

Section 1

#1: Opening paragraph ("Good morning, afternoon, night what whatever time you are reading this. Technology has changed the world a lot over the past decades. We first used it as a good way, but during recent years, the platform, we started to play games like Roblox, Minecraft and so so on.")

Strengths:

- Your greeting shows creativity and attempts to connect with readers at any time of day
- You introduce the topic of technology clearly, helping readers understand what your writing will be about

Unclear sentence structure → The phrase "but during recent years, the platform, we started to play games" is confusing because it's not clear what "the platform" refers to, and the sentence doesn't flow smoothly from one idea to the next. Your readers might struggle to understand the connection between using technology "as a good way" and then suddenly discussing game platforms.

Exemplar: *Over the past decades, technology has changed our world significantly. Whilst we initially used it for helpful purposes, in recent years, many young people have begun spending considerable time playing online games such as Roblox and Minecraft.*

#2: Eye control paragraph ("We have somehow lived so long with games online, but we thought that games online could help with eye control. Playing outside has more benefits than just one thing, like eye control.")

Strengths:

- You present a counter-argument about online games having some benefits, which shows balanced thinking
- You emphasise that outdoor play offers multiple advantages, which supports your main argument

Missing supporting details → Whilst you mention that playing outside has more benefits than online gaming, you don't actually tell your readers what these other benefits are. Simply saying "every

side" and "more benefits" doesn't give your audience concrete information to understand or agree with your point.

Exemplar: *Playing outside offers numerous benefits beyond eye coordination, including physical fitness through running and climbing, social skills from face-to-face interactions, and improved mental health from fresh air and sunlight.*

#3: Making friends paragraph ("We want to make friends, right? If yes, then think about it, how would you make friends online if you don't know they can be trusted? This is a real story. Once there was a girl who made friends online, but didn't know it was a man acting like a girl her age, and he asked for her house number.")

Strengths:

- Your example about online safety is powerful and relevant to your argument about the dangers of online interaction
- You directly address your readers with questions, which helps engage them in thinking about the topic

Abrupt shift without connection → You suddenly jump from discussing eye control and physical benefits to talking about making friends and online safety. There's no transition sentence to help your readers understand why you're now discussing a different topic, which makes your writing feel disconnected and harder to follow.

Exemplar: *Beyond physical benefits, we should also consider the social aspects of where we spend our time. Making genuine friendships requires trust, but how can we truly trust people we meet online when we don't know their real identity?*



Your piece tackles an important topic about balancing online and offline activities, which is relevant to young people today. However, your writing would benefit from clearer organisation and stronger development of ideas. Each paragraph introduces a new point, but you don't fully explain these points or connect them smoothly together. For example, you mention that outdoor play has many benefits,

but you only name one or two, leaving your readers wondering what the others might be. Additionally, your conclusion about reducing AI and connecting "like our ancestors did" feels sudden and doesn't clearly link back to the main points you've made about online gaming and outdoor play. To strengthen your writing, try developing each paragraph with at least two or three specific examples or explanations before moving to the next idea. Also, use transition sentences to help your readers understand how each paragraph connects to the one before it. Your argument about online safety is compelling, but it would be even more effective if you explained how outdoor friendships are different from online ones, rather than just showing the dangers of online interaction. Finally, consider what you really want your readers to do or think after reading your piece—should they stop playing online games completely, or simply balance online and offline time better? Making this clearer will give your writing a stronger purpose.

Overall Score: 41/50

Section 2

Good morning, afternoon, ~~night what whatever~~ [or evening—whatever] time you are reading this.

Technology has changed the world ~~a lot~~ [significantly] over the past decades. We first used it ~~as a good way~~ [for beneficial purposes], but during recent years, ~~the platform, we~~ [we have] started to play games like Roblox, Minecraft and so on. **#1** Do we really need ~~the~~ [these] games to play? We have started to ~~play with~~ [interact with] AI even though they aren't real humans. ~~WE~~ [We] started to ~~play with no clue and never will know~~ [engage with these technologies without fully understanding them].

We have ~~somehow~~ [been using technology and] lived ~~so long~~ [] with ~~games~~ [online games for many years now], ~~online, but we thought~~ [and some people believe] that ~~games~~ [online gaming can] ~~online could~~ help with eye ~~control~~ [coordination]. Playing outside has more benefits than just one thing, like eye ~~control~~ [coordination]. I know ~~if you play~~ [that playing] online games, ~~your eye control~~ [can improve your eye coordination and] will ~~be very good~~ [make it excellent], but playing outside can ~~improve on~~ [develop skills in] every ~~side~~ [area], which is always better than just one really good skill. **#2**

We want to make friends, right? If yes, then think about it[—]how would you make friends online if you don't know they can be trusted? This is a real story. Once there was a girl who made friends online,

but didn't know it was a man acting like a girl her age, and he asked for her house ~~number~~ [address]. She gave him the ~~number~~ [address], and in the end, the girl was found dead by the police. #3

Next, it's fun[—]we want to have fun with friends, but how do you know they're not fake friends, like [? How do you know ~~that~~ []] they will act ~~nice~~ [kindly] ~~if you and two or more are online~~ [when you're in a group chat or online game]? Cyberbullying is getting harder and harder to ~~find who did~~ [trace back to the perpetrator]. Playing outside is ~~easy, get~~ [simpler—if you get] bullied, ~~tell~~ [you can tell] a trusted adult, but online it is ~~hard~~ [difficult] to ~~know if it he or he or she... e.t.c~~ [identify whether the bully is a he, she, or someone else].

We ~~have to~~ [need to] reduce ~~AI a lot~~ [our reliance on technology and AI] so we can ~~go back where~~ [return to a time when] everything can ~~be~~ [involve] less bullying and more ~~connected, like~~ [genuine connection, similar to how] our ancestors ~~did~~ [lived].