

Section 1:

#1: Opening paragraph*"Don't you know the mind control that children receive if they bringing devices to school? The debate of whether children should or shouldn't bring their own electronic device has been active for many years."*

Strengths: Your opening creates immediate engagement with a bold question that grabs the reader's attention. You also demonstrate awareness that this is an ongoing debate with historical context.

Weakness: Unclear argument foundation → Your opening question about "mind control" doesn't connect clearly to the rest of your argument. The phrase "mind control that children receive if they bringing devices" is confusing and doesn't establish a clear link to your main points about distraction, inequality, and lost devices. This makes it difficult for readers to follow your reasoning from the start.

Exemplar: *"Have you ever wondered how electronic devices might affect students' learning and social relationships at school?"*

#2: Body paragraph about inequality*"Firstly, now allowing students to bring their own devices prevents inequality. imagine everyone in the class has a computer but one doesn't have the money too afford it."*

Strengths: You tackle an important social issue and attempt to provide concrete evidence with your interview example. Your concern about fairness shows thoughtful consideration of different students' circumstances.

Weakness: Weak evidence and unclear reasoning → Your evidence about the student interview lacks detail and credibility. The phrase "simultaneously" doesn't make sense in this context, and you don't explain how the experiment was conducted or by whom. Additionally, your logic jumps between computers, phones, and general devices without clear connections.

Exemplar: *"When schools require students to bring their own devices, some families cannot afford the latest technology, which can create feelings of embarrassment and exclusion among students."*

#3: Counterargument paragraph*"Some critics argue that allowing students to bring their own electronic devices can assist them in their learning. While this correct there is one flaw in this statement."*

Strengths: You acknowledge opposing viewpoints, which shows balanced thinking. You also attempt to address the counterargument rather than ignoring it.

Weakness: Insufficient counterargument development → Your response to critics is too brief and doesn't fully address their concerns. You mention that devices might be misused for distraction, but you don't explain why this problem couldn't be managed through rules or supervision, which weakens your rebuttal.

Exemplar: *"Whilst devices can support learning, schools often lack the supervision needed to ensure students use them appropriately, and the potential for distraction often outweighs the educational benefits."*

■ Your piece tackles an important topic that affects many students today. The structure follows a clear argument pattern with introduction, body paragraphs, counterargument, and conclusion, which shows good organisational thinking. However, your argument needs stronger evidence and clearer connections between ideas. The examples you provide, such as the fake laptop experiment and student interview, need more detail to be convincing. Additionally, your reasoning sometimes jumps between different types of devices without explaining how they're related. To strengthen your writing, focus on developing each point more thoroughly with specific examples and clearer explanations. Also, work on connecting your opening hook more directly to your main arguments. Your passion for the topic comes through clearly, but channelling that enthusiasm into more detailed reasoning would make your argument much more persuasive.

Score: 41/50

Section 2:

~~Don't you know the mind control that children receive if they bringing devices to school?~~ [Have you considered the negative effects that occur when children bring devices to school?] The debate of whether children should or shouldn't bring their own electronic device has been active for many years. Today we will be exploring the potential dangers that are ~~caused~~ [caused] by taking devices to school. I believe that bringing electronic devices such as phones or tablets will create a great peril to the students. I strongly ~~align~~ [believe] that not taking devices is the right choice because it prevents distraction, it can eliminate inequality and it can stop any incidents of lost devices.

#1 Firstly, ~~now~~ [not] allowing students to bring their own devices prevents inequality. ~~imagine~~ [Imagine] everyone in the class has a computer but one doesn't have the money ~~too~~ [to] afford it. This could cause bullying about how they have a computer while the victim doesn't. This is proven when a class of students were told to bring a phone to school the next day but one student was purposely asked not to. The very next day ~~the students~~ [the student] was interviewed and stated that he was getting bullied ~~simultaneously~~ [continuously]. This is why not allowing students to bring their own devices gives no fuel for igniting ~~a~~ [an] incident of bullying and inequality.

#2 Secondly, students who bring their devices could potentially lose them. When ~~a students~~ [a student] is careless they can leave their device and give opportunity for someone else to steal it ~~and lose it~~ [or lose it] since it is left behind. This ~~proven~~ [is proven] when a fake laptop was placed purposely. After some ~~while~~ [time] it was missing from the spot, which shows it was stolen ~~and lost~~ [or lost]. This shows ~~if~~ [that if] students are allowed to bring their own devices then ~~it~~ [they] could be lost or stolen.

#3 Some critics argue that allowing students to bring their own electronic devices can assist them in their learning. ~~While this correct~~ [Whilst this is correct] there is one flaw in this statement. When ~~a students brings~~ [a student brings] their own device it doesn't necessarily mean that they will put ~~in~~ [it to] good use. They could use it to distract their learning causing ~~completely~~ [a completely] negative effect. This is why not allowing students ~~to not~~ [to] bring their own devices is so significant in preventing hindrance to academic development.

In conclusion, not allowing students to bring their own electronic devices prevents distraction, inequality and loss. Without wasting any time ~~lets~~ [let's] halt the idea of allowing students bringing their own devices!