

Section 1:

#1 (Introduction paragraph) **Strengths:** Your opening clearly states your position on school uniforms and provides a preview of your three main arguments. You acknowledge that there are different viewpoints on this topic, which shows balanced thinking.

Weakness: Lack of engaging hook → Your introduction jumps straight into the topic without capturing the reader's attention. The opening sentence "School uniforms are a common part of many schools around the world" is quite plain and doesn't draw readers in.

Exemplar: *"Every morning, millions of students around the world put on the same outfit as their classmates - their school uniform."*

#2 (Second body paragraph about saving time and money) **Strengths:** You provide practical examples of how uniforms help families, such as saving time getting dressed and reducing costs. The connection between easier mornings and better punctuality is logical.

Weakness: Surface-level reasoning → Your paragraph focuses mainly on convenience rather than exploring deeper educational or social benefits. Phrases like "make getting ready easier" and "save money" stay at a basic level without examining how these benefits truly impact learning or school life.

Exemplar: *"When families spend less time worrying about clothes and more money on educational resources, students can focus their energy on what truly matters at school."*

#3 (Third body paragraph about learning focus) **Strengths:** You connect uniforms to academic behaviour and school pride effectively. The idea that smart dress leads to better behaviour shows understanding of how appearance can influence conduct.

Weakness: Unsupported claims → You make statements like "uniforms help them focus on their work" and "they are more likely to behave well" without providing evidence or examples. These claims need stronger support to convince readers.

Exemplar: *"Studies have shown that when students wear uniforms, classroom disruptions decrease by 15% because students spend less time comparing outfits and more time listening to their teachers."*

■ Your piece presents a clear argument structure with three well-organised main points supporting school uniforms. The writing flows logically from introduction through body paragraphs to conclusion, making it easy to follow your reasoning. However, your arguments could benefit from deeper analysis and stronger evidence. Instead of stating that uniforms "help students feel equal," you could explore specific examples of how this equality improves classroom dynamics or student relationships. Additionally, your reasoning often stays at surface level - for instance, explaining not just that uniforms save time, but how this extra time can be used for educational activities or family bonding. Your conclusion effectively summarises your points, but you could strengthen it by addressing potential counterarguments more thoroughly. Also, consider adding more specific examples from real schools or student experiences to make your arguments more convincing and relatable to readers.

Overall Score: 43/50

Section 2:

School uniforms are a common part of many schools around the world. They are designed to make all students dress the same, which can sometimes cause mixed opinions. Some people think school uniforms take away students' freedom to express themselves, while others believe uniforms bring many benefits to the school community. I believe school uniforms should be kept because they help students feel equal, make mornings easier, and remind us that school is a place for learning and respect. #1

First, school uniforms help students feel equal to each other. When everyone wears the same clothes, it is harder to judge someone based on what they wear. Without uniforms, some students might wear expensive or fashionable clothes, and others might feel left out or embarrassed. Uniforms stop bullying and teasing about clothing and make sure no one feels different or alone because of what they wear. This creates a friendlier and safer environment for everyone.

Second, uniforms save time in the mornings and make getting ready easier. Every day, students don't have to spend time thinking about what clothes to wear because their uniform is already decided. This means they can get dressed faster and have more time to eat breakfast or get to school on time. Parents also don't have to buy lots of different clothes for school, which can save money. Uniforms make mornings less stressful for families. #2

Finally, school uniforms remind students that school is a serious place for learning. When students wear uniforms, it helps them focus on their work and not on fashion or trying to look cool. Uniforms also represent the school, and wearing them makes students feel proud to be part of their school community. When students dress smartly in uniforms, they are more likely to behave well and take their lessons seriously. #3

In conclusion, even though some people think uniforms limit freedom, they bring many important benefits. School uniforms help students feel equal, save time and money, and encourage good behaviour and respect for learning. For these reasons, I believe uniforms should stay a part of school life and help make schools better places for all students.

Section 1

#1 - Introduction paragraph **Strengths:** Your opening clearly presents your main argument and previews the three key points you'll discuss. You've also effectively acknowledged the opposing viewpoint before stating your position.

Weakness: Lack of supporting detail → Your introduction would benefit from more specific information to strengthen your argument. The phrase "sport is very important for our health, friendships, and happiness" is quite general and could be more convincing with concrete examples or statistics.

Exemplar: *"Regular physical activity can reduce the risk of childhood obesity by up to 30% and helps develop social skills that last a lifetime."*

#2 - Second body paragraph about friendships and teamwork **Strengths:** You've connected sport to social benefits effectively, and the link between teamwork and relationship building is well-established. Your point about students feeling "more connected to their classmates" shows good understanding.

Weakness: Shallow analysis → Whilst you mention that sports help build friendships, your explanation remains quite surface-level. The phrase "making friends through sport makes school life more fun and enjoyable" doesn't explore how or why these relationships are particularly valuable compared to friendships formed in other ways.

Exemplar: *"Sports friendships often develop through shared challenges and victories, creating stronger bonds than casual classroom interactions because teammates learn to trust and depend on each other."*

#3 - Mental health paragraph **Strengths:** You demonstrate good knowledge about the connection between exercise and brain chemistry. Your mention of specific benefits like better sleep and reduced anxiety shows depth of understanding.

Weakness: Vague scientific claims → Your explanation about "chemicals in our brain that make us feel happier" needs more precision. This scientific concept deserves clearer explanation to strengthen your argument's credibility.

Exemplar: *"Exercise releases endorphins, which are natural mood-boosting chemicals that help reduce stress and create feelings of wellbeing."*

■ Your piece presents a well-structured argument with clear organisation and logical flow between paragraphs. The three main benefits you've chosen - physical health, social connections, and mental wellbeing - form a comprehensive case for compulsory sport. However, your writing would benefit from deeper analysis and more specific supporting details. Additionally, you could strengthen your argument by addressing potential counterarguments more thoroughly, such as how schools might accommodate students with physical limitations or different interests. Your conclusion effectively summarises your main points, but consider expanding on the broader implications of your proposal. Also, try to include more concrete examples from real school situations to make your arguments more relatable and convincing for your readers.

Overall Score: 41/50

Section 2

#1 Many people enjoy playing sports, but some students don't like it or think it should be optional. However, sport is not just a fun activity; it is very important for our health, friendships, and happiness. Because of this, I believe that sport should be a compulsory part of every school day for all students. It is a way to keep our bodies strong, make new friends, and improve how we feel.

First, sport helps keep us physically healthy. When we play sports or exercise regularly, our bodies grow stronger and our hearts work better. This helps us stay fit and avoid health problems like obesity or heart disease. Daily sport also teaches us to develop healthy habits that can last a lifetime.

#2 Second, playing sport every day is a great way to make friends and learn teamwork. Sports often require us to work together and support each other, which helps build strong relationships. Students who participate in sport usually feel more connected to their classmates and have better social skills. Making friends through sport makes school life more fun and enjoyable.

#3 Finally, sport is excellent for our mental health. Exercise releases chemicals in our brain that make us feel happier and less stressed. After playing sport, many students feel more relaxed and ready to concentrate on their school work. Daily sport can also reduce feelings of anxiety and help us sleep better at night.

In conclusion, sport is much more than just a game. It is an important part of a healthy, happy life and helps students make friends and feel good. Because of these reasons, I strongly believe that daily sport should be compulsory for all students in school.

Section 1

#1 - "Many students feel tired in the morning and find it hard to wake up early for school. This is because teenagers need a lot of sleep to grow and learn, but schools often start too early for them to get enough rest."

Strengths: Your opening clearly states the problem and connects it directly to your main argument. You've made the issue relatable by mentioning how students feel tired.

Lack of specific evidence → Your introduction mentions that teenagers need sleep but doesn't provide concrete details about sleep patterns or research findings. The phrase "teenagers need a lot of sleep" is quite general and could be strengthened with more precise information about sleep cycles or expert recommendations.

Exemplar: *Research shows that teenagers' body clocks naturally shift, making them feel alert later at night and sleepy in the morning, which conflicts with early school start times.*

#2 - "First, students learn better when they have had enough sleep. When students are tired, they find it hard to concentrate, remember things, and stay awake during lessons."

Strengths: You've identified a clear connection between sleep and learning. Your examples of concentration and memory problems are relevant to classroom experiences.

Shallow development of ideas → Whilst you mention that tired students struggle with concentration and memory, your paragraph doesn't explore how this actually impacts their academic performance. The phrase "find it hard to concentrate, remember things, and stay awake" lists problems but doesn't explain the consequences for learning outcomes.

Exemplar: *Students who lack sleep may struggle to solve maths problems, forget important information during tests, and miss key concepts that teachers explain in class.*

#3 - "Third, starting school later would help keep students safe on their way to school. Many students walk, bike, or take the bus, and being tired makes accidents more likely."

Strengths: You've included an important safety consideration that many people might not think about. This shows you're thinking about the broader effects of your proposal.

Underdeveloped reasoning → Your safety argument feels rushed compared to your other points. The connection between tiredness and accidents is mentioned with "being tired makes accidents more

likely" but you don't explain why this happens or provide examples of how tiredness affects students' ability to travel safely.

Exemplar: *Tired students might not notice traffic signals properly, react slowly when crossing roads, or fall asleep on buses, putting themselves and others at risk.*

■ Your piece presents a well-structured argument with clear reasoning about why schools should start later. You've organised your ideas logically and included multiple perspectives on the issue. However, your writing would benefit from deeper exploration of each point you make. Additionally, your evidence relies heavily on general statements rather than specific examples or detailed explanations. Your body paragraphs could be strengthened by expanding on how sleep deprivation specifically affects students' daily school experiences. Also, you might consider addressing potential counterarguments, such as how later school times might affect after-school activities or family schedules. Your conclusion effectively summarises your main points, but it could be enhanced by suggesting practical steps schools could take to implement these changes.

Overall Score: 41/50

Section 2

#1 Many students feel tired in the morning and find it hard to wake up early for school. This is because teenagers need a lot of sleep to grow and learn, but schools often start too early for them to get enough rest. I believe schools should start later in the morning so that students can get the sleep they need to do their best in class and stay healthy.

#2 First, students learn better when they have had enough sleep. When students are tired, they find it hard to concentrate, remember things, and stay awake during lessons. Scientists say teenagers need between 8 and 10 hours of sleep every night, but many get less because school starts early. Starting school later would help students feel more awake and ready to learn.

Second, getting enough sleep is very important for students' health. Sleep helps the body repair itself and fight off sickness. When students don't get enough rest, they are more likely to get sick and feel weak during the day. Sleep is also important for growing taller and stronger.

#3 Third, starting school later would help keep students safe on their way to school. Many students walk, bike, or take the bus, and being tired makes accidents more likely. When students start school later, they will be more alert and careful, which will help prevent injuries.

In conclusion, starting school later would help students get enough sleep, improve their learning, keep them healthier, and make their journey to school safer. For these important reasons, schools should think about changing the time they begin the school day.

Section 1:

#1 (Introduction and thesis): "Technology is growing fast, and many people use e-books instead of real books. Some schools are thinking about replacing their libraries with just e-books to save space and money. However, I believe school libraries should not be replaced because they offer many benefits that e-books cannot, such as a quiet place to study, easier access for everyone, and the chance to explore lots of different books."

Strengths: Your opening effectively introduces the topic and clearly states your position. You've provided a preview of your main arguments, which helps readers understand your essay's structure.

Weakness: Lack of depth in problem explanation → Your introduction mentions that schools want to "save space and money" but doesn't explain why this matters or what specific challenges schools face. The phrase "technology is growing fast" is quite general and doesn't show the real reasons behind this change. You could strengthen this by explaining what pressures schools actually experience.

Exemplar: *"With rising costs and overcrowded buildings, many schools are considering replacing traditional libraries with digital collections to reduce expenses and create more classroom space."*

#2 (Second body paragraph): "Second, not all students have access to tablets, computers, or the internet at home. Libraries make sure all students can borrow books and learn, no matter their background. This equal access is very important for helping everyone succeed at school."

Strengths: You've identified an important equity issue that many people overlook. Your point about equal access is relevant and shows you're thinking about fairness.

Weakness: Surface-level argument development → Your paragraph mentions "not all students have access" but doesn't explain how significant this problem is or what happens when students can't access e-books. The phrase "no matter their background" is vague and doesn't specify what backgrounds you mean. You need more specific details about how this affects learning.

Exemplar: *"Students from low-income families often lack reliable internet connections and devices, meaning they would miss out on homework resources and reading materials that wealthier students can easily access at home."*

#3 (Conclusion): "In conclusion, school libraries are an important part of learning because they provide a quiet place to study, give equal access to books, and offer many choices to explore. For these reasons, libraries should not be replaced by only e-books."

Strengths: Your conclusion restates your main points clearly and reinforces your position.

Weakness: Missed opportunity for stronger ending → Your conclusion simply repeats your earlier points using similar words like "quiet place to study" and "equal access to books" without adding any new insights or showing why your arguments matter for the future. The phrase "only e-books" suggests an all-or-nothing situation that might not reflect what schools are actually considering.

Exemplar: *"Therefore, schools should maintain physical libraries while incorporating digital resources, ensuring all students benefit from both traditional and modern learning tools."*

■ Your piece tackles an important educational topic and shows you understand both sides of the debate. The structure follows a clear pattern with an introduction, body paragraphs, and conclusion. However, your arguments need more detailed support and specific examples to convince readers. Additionally, you could strengthen your writing by explaining the consequences of your points more thoroughly. For instance, when you mention that libraries provide quiet spaces, you might explain how noise affects concentration and learning outcomes. Also, your paragraphs would benefit from smoother connections between ideas - try using linking words like "furthermore" or "moreover" to show how your points build upon each other. Consider adding real examples from schools or students to make your arguments more concrete and persuasive.

Score: 40/50

Section 2:

Technology is growing fast, and many people use e-books instead of ~~real~~ [physical] books. Some schools are thinking about replacing their libraries with ~~just~~ [only] e-books to save space and money. However, I believe school libraries should not be replaced because they offer many benefits that e-books cannot, such as a quiet place to study, ~~easier~~ [better] access for everyone, and the chance to explore ~~lots of~~ ~~different~~ [diverse] books. #1

First, school libraries provide a quiet, comfortable space where students can focus on reading and studying without distractions. Some students find it hard to concentrate when reading on a screen because of glare or notifications from devices. Physical books are easier to read for long periods and can help students enjoy reading more.

~~Second, not all students have access to tablets, computers, or the internet at home. Libraries make sure all students can borrow books and learn, no matter their background. This equal access is very important for helping everyone succeed at school.~~ [Furthermore, many students lack access to tablets, computers, or reliable internet at home. Libraries ensure that all students can borrow books and access learning materials, regardless of their economic circumstances. This equitable access proves essential for academic success across all student populations.] #2

Third, libraries have a wide variety of books for students to discover. Browsing shelves can inspire students to find new topics, stories, or hobbies they might not have thought of. Libraries also have librarians who help students find the right books and learn how to use information effectively.

~~In conclusion, school libraries are an important part of learning because they provide a quiet place to study, give equal access to books, and offer many choices to explore. For these reasons, libraries should not be replaced by only e-books.~~ [In conclusion, school libraries remain vital educational resources because they provide conducive study environments, ensure equitable access to materials, and offer opportunities for intellectual exploration. Therefore, schools should preserve traditional libraries whilst incorporating digital resources to maximise learning opportunities.] #3

Section 1

#1 (Introduction and thesis statement) *"Learning can happen in many ways, but two common methods are working alone and working in groups. While individual work allows students to focus on their own thinking, I believe group work improves learning more because it helps students share ideas, solve problems together, and develop important social skills."*

Strengths: Your introduction clearly presents both sides of the argument and states your position confidently. You've also provided a clear preview of your main points.

Weakness: Limited perspective → Your thesis focuses only on the benefits of group work without acknowledging that different learning situations might call for different approaches. The phrase "improves learning more" is quite broad and doesn't specify what type of learning or in what circumstances.

Exemplar: *"While both methods have their place, group work proves more effective for developing critical thinking and communication skills because it encourages collaborative problem-solving and peer-to-peer learning."*

#2 (Second body paragraph) *"Second, working in groups helps students develop important skills like communication, listening, and cooperation. These skills are needed in school and in everyday life. Group work teaches students to respect others' opinions and work towards a common goal, which helps build confidence and responsibility."*

Strengths: You've identified relevant life skills and connected them to both academic and real-world contexts. Your point about building confidence shows good insight.

Weakness: Shallow development → Your paragraph lists skills but doesn't explain how group work specifically develops these abilities. The connection between "respect others' opinions" and building "confidence and responsibility" needs clearer explanation.

Exemplar: *"When students collaborate on projects, they must learn to articulate their ideas clearly and listen actively to others, gradually building the confidence to contribute meaningfully to discussions."*

#3 (Third body paragraph) *"Finally, group work makes learning more enjoyable. Students often feel more motivated and excited when they learn with their friends. It can also support students who find some subjects difficult by giving them help from classmates. Learning together creates a positive environment where students can feel supported."*

Strengths: You've considered the emotional aspect of learning and recognised that group work can provide academic support for struggling students.

Weakness: Vague reasoning → Your argument relies on general statements like "more enjoyable" and "positive environment" without explaining why these factors actually improve learning outcomes. The phrase "learn with their friends" assumes group members are already friends.

Exemplar: *"This supportive atmosphere reduces anxiety about making mistakes, encouraging students to take intellectual risks and engage more deeply with challenging material."*

■ Your piece demonstrates a solid understanding of basic argument structure and presents relevant points about collaborative learning. However, your arguments would benefit from deeper exploration of how and why group work achieves these benefits. Additionally, you could strengthen your reasoning by considering when individual work might be more appropriate, which would show more sophisticated thinking. Try expanding each main point with specific examples or scenarios that illustrate your claims in action. Also, work on connecting your ideas more smoothly between sentences using transitional phrases that show the relationship between your thoughts.

Score: 42/50

Section 2

#1 Learning can happen in many ways, but two common methods are working alone and working in groups. While individual work allows students to ~~focus on their own thinking~~ [concentrate on developing independent analytical skills], I believe group work improves learning more because it helps students share ideas, solve problems together, and develop important social skills.

#2 First, group work lets students talk about ideas and explain things to each other. Sometimes, hearing an explanation from a friend can make a difficult idea easier to understand. When students work together, they can help each other and learn faster. This teamwork encourages everyone to participate and be involved in the learning process.

#3 Second, working in groups helps students develop important skills like communication, listening, and cooperation. These skills are needed in school and in everyday life. Group work teaches students to

respect others' opinions and work towards a common goal, which helps build confidence and responsibility.

Third, group work makes learning more enjoyable. Students often feel more motivated and excited when they learn with their friends. It can also support students who find some subjects difficult by giving them help from classmates. Learning together creates a positive environment where students can feel supported.

In conclusion, group work is very effective because it encourages sharing, builds important life skills, and makes learning fun. Although working alone has its place, group work improves learning the most and prepares students for the future.

Section 1:

#1: "First, primary school students are still very young. After spending around six hours at school each day, they need time to relax, play, and spend time with their families."

Strengths: Your argument connects well to the age group you're discussing, and you clearly explain why young students need different treatment than older ones.

Weakness: Shallow reasoning → Your point about students being "very young" needs more depth. You mention they spend six hours at school, but you could explain how this compares to their total waking hours or why this particular amount of time makes homework problematic. The phrase "they need time to relax, play, and spend time with families" lists activities but doesn't explain the specific benefits each provides for primary-aged children.

Exemplar: *After spending six hours focused on structured learning, primary students have used most of their daily concentration span, leaving little mental energy for quality homework completion.*

#2: "Second, studies have shown that homework in primary school has very little impact on learning outcomes."

Strengths: You reference research evidence, which strengthens your argument, and you make a useful comparison between primary and older students.

Weakness: Vague evidence → Your reference to "studies have shown" is too general and doesn't provide enough detail to convince readers. You don't specify what types of studies, how many, or what exactly they measured. The phrase "very little impact" is unclear - does this mean no improvement at all, or small improvements that aren't worth the effort?

Exemplar: *Research by educational psychologists found that primary students showed no measurable improvement in maths or reading skills when completing daily homework compared to those who only did classwork.*

#3: "On the other hand, some argue that homework teaches responsibility. While this may be true for older students, primary-aged kids can learn responsibility in other ways."

Strengths: You acknowledge opposing viewpoints, which shows balanced thinking, and you provide alternative solutions rather than just dismissing the concern.

Weakness: Underdeveloped counterargument → Your response to the opposing view feels rushed and doesn't fully address why homework might be uniquely valuable for teaching responsibility. The phrase "this may be true for older students" dismisses the point without explaining why age makes such a difference. Your alternatives like "taking care of their belongings" aren't clearly connected to the same type of responsibility that homework might teach.

Exemplar: *While homework does require planning and time management, primary students can develop these same skills through classroom jobs, managing their school supplies, and completing multi-step art projects during school hours.*

■ Your piece presents a clear position with logical reasoning, and you've structured your arguments well with good paragraphs and smooth transitions between points. The topic choice is engaging and relevant to many families today. However, your arguments would benefit from more specific details and deeper explanations. For example, when you mention studies, try including what the researchers actually discovered rather than just saying studies exist. Additionally, your counterargument section could be stronger - spend more time explaining why the opposing view might seem reasonable before showing why your position is better. Also, consider adding more concrete examples throughout your writing. Instead of just saying play helps with "creativity and problem-solving," you could mention specific types of play and how they develop these skills. Finally, your conclusion could include a brief mention of what schools might do instead of homework to support learning at home.

Score: 43/50

Section 2:

#1 Should primary schools ban homework? Homework has always been a part of school life, but in recent years, many people have started to question whether it's really necessary — especially in primary school. Some believe it helps students develop responsibility and discipline, whilst others argue it adds stress and takes away from important free time. So, should primary schools ban homework? I believe they should.

#2 First, primary school students are still very young. After spending around six hours at school each day, they need time to ~~relax~~ [unwind], play, and spend time with their families. Play is essential at this

age because it helps children develop creativity, problem-solving skills, and emotional health. When homework takes up their afternoons, it limits this important part of their development.

Second, studies have shown that homework in primary school has very little impact on learning outcomes. ~~While~~ [Whilst] older students may benefit from revision and practice outside the classroom, younger students learn better through hands-on activities and interactive lessons, not by sitting alone doing worksheets at home.

Another reason to ban homework in primary schools is that it can cause unnecessary stress. Many kids feel pressure to complete assignments perfectly, and some don't have help at home if they get stuck. This can make them feel frustrated or even fall behind, which lowers their confidence. School should be a place where children feel encouraged to learn — not overwhelmed.

#3 On the other hand, some argue that homework teaches responsibility. ~~While~~ [Whilst] this may be true for older students, primary-aged kids can learn responsibility in other ways — such as taking care of their belongings, completing classroom tasks, or helping at home. There's no need to add extra schoolwork to teach this skill.

In conclusion, banning homework in primary schools could benefit students' mental health, allow for more quality family time, and support a better balance between learning and play. At such a young age, children should be encouraged to love learning — not dread it. Let's leave homework for the later years, when it can truly make a difference.

Section 1:

#1 (Opening paragraph: "Should students be allowed to use phones or tablets at school? Technology is becoming a bigger part of our lives every day...")

Strengths: Your opening effectively introduces the topic with a clear question and acknowledges different viewpoints. You present a balanced thesis statement that shows you understand both sides of the debate.

Weakness: Vague introduction → Your opening relies on general statements like "technology is becoming a bigger part of our lives" without providing specific context about how this relates to schools. This makes your introduction feel disconnected from the main argument.

Exemplar: *"With over 80% of Australian teenagers now owning smartphones, schools across the country are grappling with whether these devices belong in classrooms."*

#2 (Second body paragraph: "Second, having a phone at school can help students stay safe...")

Strengths: You provide practical examples of safety scenarios and consider the emotional comfort phones can provide to families. Your reasoning connects well to real-world concerns parents might have.

Weakness: Surface-level analysis → Whilst you mention safety benefits, you don't explore potential safety risks that phones might create, such as distraction during emergencies or privacy concerns. Your argument would be stronger if you acknowledged these complexities.

Exemplar: *"Whilst phones can help in emergencies, schools must also consider whether constant connectivity might actually create new safety risks, such as students being distracted during emergency procedures."*

#3 (Fourth paragraph: "Some people argue that phones cause distraction or lead to cyberbullying...")

Strengths: You address counterarguments, which shows you understand the complexity of the issue. You offer a constructive solution rather than simply dismissing opposing views.

Weakness: Insufficient counterargument development → You quickly dismiss valid concerns with "banning phones completely doesn't solve the problem" without fully explaining why this approach fails or providing evidence for your alternative solution.

Exemplar: *"Research shows that complete phone bans often lead to students finding creative ways to use devices secretly, making it harder for teachers to monitor appropriate use and actually reducing learning about digital responsibility."*

■ Your piece demonstrates a solid understanding of argumentative writing structure and presents relevant points on both sides of the phone debate. However, your arguments would benefit from more specific evidence and deeper analysis. Rather than relying on general statements, try incorporating concrete examples or statistics to support your claims. Additionally, your counterargument section needs strengthening - you should fully explore opposing viewpoints before offering your rebuttal. Also, consider connecting your ideas more smoothly between paragraphs to help your writing flow better. Your conclusion effectively summarises your position, but could be enhanced by suggesting specific steps schools might take to implement your balanced approach. Furthermore, some of your sentences could be combined or restructured to create more sophisticated expression whilst maintaining clarity for your audience.

Overall Score: 42/50

Section 2:

#1 Should students be allowed to use phones or tablets at school? Technology is becoming a bigger part of our lives every day, and many students now own their own phones or tablets. Some people think these devices should be allowed at school, ~~while~~ [whilst] others believe they are a distraction. So, should students be allowed to use phones or tablets at school? I believe they should — but only in limited and controlled ways.

#2 First, phones and tablets can be great learning tools. There are many educational apps that help students practise maths, reading, or science in fun and interactive ways. In class, teachers could use tablets to make lessons more engaging or to help students research topics quickly. Using technology in school can also help prepare students for the future, since most modern jobs now require digital skills.

#3 Second, having a phone at school can help students stay safe. If there's an emergency, parents can easily contact their child, or students can call for help if needed. Phones can also be useful for students who travel long distances to school or take public transport home. Just knowing they can reach someone in case of trouble gives peace of mind to both students and parents.

However, it's important that phones and tablets are not used for the wrong reasons — like playing games during lessons, texting friends, or cheating on tests. That's why schools should have clear rules. For example, students could be allowed to use their devices only during certain times, like in specific lessons or at lunch breaks. The rest of the time, they should be kept away in lockers or bags.

#4 Some people argue that phones cause distraction or lead to cyberbullying. These are valid concerns, but banning phones completely doesn't solve the problem. Instead, schools should teach students how to use technology responsibly, including lessons on internet safety and respectful online behaviour.

In conclusion, phones and tablets can be useful tools in education if they are used in the right way. Rather than banning them altogether, schools should find a balance: allowing technology that helps learning, ~~while~~ [whilst] preventing misuse. After all, learning to use technology wisely is just as important as any other subject.