

Section 1

#1: Opening Scene "In the middle of a yearly test, the class room was dead silent. The only thing you can hear is pencils screeching and intense breathing. The answer is B because... a robot voice echoed."

Strengths:

- Your opening creates an engaging, dramatic moment that immediately draws readers into the scene
- The sensory details like "pencils screeching" and "intense breathing" help readers visualise the tense atmosphere

Narrative-to-Argument Transition → Your piece begins with a compelling story but shifts quite suddenly to statistics and facts. The connection between your cheating example and the broader discussion could be smoother. After showing us the cheating incident, you jump straight to "That is one problem with technology in schools" without explaining how this specific scenario relates to the larger issue. Consider adding a sentence that bridges the story to your main point, perhaps explaining why technology made this type of cheating possible.

Exemplar: *"This cheating incident was only possible because the student had access to a device with voice activation. When schools introduce more technology without proper safeguards, academic dishonesty becomes easier than ever before."*

#2: Statistics Paragraph "About 59% of high school students cheat on exams. Also 36% of undergraduate students have confessed to plagiarizing written material."

Strengths:

- Your statistics provide concrete evidence that strengthens your argument
- You connect the consequences to real-world outcomes like future employment

Underdeveloped Reasoning → Whilst your statistics show that cheating is common, you haven't fully explained *how* technology specifically causes or enables this cheating. The phrase "if they rely on technology to much" suggests overuse, but you haven't shown the direct link between having

technology in schools and the 59% cheating rate. Are students using phones during tests? Are they copying from online sources? Your readers need to understand the specific technological methods students use to cheat, not just that cheating happens.

Exemplar: *"About 59% of high school students cheat on exams, often by using mobile phones to search for answers or messaging friends during tests. Additionally, 36% of undergraduate students have confessed to plagiarising written material by copying directly from websites without proper citation."*

#3: Distraction Section "If you do work on a device it is common for children to secretly play games or watching Youtube. It is known that 2 out of 3 students get distracted by online (mostly games)."

Strengths:

- You identify a specific, relatable problem that many students experience
- The statistic "2 out of 3 students" reinforces your point effectively

Incomplete Sentence Structure → The phrase "get distracted by online (mostly games)" is missing key words. What exactly are they distracted by online? The sentence feels unfinished. Additionally, your parallel structure breaks down with "play games or watching Youtube" – you've mixed two different verb forms. These technical errors make your writing harder to follow, even though your point about distractions is valid.

Exemplar: *"If you do work on a device, it is common for children to secretly play games or watch YouTube videos. It is known that 2 out of 3 students get distracted by online content (mostly games)."*

■ Your piece tackles an important and relevant topic that affects students directly. The structure follows a logical progression: you introduce the problem through a story, provide evidence, discuss distractions, and offer solutions. However, your arguments would benefit from deeper exploration of *why* and *how* technology creates these specific problems.

Instead of simply stating that technology causes cheating and distraction, think about the mechanisms involved. What features of technology make cheating easier? Why are digital devices more distracting

than traditional paper? Your middle paragraphs feel a bit rushed – you present statistics but don't fully unpack what they mean or how they connect to your opening example.

Additionally, your conclusion introduces the British phone ban but doesn't fully develop this point. You mention that "students will get better scores" but don't explain how this connects back to your earlier arguments about cheating and distraction. Also, consider whether your final solution – "putting the phone down and turning off notifications" – adequately addresses the complex problems you've raised throughout the essay. Could you suggest more specific strategies that schools and students could implement?

Your writing shows promise in its engaging opening and use of evidence. To strengthen your piece further, focus on developing each paragraph more thoroughly. For instance, your distraction paragraph could explore *why* games and YouTube are so tempting during schoolwork. What makes these digital temptations different from traditional distractions? Building out these explanations would give your essay more depth and help readers understand the issue more completely.

Overall Score: 38/50

Section 2

#1 The ~~impact~~ [Impact] of ~~technology~~ [Technology] in Schools.

In the middle of a yearly test, the ~~class-room~~ [classroom] was dead silent. The only thing you ~~can~~ [could] hear ~~is~~ [was] pencils screeching and intense breathing.

~~The answer is B because... a robot voice echoed.~~ ["The answer is B because..." a robot voice echoed.]

Everyone turned to stare. The teacher didn't notice because he was ~~to~~ [too] busy "marking papers." The test continued ~~and~~ [, and] an unknown student got away ~~for~~ [with] cheating.

#2 That is one problem with technology in schools. Lots of schools face that ~~with~~ [, with] some students getting away with academic fraud. About 59% of high school students cheat on exams. ~~Also~~ [Also,] 36% of undergraduate students have confessed to ~~plagiarizing~~ [plagiarising] written material. This can impact them in the future because if they rely on technology ~~to~~ [too] much ~~it~~ [, it] might be

hard to do future jobs. They might also get fired for not doing jobs properly. It also impacts the academic system ~~refusing~~ [, refusing] some actual talented kids from getting what they need.

~~That's~~ [That is] not the only problem with technology in schools. Another problem is distractions. #3 If you do work on a device ~~it~~ [, it] is common for children to secretly play games or ~~watching~~ [watch] ~~Youtube~~ [YouTube]. It is known that 2 out of 3 students get distracted by online ~~(mostly games)~~ [content (mostly games)]. This can lead to low scores in future tests.

"We're really working hard to be very mindful of what we choose to put kids on computers for," said Kristy Zaleta, the principal of Rogers Park Middle School.

It is also a part of the reason they are banning phones in British schools. After the ban ~~students~~ [, students] will get better scores.

Technology can play a huge role in schools ~~but~~ [, but] there are some pros and cons. It is important to focus and actually try your best. One way you can do that is by putting the phone down and turning off notifications.