

Section 1

#1: "In a small rural school in Western Sydney, a ten-year-old student named Maya was struggling to learn maths until her teacher Ms. Chen, gave her this maths app. When Maya was given this app, she started to enjoy maths again and was able to understand her lessons better."

Strengths:

- You've used a specific, relatable example with Maya to show how technology helps students, which makes your writing more interesting to read.
- The story has a clear problem (struggling with maths) and solution (the app), which helps readers understand your point.

Weakness: Lack of specific detail → While your story about Maya is a good start, you haven't explained *how* the app helped her or *what* the app did differently. Telling us she "started to enjoy maths again" doesn't show us what changed. Did the app use games? Did it explain things in a different way? Adding these details would make your example much stronger and more convincing.

Exemplar: *When Maya was given this app, she could practise times tables through fun games and watch short video explanations when she felt confused, which helped her understand multiplication in a way that made sense to her.*

#2: "Technology also helps students learn their own pace. Dr Sarah Collins, an educational expert says "Technology helps teachers give lessons that match each student's level."

Strengths:

- You've included an expert opinion from Dr Sarah Collins, which makes your argument more believable.

Weakness: Missing word and underdeveloped idea → Your sentence "Technology also helps students learn their own pace" is missing the word "at" (it should be "at their own pace"). More importantly, whilst you mention that students can learn at their own pace, you only give one example

about audiobooks and videos for reading. Your paragraph would be much stronger if you explained *why* learning at your own pace is helpful and gave examples for different subjects, not just reading.

Exemplar: *Technology also helps students learn at their own pace, which means faster learners can move ahead whilst students who need more time can practise until they feel confident. For example, in maths, a student who understands fractions quickly can move on to decimals, whilst another student can watch extra video tutorials and complete more practice questions on fractions until they're ready to progress.*

#3: "Modern education is not just a pen, pencil, and book. It also is laptops, ipads, tablets and other items that have screens that also open doors to knowledge. But also remember we should have a balance of screens and books because those are the things that open doors to knowledge."

Strengths:

- You've attempted to create a memorable ending with the "doors to knowledge" phrase, which shows you're thinking about how to make your conclusion interesting.

Weakness: Repetitive and unclear structure → Your conclusion repeats the phrase "open doors to knowledge" twice, which makes it sound repetitive. Also, your sentence structure is awkward—"It also is laptops, ipads, tablets" doesn't flow well. The bigger problem is that you mention needing "balance" between screens and books, but you haven't explained *why* this balance matters or *how* students should achieve it. This leaves your reader without a clear understanding of your final point.

Exemplar: *Modern education includes not just pens, pencils, and books, but also laptops, iPads, and tablets—all tools that open doors to knowledge. However, whilst technology offers wonderful learning opportunities, students still need time away from screens to read physical books, have face-to-face discussions, and develop their handwriting skills. Finding the right balance between digital and traditional learning helps students become well-rounded learners.*

■ Looking at your piece as a whole, you've chosen a relevant and timely topic about technology in education, and you've structured your writing with an introduction, body paragraphs, and a

conclusion, which shows good organisational thinking. Your opening story about Maya is an engaging way to start, and including the statistic about 85% of schools and the expert quote from Dr Sarah Collins adds credibility to your argument. However, your writing would benefit greatly from deeper explanation throughout. You often state facts (like "technology helps students learn at their own pace") without fully explaining *why* this matters or *how* it works in practice. Additionally, your paragraphs about COVID-19 feel somewhat disconnected from your main argument about technology's benefits—you could strengthen these sections by clearly linking the pandemic experience to specific lessons we've learnt about using technology effectively. Also, pay attention to your sentence structure; several sentences are either missing words or feel choppy and could be combined for smoother reading. Your conclusion introduces a new idea about "balance" that deserves much more development—either expand on this idea with specific examples of when screens are helpful and when books are better, or choose a conclusion that summarises the points you've already made. Finally, whilst your enthusiasm for the topic comes through, remember to proofread carefully for small errors like missing words, incorrect punctuation with commas, and proper capitalisation of product names like "iPads."

Overall Score: 39/50

Section 2:

~~#1 In Covid-19~~ [During the COVID-19 pandemic,] all schools had closed down ~~school~~ [and] students from everywhere had to do online learning because of this virus. In a small rural school in Western Sydney, a ten-year-old student named Maya was struggling to learn maths until her teacher, Ms. Chen, [Ms Chen] gave her this maths app. When Maya was given this app, she started to enjoy maths again and was able to understand her lessons better. This anecdote shows how technology can help students learn better when used the right way.

~~#2 After Covid-19~~ [After COVID-19,] technology was in every classroom ~~even now~~ [and remains there today]. Teachers teach with interactive boards, post homework online ~~and give~~ [, and provide] certain apps or websites to make learning interesting. According to a 2024 report from the Australian Department of Education, more than 85% of schools use digital learning tools like Google Classroom or Seesaw. These apps help teachers share homework, mark assessments or classwork, and communicate with students easily.

#3 Technology also helps students learn ~~their~~ [at their] own pace. Dr Sarah Collins, an educational expert ~~says~~ [, says,] "Technology helps teachers give lessons that match each student's level.[.]" For example, if a student finds reading hard, they can listen to audiobooks or watch educational videos instead.

During ~~Covid-19~~ [the COVID-19] lockdowns, many students needed technology to learn and ~~get connected with~~ [connect with] their teachers. Many ~~kids~~ [students] used Zoom to join classes and also watched educational videos to learn. Technology was useful ~~for~~ [during] this ~~tough~~ [challenging] time.

Modern education is not just a pen, pencil, and book. ~~It also is laptops, ipads, tablets~~ [It also includes laptops, iPads, tablets,] and other ~~items that have screens that~~ [screen-based devices that] also open doors to knowledge. ~~But also remember~~ [However, remember that] we should have a balance of screens and books because ~~those are~~ [both are] the things that open doors to knowledge.