Section 1:

#1 Strengths: You effectively state the main debate about mobile phones in schools and establish the complexity of the issue requiring balanced consideration. You introduce both sides of the argument clearly.

Weakness: Lack of clarity in the thesis statement. → Your opening paragraph introduces the topic well but ends with a vague statement about "balanced consideration" without specifying your position or the direction of your argument. The final sentence "Balanced consideration of these perspectives is required to establish good school policy" doesn't clearly indicate what the essay will argue. You mention arguments "against bans" and then "against them" which creates confusion about which position you're referring to.

Exemplar: ***The debate around mobile phones in schools requires careful examination of both educational benefits and potential harms to establish policies that protect students while preparing them for a digital world.***

#2 Strengths: You present compelling evidence about the negative impact of phones on learning through distraction and multitasking. Your paragraph builds a logical case against phones in the classroom.

Weakness: Inconsistent sentence structures. → Some sentences in this paragraph interrupt the flow of your argument. For example, "An absolutely phone-free classroom, its proponents argue, is more focused, fair, and friendly to traditional pedagogy and distraction-free learning" feels disconnected from your previous points. Also, the sentence "Split attention of students undermines their capacity..." would be more effective if it connected more directly to the previous sentence about multitasking.

Exemplar: ***Research shows that multitasking with mobile phones harms learning and information retention, as students' split attention undermines their capacity for critical thinking and problem-solving.***

#3 Strengths: You thoughtfully acknowledge the practical benefits of mobile phones for communication and safety. Your inclusion of equity issues shows consideration of diverse student needs.

Weakness: Repetitive language patterns. → In the fifth paragraph, you repeatedly use similar sentence structures that begin with statements like "Removing students' phones may..." and "It can also be difficult..." This creates a monotonous rhythm. Additionally, phrases like "work against" and "can also be raised" appear multiple times, making your writing less engaging.

Exemplar: ***For many families, mobile phones serve as essential communication tools for coordinating pick-up times, tracking after-school activities, and ensuring safety during emergencies or transit.***

■ Your piece presents a balanced view of the mobile phone debate in schools, which shows good critical thinking. You've included important points like learning disruption, mental health concerns, educational benefits, and practical needs. However, your writing would be stronger with clearer topic sentences that state the main point of each paragraph right away. Also, try varying your sentence beginnings more to make your writing more interesting to read. You could improve by adding specific examples from real schools that have tried different mobile phone policies. Additionally, consider offering your own recommendation based on the evidence you've presented. What kind of policy do you think would work best? Finally, try connecting your ideas more smoothly between paragraphs using transition words like "furthermore," "despite these concerns," or "in contrast."

**Overall Score: 42/50**

Section 2:

The proliferation of mobile phones has transformed social interaction and access to information, extending its influence deep into learning spaces. Consequently, the question of whether or not mobile phones are permitted on school premises has become a subject of heated debate among educators, parents, policymakers, and even students themselves. This discussion calls for a balanced consideration of the potential impact of cell phone use on two critical domains of student development: academic education and mental health. ~~Against bans are arguments such as distractions and psychological damage, and against them due to educational benefit and the need for digital literacy.~~ [Arguments against mobile phones include concerns about distractions and psychological damage,

while arguments for allowing them highlight educational benefits and the need for digital literacy.] Balanced consideration of these perspectives is required to establish good school policy.

#1 One of the primary reasons mobile phones ought to be banned in schools rests upon the impact they may have on disrupting the learning process. Phones open doors instantly to notifications, social media, games, and instant messaging, which are immense distractions in class time. Even the mere presence of a phone will prompt a state of divided attention, and it will become hard for students to provide lessons with their undivided attention, make contributions, or concentrate on advanced projects. Research shows that multitasking, often facilitated by mobile phones, is detrimental to effective learning and information retention. Split attention of students undermines their capacity for critical thinking, problem-solving, and sustained mental effort. Moreover, the ease of access to information via smartphones raises questions about academic integrity, potentially facilitating cheating on exams or assignments unless strictly monitored. An absolutely phone-free classroom, its proponents argue, is more focused, fair, and friendly to traditional pedagogy and distraction-free learning.

In addition to learning concerns, the psychological well-being of students has to contend with the impact of cell phones. Schools have to contend increasingly with such ~~behaviors~~ [behaviours] as cyberbullying, the type of bullying that cell phones can exacerbate through access to a perpetual harassment forum or platform that follows students after school hours and grounds.~~".~~ [.] Constant connectivity also fuels social comparison on social networking sites, where highly curated and often unrealistic representations of peers' lives can cause teenagers to feel inadequate, anxious, low in self-esteem, and depressed. Pressure to create an online identity and fear of missing out (FOMO) fuel stress levels even more. In addition, prolonged screen time, particularly at night, is linked with disturbed sleep patterns, which have a negative influence on mood regulation, intellectual capability, and overall mental resilience. By removing the phone from direct school environments, advocates seek to create a space where students engage more face-to-face with peers, less potential for online abuse, and more positive in-person social exchanges that are vital in developing social-emotional competence.

However, others opposed to outright bans reference that cell phones, if used effectively, can be valuable tools in learning. Smartphones provide access directly to a vast collection of knowledge, online lexicons, language software, tutorial packages, and shared sites which could enrich learning. Successful use of technology within the curriculum has the potential to enhance involvement, assist in learning diverse requirements, and prepare

students for an economy with technology. Banning phones entirely, they contend, misses an essential opportunity to learn digital literacy and proper use of technology – priceless skills for the 21st century. Schools could employ ~~prohibition~~ [permission] as a tool for teaching students how to avoid distractions, verify online information, practice netiquette, and separate screen time from nondigital time.

#3 Moreover, practical considerations work against outright bans. To parents and to other students, cell phones are a necessary mode of communication for planning pickup times, keeping track of what happens after school, and safety, particularly while in transit or in cases of emergencies. Removing students' phones may actually instill enormous anxiety among students as well as parents. Equity issues can also be raised, as certain students will use their smartphone as their first choice for internet use or other digital work, particularly if there is limited access to resources available through the school. It can also be difficult to implement and enforce a blanket ban, which can be time-consuming and may draw staff time and produce conflict-ridden relationships between students and school administrators. The focus, others argue, should be on controlling use rather than implementing a sweeping ban that is difficult to enforce equally and uniformly.

#2 ~~Ultimately, the debate over banning phones in schools betrays a profound conflict between protecting students from potential harm and preparing them for the realities of modern life.~~ [Ultimately, the debate over banning phones in schools reveals a profound conflict between protecting students from potential harm and preparing them for the realities of modern life.] Although the negative effect on learning resulting from distraction and the negative effects on mental health brought about by cyberbullying and comparing oneself with others are real, the potential virtues of phones as learning instruments and communication devices cannot be disregarded. Nor can teaching about responsible digital citizenship. ~~Instead of an outright prohibition, it could be a more productive approach to take with a balanced perspective.~~ [Rather than an outright prohibition, a more productive approach might involve adopting a balanced perspective.] This could involve restrictions on phone use in class but allow access during breaks or for specific educational use under teacher supervision. Firm guidelines, a school culture of proper usage, parental participation in the debate, and an investment in full-range digital literacy programs could be the equilibrium. The ideal solution most likely varies with the specific context, age group, and resources of the school community and requires ongoing assessment and adjustment to best support both student learning and well-being in an increasingly ~~digitalizing~~ [digitalised] world.