# Section 1

### #1: Opening Paragraph

*Strengths:*

- Your introduction grabs attention by connecting technology to everyday activities that your audience can relate to, like using WhatsApp and playing games
- You clearly state your position on the problem, setting up what your speech will discuss

*Overly Broad Topic Scope* → Your opening tries to cover too many negative effects at once ("loose concentration", "mental health damaged", "get hacked") without giving your audience a clear sense of which issue matters most. When you list three major problems in rapid succession, it feels rushed and makes it harder for listeners to follow your main argument. Consider focusing your introduction more tightly on one or two related concerns, or signal which problem you'll explore first.

*Exemplar:* **"However, technology creates serious challenges for students. Most importantly, constant screen time pulls students away from their studies and damages their ability to concentrate—and this affects everything from their grades to their future success."**

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### #2: Body Paragraph on Studies

*Strengths:*

- You connect the issue to a bigger picture by explaining why student focus matters for our future
- You include a statistic from Harvard University to support your point

*Vague Causal Reasoning* → When you write "Students think of random things during class and start to lose focus causing them to fail grades," you don't explain *why* technology specifically causes this problem. What is it about screens or social media that makes minds wander? Your paragraph jumps from technology existing to students failing without showing the connection clearly. You also cite that students "felt wrong" after watching social media, but what does "felt wrong" actually mean? Does it mean they felt distracted, anxious, guilty, or something else?

*Exemplar: **"When students spend hours scrolling through social media, their brains become used to constant entertainment and quick rewards. This makes it much harder to concentrate during lessons, where learning requires sustained attention and patience."***

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**#3: Conclusion**

*Strengths:*

- You end with a clear call to action, telling your audience what they can do
- Your final line creates a memorable image with "putting down the phone"

*Underdeveloped Solutions* → Your conclusion suggests "reduce time for students on social media" but doesn't explain *how* this should happen or who should be responsible. Should parents set limits? Should schools create policies? Should students monitor themselves? Your solution feels incomplete because you haven't thought through the practical steps. Additionally, saying "stop students from going crazy in social media" uses informal language that weakens your serious argument.

*Exemplar: **"We must take action now. Parents and teachers can work together to set reasonable time limits for social media use. Schools might introduce technology-free study periods, whilst families could establish phone-free zones during homework time. These small changes will help students regain their focus and protect their wellbeing."***

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■ Your speech tackles an important topic that affects many students today, and you've structured your argument with clear paragraphs that each focus on a different concern. However, your writing would become much stronger if you developed your ideas more thoroughly. Right now, many of your points feel rushed—you state that problems exist, but you don't fully explain the *reasons behind* these problems or provide enough detail to help your audience truly understand. For instance, your paragraph about mental health mentions that brains get "damaged" and students do "weird stuff," but these descriptions are too vague to be convincing or informative.

Additionally, your evidence needs closer attention. Whilst you cite three universities, the statistics feel inserted without proper explanation of what the studies actually measured. What does it mean that students "felt wrong" or "felt some weird things in their brains"? Your audience needs specific, clear information to be persuaded. Also, your second body paragraph about hacking shifts away from your earlier focus on distraction and mental health, which makes your speech feel less unified. Consider

whether hacking truly connects to your main argument about technology's impact on learning and wellbeing, or whether you might strengthen your speech by exploring one or two issues in greater depth rather than covering three separate topics. Your conclusion would also benefit from more developed solutions—instead of just saying "reduce time," explain concrete steps that students, parents, or schools could take. Overall, focus on explaining your ideas more fully rather than simply listing problems, and your persuasive speech will become much more powerful and convincing.

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**Overall Score: 40/50**

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# Section 2:

#1 → Good morning, everyone,

In the last 40 years, *[,]* we have evolved through technology as it keeps ~~on getting~~ *[getting]* better and better. If you want to call someone, *[,]* then go on WhatsApp and tap the person you want to call! You can simply ~~just~~ *[simply]* tap on a screen if ~~want~~ *[you want]* to play games or go on social media and ~~some funny things~~ *[view entertaining content]*. However, there is a problem with technology. Students are usually going away from ~~studies~~ *[their studies]* and ~~loose~~ *[lose]* concentration, get their mental health damaged, and get hacked with some misinformation.

#2 → ~~First of all, we need to talk about studies.~~ *[Firstly, we must consider the impact on students' academic performance.]* Students think of random things during class and start to lose focus, *[focus,]* causing them to fail grades. Students are our future leaders, and if ~~have~~ *[we have]* silly leaders just doing random stuff, *[stuff,]* our world won't develop properly and may go wrong. A study from ~~Havard~~ *[Harvard]* University has shown that 67% of students felt wrong and failed most subjects after watching social media for a whole week ~~with watching it~~ *[whilst watching it for]* 2 hours a day. Therefore, when your eyes are glued to the screen, you start to lose focus on studying.

Secondly, students are getting their mental health damaged after watching 2 hours of it. Technology usually damages the brain, *[brain,]* so if students have their ~~brain~~ *[brains]* damaged, *[damaged,]* then we will have crazy students that do weird stuff as their brains are damaged. This will also affect doctors as there will be more patients in the hospital, *[hospital,]* causing stress. A study from North Sydney University has shown that 80% of students felt some weird things in their brains after watching

technology for a long time. Hence, if students watch technology, they can get their mental health damaged.

#3 → Finally, students are known to be hacked after using technology for a long time. In the world, there are bad people out there as they want ~~hack~~ *[to hack]*. These days, students are usually getting hacked as they trust others for good stuff. Hackers provide misinformation for students ~~for~~ *[to]* fall ~~so they can say~~ *[for, enabling them to spread]* fake stuff at school and do bad~~in~~ *[badly in their]* grades. A study from South Brisbane University has shown that 52% of students fell for a hack after watching social media for 2 hours. Thus, students can get hacked when using technology.

Now we have to think properly. We need to fix this situation and stop students from going crazy ~~in~~ *[on]* social media. We can reduce time for students on social media and stop this situation. ~~So putting~~ *[Therefore, putting]* down the phone is one step to fix this situation ~~to stop it~~ *[and prevent these problems]*!

Thank you for listening *[.]*