

□ WRITING PIECE 1 - FEEDBACK

Section 1:

#1 "In a recent study scientist concluded that students who watch overall tend to be more exposed to cyberbullying and bad people which is correlated wit depression and suicide!"

Strengths:

- Strong emotional appeal by connecting phone use to serious issues
- Good attempt at using evidence to support the argument

Weaknesses: Unclear Expression → Your sentence jumps between different ideas without clear connections. The phrase "students who watch overall" leaves readers wondering what they are watching. You mention cyberbullying but don't fully develop how it connects to phone use in schools. ***In recent studies, researchers found that excessive mobile phone use in schools increases students' exposure to cyberbullying, which has been linked to depression and other mental health concerns.***

#2 "Imagine you're a teacher and you see your class drowsing in like apes hooked onto their phones."

Strengths:

- Effective use of imagery to paint a vivid picture
- Good attempt at engaging readers through direct address

Weaknesses: Inappropriate Comparison → Your comparison of students to "apes" weakens your argument. This kind of language might upset readers and make them less likely to agree with your points. ***Imagine being a teacher watching your students hunched over their phones, completely disconnected from the lesson and their surroundings.***

#3 "The solution lies in grasp: a comprehensive phone ban during school hours supported by secure storage facilities and clear communication protocols for emergencies."

Strengths:

- Clear presentation of a specific solution
- Good consideration of practical implementation

Weaknesses: Underdeveloped Solution → Your solution needs more details about how it would work in practice. You mention storage facilities but don't explain how they would be managed or how emergency communications would be handled. *The solution is straightforward: implement a school-wide phone ban with secure lockers for storage, while ensuring parents can reach their children through the school office during emergencies.*

■ Your piece shows promise but needs more work to be truly convincing. The main ideas are good, but you need to organise them better. Try breaking your writing into clear paragraphs with one main idea in each. Also, you could make your arguments stronger by giving more examples of how phones affect learning. Your opening needs to grab attention better - maybe start with a strong fact about phones in schools. You could also make your ending stronger by clearly saying what you want schools to do. Try to connect your ideas better by using words like 'furthermore' and 'however'. Your writing would be better if you explained your examples more fully. You should also think about putting your strongest points first to catch your reader's attention.

Score: 40/50

Section 2:

Should schools ban mobile phones?

~~In the classroom a taciturn battle unfolds between education and distraction;~~ [In classrooms, a silent battle unfolds between education and distraction.] ~~As mobile revolutionizes our mind into doomscrolling youtube even though there are many possibilities to be.~~ [Mobile phones have revolutionised our minds, leading to endless scrolling through YouTube despite their potential benefits.] #1 ~~But are mobile phones good? Are they so obsessive that teachers have to take them away? Are they developing mental or physical harm?~~ [But are mobile phones beneficial in schools? Have they become so addictive that teachers must confiscate them? Are they causing mental or physical harm?] While these pocket~~size catastrophes offer us connection and convenience,~~ they are becoming black ~~holesucking~~ [holes sucking] our lives into them, eroding the potential and spoiling your life.

Research shows that countless hours are lost in class ~~times~~ [time] due to some "important" stuff. Each time distracting you for five to ten minutes ~~til~~ [until] full concentration~~.~~ [is lost.] #2 ~~In a recent study scientist concluded that students who watch overall tend to be more exposed to cyberbullying and bad people which is correlated wit depression and suicide!~~ [Recent studies show that students who spend excessive time on phones are more exposed to cyberbullying, which correlates with depression and suicide.]

~~Imagine you're a teacher and you see your class drowsing in like apes hooked onto their phones. [Imagine you're a teacher watching your class completely absorbed in their phones.] And as soon as you start lecturing the students start watching videos or taking a selfie but it does not stop their [As you begin teaching, students start watching videos or taking selfies, but it doesn't end there,] as then you hear that one of your ~~student~~ [students] took their own life after they were being bullied ~~in~~ [on] the ~~internet~~ [Internet] while you try to explain it was not you who did not care as you get accused with ~~constand~~ [constant] belittlement and hate.~~

A study was done by the NSW deputy and it showed that if you watch more than 2 hours[,], your grades go down by over 15%. ~~Phone~~ [Phone] free schools report 35% percent higher grades and a 42% anxiety decrease than a school with phones. Meet Jeffrey[,], who was recorded as a naughty student who got Ds in all subjects[,], but after his school implemented a phone ban[,], Jeffrey has been recorded getting Bs or even As. ~~he~~ [He] said that he can actually focus now and get stuff ~~in~~ [on] time which seemed impossible.

#3 While some students might argue that they won't be able to connect with their ~~parents' office~~ [parents, school] phones and school breaks are more than enough to contact ~~the phone~~ [parents] and the ~~teacher~~ [teachers] won't have to listen to the constant ~~ding!~~ [dinging] of phones. The choices we make today will make a better tomorrow. Here is a ~~Quote~~ [quote] from Danny De Vito who is an American actor and filmmaker ["] the choices we make today dictate the life we ~~lead!~~ [lead."] ~~by~~ [By] using this and banning phones[,], we will lead our life instead of phones leading them for us.

By allowing our phones to be the teacher[,], we are being robbed of the chance of undistracted learning and genuine human connection. Countries like France and Italy have already implemented this rule and have been reporting a better social environment and better academic grades. The solution lies in ~~grasp~~ [our grasp]: a comprehensive phone ban during school hours supported by secure storage facilities and clear communication protocols for emergencies. Imagine classrooms where eyes meet instead of scrolling screens, where conversations flow instead of message notifications, and where minds engage with ideas instead of social media feeds. The time for action is now - let's give our children back their right to learn, grow, and connect in a space free from digital distraction.

□ WRITING PIECE 2 - FEEDBACK

Section 1:

#1: "We all have had that feeling of achievement when you finish the school day or get past something really tricky but then you are tired and want to take a break. Then you realise your homework is due tomorrow and if you don't you will lose your perfect marks."

Strengths:

- Effectively uses relatable personal experience to connect with readers
- Creates emotional appeal through vivid description of student struggles

Weaknesses: Inconsistent pronouns → Your writing shifts between "we" and "you" which makes your message unclear. The sudden change from "we all have" to "you finish" weakens your argument.

We all have that feeling of achievement when we finish the school day or get past something tricky, but then we are tired and want to take a break. Then we realise our homework is due tomorrow, threatening our perfect marks.

#2: "Meet Jared who sustained a elbow injury by leaning on it while doing homework, he also reported that after extensive homework on algebra which he used to love had changed him into a person who can't stand it."

Strengths:

- Uses specific example to support main argument
- Demonstrates real-life impact of excessive homework

Weaknesses: Run-on sentence → Your idea gets lost in a long, unclear sentence. The example would be stronger if broken into clear, separate points.

Meet Jared, who sustained an elbow injury while doing homework. He used to love algebra, but after endless hours of homework, he grew to hate the subject.

#3: "A solution to this dilemma is that homework should not become mandatory, that if you can't do homework that you miss out and get hated by your teacher and if you do your homework you can get a reward like a sticker or extra credit."

Strengths:

- Attempts to provide a solution
- Includes specific examples of rewards

Weaknesses: Unclear solution → Your proposed solution isn't fully developed and seems to contradict your main argument about banning homework.

I propose making homework optional, with positive incentives like extra credit or special privileges for those who complete it, rather than punishments for those who don't.

■ Your persuasive piece shows passion about the topic of homework's impact on students. You've included personal examples and emotional appeals which help readers understand your position. However, your writing would be stronger if you organised your ideas more clearly. Start by grouping similar points together - put all health impacts in one paragraph, social impacts in another, and academic effects in a third. Also, your opening could grab attention better by starting with a striking fact or question about homework's effects. You jump between different ideas without fully developing them. Try to spend more time explaining each point before moving to the next one. Your solution comes suddenly at the end without enough detail. Build up to it by first showing why current homework policies don't work, then explain how your solution addresses these problems.

Score: 39/50

Section 2:

Should homework be banned

~~Imagine you're~~ [Imagine you are] a teacher and as your class comes in you ~~realise~~ [realise] that everyone is slumped, with giant eye sacks. Well what you just imagined is the consequences of homework.

#1 We all have had that feeling of achievement when ~~you~~ [we] finish the school day or get past something really tricky but then ~~you are~~ [we are] tired and want to take a break. Then ~~you realise~~ ~~your~~ [we realise our] homework is due tomorrow and if ~~you~~ [we] don't ~~you~~ [we] will lose ~~your~~ [our] perfect marks. This is the day in the life of a student.

Teachers assign homework to improve cognitive development and strengthen a certain topic, but the current workload is affecting students' wellbeing. Studies show that excessive homework can lead to increased stress, decreased mental health and depression [.] Extended periods of desk work can impact physical health and the liking for that subject.

#2 ~~Meet Jared who sustained a elbow injury by leaning on it while doing homework, he also reported that after extensive homework on algebra which he used to love had changed him into a~~

~~person who can't stand it.~~ [Meet Jared, who sustained an elbow injury whilst doing homework. He used to love algebra, but after extensive homework, he now cannot stand the subject.]

Studies have shown that schools that make homework a ~~necessity~~ [necessary] report a direct correlation to depression because students that already have a lot to do now have more [.] ~~which~~ [This] makes them believe that they are not enough and they are a disgrace.

Extensive homework combined with students['] screen time leaves barely anything for time to exercise or go outside[,]which can lead to various health concerns. School breaks are meant to be enjoyed and savoured[,]but instead[,]children are locked indoors to do an essay while they are supposed to interact.

Many students are also anxious due to the thoughts that they won't be able to do their homework[,]thus leading to being expelled. Homework is the same as doing what you are supposed to be at home in school[,]like sleeping. Many students have reported sleep deprivation and then been scolded at school for sleeping. You do not even have time to travel to and from lessons[;] even if you do[,]you are too exhausted to do your other stuff like socialising with friends or family. ~~students~~ [Students] can't even follow their dreams or passions.

And things become less fun as you think that you have to do your homework after this and then it becomes a burden all until it is over. Should homework cause people to be antisocial and depressed even if the result is that you become smarter [?] Should students really lose their mental health, social skills, happiness, and barely gain any academic benefit and have depression and sustain injuries?

While homework is important for academic growth, a reduced workload would allow students to follow ~~on to~~ [their] dreams like being a musician or an actor.

~~#3 A solution to this dilemma is that homework should not become mandatory, that if you can't do homework that you miss out and get hated by your teacher and if you do your homework you can get a reward like a sticker or extra credit.~~ [A solution to this dilemma would be making homework optional, with rewards like stickers or extra credit for completion, rather than punishments for those who cannot complete it.] But it is in the hands of the school board if they want a happy utopian school or a sad dystopian school.