplar: *Extended phone use during school hours can lead to various health problems, including neck strain and eye fatigue, which directly impact students' wellbeing and ability to learn effectively.*

■ Your persuasive piece shows passion for the topic, but needs clearer organisation of ideas. The opening grabs attention, yet your paragraphs would benefit from smoother transitions between points. Try focusing each paragraph on one main idea with supporting details. Your health concerns are important but need better connection to the school environment. You can improve the third paragraph by removing informal phrases like "couch potatoes" and focusing on specific effects of phone use in schools. Also, consider ending each paragraph with a clear link to why phones should be banned. Your conclusion could be stronger by summarising your main points instead of adding new ideas.

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**Score: 41/50**

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Section 2:

Should schools ban mobile phones?

~~Envision a student strolling leisurely across a highway, busy typing a message on her phone, unaware of an oncoming car. Then, in the blink of an eye, scarlet blood is oozing across the street and sirens are slicing through the air; someone walks by and realises it is their daughter that has been hit, their legs crumpling under them as they fall down to the blood-soaked body.~~ [Picture this: a student crosses the road while texting, oblivious to approaching traffic. Suddenly, there's a horrific accident - a parent's worst nightmare unfolding before their eyes.] #1 Mobile phones are a threat to students, ~~thus making it evident for~~ [which clearly shows why] schools ~~to~~ [should] ban them. They are a source of distraction, ~~an over-reliant device and breaches~~ [cause over-reliance and harm] health balance.

#2 The overriding presence of mobile phones in a school environment ~~connotes~~ [presents] a crucial contradiction: phones, a major distractor, are allowed in a space that has been designed specifically for the pleasure of learning. With the advance of social media on countless phones, even minor distractions can set student minds meandering for miles. A study by ~~Harvard~~ [Harvard] reveals that students who were watching social media or playing on their devices while trying to complete an assignment scored 40% worse in tests due to the lack of concentration. ~~After a test and going home, you can see those students having a silent tantrum in their bed, a quiet mind-torturing devil comes out from the cupboards.~~ [After poor test results, students often experience frustration and regret at home, haunted by their choices.]

Additionally, electronic devices ~~are~~ [act as] mind-controlling tablets that encourage children ~~into~~ [to become] mindless couch potatoes, stuffing away family ~~sized~~ [size] packs of potato chips and hanging out at the pub. The ~~idealised~~ [idealised] result of devices is not a reality for students who desperately want to pursue a career as a millionaire. Phones are an oxymoron depicted in many studies but in reality, a devil that develops brain rot in many students.

#3 Last but not least, the health of our future generations ~~are~~ [is] a key to the survival of our species, 'Homo Sapiens.' Our health balance, a key thing to a prolonged life, ~~if~~ [is] easily maintained without an electronic device at hand. With an electronic device, it is just another process of brain rot. The National Library of Medicine reveals the undermining health issues that phones can cause – cancer, dizziness, sleep disturbances, neck pain, digital eye strain and other effects that contribute to the demise of our future generations.

~~Ultimately~~ [In conclusion], the presence of phones in schools should be prohibited. A major source of distraction that draws attention away from their work. A devil that controls minds into becoming couch potatoes. A system that ignores our future generation's health. So go now, and ask your school to ~~boycot~~ [boycott] the presence of phones now.