Section 1

#1: Opening paragraph ("The impact on technology on modern education in schools... not even close.")

Strengths:

- Your opening creates curiosity by using the phrase "silent weapon," which makes readers want to learn more about what you're discussing.
- You include a specific example with Jonah Liles, showing you're trying to support your ideas with evidence.

Vague thesis statement → Your opening doesn't clearly tell readers what your main argument is. The phrase "it was messed" is too informal and unclear. What exactly is "messed"? Are you saying technology is completely harmful, or that it's being used incorrectly? Readers need to understand your position from the start. The sentence "technology didn't even help them not even close" uses double negatives and casual language that weakens your point. A stronger opening would state your position clearly and professionally.

Exemplar: *"Technology has significantly changed education in schools, but many students misuse these tools for cheating rather than genuine learning, which threatens their future success."*

#2: Second paragraph ("It created a big impact... completely ruined.")

Strengths:

- You explain how widespread technology use has become in schools, showing the scale of the issue.
- You attempt to explain why students might use AI to complete work, showing you understand different perspectives.

Underdeveloped reasoning → Whilst you mention that students use AI because they're "absolutely tired," you don't explain why this is actually a problem beyond saying their "afterlife will be completely ruined." What specific skills do students miss learning? How does relying on AI affect their ability to

solve problems or think independently? You need to connect your points more clearly. For instance, if a student always uses AI to write essays, they won't develop their own writing skills, vocabulary, or ability to organise thoughts—skills they'll need for jobs and further education.

Exemplar: *"When students rely on AI to complete homework, they miss opportunities to practise critical thinking and problem-solving skills that are essential for university and future careers."*

#3: Third paragraph ("Additionally, it is widely stated... suspections and arguments.")

Strengths:

- You include a statistic (18% and 82%) to support your argument, which adds credibility to your writing.
- You mention an expert (Professor Antero Garcia) to strengthen your position with professional opinion.

Weak counterargument response → You mention that some people believe technology can help with research and brainstorming, but you dismiss this view by simply stating "this is basically considered cheating" without explaining why. This makes your argument seem one-sided. Why is using technology for research the same as cheating? Isn't there a difference between using AI to generate ideas and copying AI-written work word-for-word? You need to acknowledge the valid points of the opposing view and then explain specifically why you still disagree. Show readers you've thought carefully about both sides of the issue.

Exemplar: *"Whilst technology can be useful for finding information, students who copy AI-generated answers directly are not actually learning the material, which is different from using technology as a starting point for their own ideas."*

■Your piece tackles an important topic about technology in schools, and you clearly have strong feelings about this issue. However, your argument would be much more convincing if you developed your ideas more deeply. Right now, many of your statements are quite general. For example, when you say technology "completely ruined" students' futures, what does this actually mean? Try adding specific examples of what students can't do anymore because of technology. Additionally, your writing would benefit from addressing opposing views more fairly—right now, you dismiss the idea that technology

can help students without fully explaining why you disagree. Think about the difference between helpful uses (like using a calculator to check your maths) and harmful uses (like having AI write your entire essay). Also, your tone shifts between formal and casual language—phrases like "it was messed" and "enourmous-NO!" sound too informal for a persuasive essay. Choose language that sounds more professional throughout. Finally, strengthen your conclusion by summarising your main points rather than just stating your opinion. What are the two or three most important reasons technology should be limited in schools? Remind your readers of these key ideas to leave them with a clear understanding of your position.

Overall Score: 39/50

Section 2:

~~The impact on~~ [The Impact of] Technology on Modern Education in Schools

~~It was the silent weapon the children all wanted, for those who never liked standard education technology was given for their will.~~ [Technology has become a powerful tool that many students desire, particularly those who struggle with traditional learning methods.] **#1** But ~~it was messed~~ [its implementation has been problematic], ~~technology didn't even help them not even close~~ [as technology has failed to deliver meaningful educational benefits]. A student named Jonah Liles, who is now in ~~the last of~~ [his final year of] primary school, has stated that" [, "] technology is for those who can't do anything independently, [. It] can be used well~~but,~~ [, but] others have recorded lots of people using technology in ways you are not assigned to use it. [that are not intended.]~~"~~

~~It created a big impact, students studies were changed it was described as~~ [Technology has created a significant impact—students' study habits have changed dramatically, leading to what has been described as] the new tech era~~even~~ [. Even] schools advise ~~kids~~ [children] to use ~~tech~~ [technology] for learning. Many are using ~~to~~ [it to] do homework or even during exams~~changing~~ [, fundamentally changing] the learning lifestyle. Robots and AI are doing ~~your~~ [students'] tasks~~humans~~ [, yet humans] have the power to do these tasks as well, so [. So] why do humans ~~handle~~ [delegate] this to AI? The reason is either that they ~~can't~~ [cannot] do the homework or they are ~~absoloutely~~ [absolutely] tired and want to skip work with a couple ~~easy~~ [simple] steps. Though it seems ~~alright~~ [acceptable], due to this

~~facotr~~ [factor]~~students~~ [, students] ~~won't~~ [will not] learn~~and~~ [, and] their ~~afterlife~~ [future prospects] will be completely ruined. **#2**

Additionally, it is widely stated that students misuse technology for ~~standard studies~~ [academic purposes]~~where~~ [, with] 18% ~~are mishapps~~ [being accidental errors] and 82% ~~are~~ [being deliberate instances of] ~~for~~ cheating. Many still argue that it is ~~alright~~ [acceptable] for students to use AI as a research tool to help them ~~genereate~~ [generate] ideas~~or~~ [,] brainstorm ~~soloutions~~ [solutions]~~or~~ [, or] even gather information for homework tasks. **#3** But this is basically considered cheating. Many ~~proffesionals~~ [professionals]~~like~~ [, such as] Stanford ~~education professor~~ [Education Professor] Antero Garcia, ~~argues~~ [argue] that technology in ~~standard~~ [mainstream] education makes ~~school~~ [schools] worse by promoting digital platforms for others to then ~~bizzarely~~ [bizarrely] misuse~~it~~ [them]~~leading into~~ [, leading to] many ~~suspeetions~~ [suspicions] and arguments.

To sum it all up~~I~~ [, I] suggest that technology in modern education should be banned~~as~~ [, as] many young~~aged ones~~ [students] are misusing ~~tech~~ [technology] and have not developed ~~more~~ [sufficient] maturity to use it. [responsibly.] Due to this~~technology~~ [, technology] makes millions of young students ~~inable~~ [unable] to learn properly. Overall, technology is marked with an ~~enourmous~~ [enormous]~~=~~ NO!

= By Krithik