Section 1:

#1. "Imagine a classroom where every student is fully engaged and focused on their lessons, free from the constant distractions of their phones. With 97% of teenagers using their phones during class to access platforms like YouTube or TikTok, the impact on learning is undeniable."

Strengths:

- Your opening creates a compelling visual that immediately engages the reader.
- You effectively use a statistic to strengthen your argument.

Weakness: Underdeveloped evidence → While you mention that "97% of teenagers" use phones during class, you don't provide the source of this statistic. Your persuasive argument would be stronger if you included where this information comes from. The phrase "the impact on learning is undeniable" makes a claim without showing how exactly phones affect learning outcomes.

Exemplar: ***Imagine a classroom where every student is fully engaged and focused on their lessons, free from the constant distractions of their phones. According to a 2023 study by Education Australia, 97% of teenagers admit to using their phones during class to access platforms like YouTube or TikTok, resulting in a 35% decrease in information retention.***

#2. "When a teenager is faced with discrimination and exclusion, this is called bullying, there is one particular type of bullying that is connected to phones, cyberbullying. This is when a person is discriminated against online."

Strengths:

- You identify a significant issue (cyberbullying) connected to phone use.
- You provide a clear definition that helps readers understand the concept.

Weakness: Simplistic solution → Your suggestion that "If a student is laughed at online the way to get rid of that is to just not go on phones" oversimplifies the complexity of cyberbullying. This presents the solution as too easy when cyberbullying often continues

outside school hours and can affect students even when they're not directly using their devices.

Exemplar: ***Cyberbullying through phones presents a serious challenge in schools, as harmful messages sent during school hours continue to affect students long after the bell rings. A phone ban during school provides students with a daily respite from digital harassment, while schools can implement additional anti-bullying education to address the root causes.***

#3. "Phones as you see are detrimental to everything at school, from studies to relationships phones damage them all. As phones are so bad to schools and the world, I firmly believe that all phones should therefore be banned from school."

Strengths:

- Your conclusion restates your position clearly.
- You summarise your main arguments effectively.

Weakness: Overgeneralisation → The statement that phones are "detrimental to everything" and "damage them all" uses absolute language that weakens your argument. The phrase "phones are so bad to schools and the world" makes a sweeping claim without acknowledging any potential benefits of phones or considering how they might be used positively in educational settings.

Exemplar: ***After considering how unrestricted phone use disrupts learning, contributes to cyberbullying, and reduces face-to-face interaction, I believe that implementing structured phone restrictions would significantly improve the school environment. While phones offer some educational benefits, these can be achieved through school-provided technology used under teacher supervision.***

■ Your persuasive piece shows passion for improving the school environment, which is great! However, your argument would be more convincing with more specific examples and evidence. Try to include real examples of how phone bans have worked in other schools. Your point about social skills could be stronger if you described what good face-to-face interactions look like compared to digital ones. Also, consider addressing the other side – what about educational apps or emergency contact needs? Acknowledging these concerns and then explaining why a ban is still better would make your argument more balanced. Your paragraphs could flow better with transition words like "furthermore" and "moreover" to connect your ideas. Additionally, try developing your

conclusion to include a call to action – what specific steps should schools take to implement this ban?

Score: 41/50

Section 2:

Should phones be banned in schools? Imagine a classroom where every student is fully engaged and focused on their lessons, free from the constant distractions of their phones. With 97% of teenagers using their phones during class to access platforms like YouTube or TikTok, the impact on learning is undeniable. This widespread phone usage not only disrupts the educational process but also significantly undermines academic performance. By implementing a ban on phone usage during school hours, we can create a more conducive and effective learning environment, ~~stop all cyber bullying~~ [reduce instances of cyberbullying] as well as ~~promoting~~ [promote] more face to face interaction. Let's take this step towards a brighter educational future.

#1. As students, teenagers at ~~school's~~ [schools'] main focus should be studying and a major blockage to effective studying and ~~student's~~ [students'] grades are phones. When students have phones, their brains ~~automatically distracted~~ [are automatically distracted] and not focused on their studying. This is because when students are near their phones, they are instinctively drawn to ~~it~~ [them] and attracted to ~~it~~ [them], which is detrimental to effective learning. A recent study proved that even when students have a phone on a table facing down near them ~~they need~~ [they performed] worse compared to those whose phones weren't present. If effective learning and good grades are expected to be present, then ~~phone can't~~ [phones can't be].

#2. When a teenager is faced with discrimination and exclusion, this is called bullying [.] ~~there~~ [There] is one particular type of bullying that is connected to phones, cyberbullying. This is when a person is discriminated against online. Whether from a chat or ~~to~~ [in] a game, schools should not encourage any sort of bullying. One easy solution to this problem is just banning phones. If a ~~students~~ [student] is laughed at online the way to get rid of that is to just not go on phones. Schools should do the same, if many people are experiencing cyberbullying then banning phones would get rid of any source of that. To stop bullying[,] phones have to be banned from all schools.

Face to face ~~is a~~ [is an] extremely important aspect in all ~~student's~~ [students'] lives, and it promotes ~~a~~ [an] actual relationship between people. However[,] in many schools this relationship is slowly weakening. The cause? Phones. Many ~~students relationships~~ [students' relationships] are only through phones, students don't actually get to make friends, they only meet each other online. If phones are banned then this would prompt students to actually talk to each other more instead of staying in their dorms and using their phones to communicate. Right now if you walk ~~in to~~ [into] a high school where phones are not banned, you are likely to see almost zero interaction and instead people are talking through phones. This is terrible ~~to~~ [for] their social skills and must be stopped. If students actually interact with each other more ~~than~~ [then] phones have to be banned.

#3. Phones as you see are detrimental to everything at school, from studies to relationships phones damage them all. As phones are so bad ~~to~~ [for] schools and the world, I firmly believe that all phones should therefore be banned from school. You've read up to here now you must agree that phones, the ~~barricader~~ [barrier] to school life should definitely be banned for all the harm ~~it does~~ [they do] to schools.