

Section 1

#1: Opening Paragraph "Have you seen the standards education is falling to? In the past, students relied heavily on memory, problem-solving, and interpersonal learning, while today, only 50% of students are actively listening in class while only 20% consistently engage and contribute in class."

Strengths:

- Your opening question immediately grabs the reader's attention and makes them think about the topic
- You use specific percentages to support your argument, which makes your point feel more concrete

Weakness: Unclear Comparison → When you compare "the past" to "today," you don't explain when "the past" actually was or what made learning better back then. Your reader might wonder: are you talking about 10 years ago? 50 years ago? Also, the phrase "interpersonal learning" is a bit vague—what exactly do you mean by this? Try to paint a clearer picture of what classrooms used to look like so your reader can really see the difference.

Example for improvement: *"Twenty years ago, students memorised their times tables and worked through maths problems on paper. They discussed ideas in small groups and learned from each other face-to-face. Today, however, only 50% of students actively listen in class..."*

#2: Third Paragraph "Students are no longer required to pay attention to the teacher as all they need to do is search it up and instantly they are just as knowledgeable as a model student."

Strengths:

- You explain a real concern about how easy access to information might affect learning
- Your point about knowledge not staying in memory connects well to why this matters for tests

Weakness: Missing Key Details → Your argument would be much stronger if you explained *why* searching for information is different from learning it properly. You mention that "brief, brain-sparking moment is already gone," but you could develop this idea more fully. What happens in our brains

when we truly learn something versus when we just look it up? How does this affect students in the long run, beyond just tests? Your paragraph needs more depth to really convince your reader.

Example for improvement: *"When students search for answers online, they find information quickly but don't process it deeply. Real learning happens when you struggle with a problem, make connections to other ideas, and practise until the knowledge becomes part of your thinking. A quick search gives you facts, but not understanding."*

#3: Final Paragraph "In the end we need to be honest about what is happening in classrooms today. Technology was meant to help students learn but instead it is making things too easy and taking away the effort that used to be part of learning."

Strengths:

- Your conclusion brings together your main ideas and reminds the reader why this topic matters
- You acknowledge that technology was meant to be helpful, which shows balanced thinking

Weakness: Weakened Ending → Your conclusion suddenly becomes less forceful than the rest of your writing. Earlier, you said "We must eliminate technology immediately," but here you say "we need to change our behaviour or else we will have to remove it completely." This shift makes your argument feel uncertain. Which position do you actually support? Your reader will be confused about what action you want them to take. Additionally, the phrase "change our behaviour" is quite general—what specific behaviours should change?

Example for improvement: *"We must act now to protect our education system. Schools should ban personal devices during lessons and return to traditional learning methods that build real understanding. Only then can we ensure students develop the thinking skills they'll need for their futures."*

■ Your piece tackles an important topic that many people care about—the role of technology in schools. You've chosen a clear position and you're not afraid to state it strongly, which is good in persuasive writing. Your writing flows reasonably well from one paragraph to the next, and you include several different arguments to support your view.

However, your piece would benefit from adding more depth to your explanations. You make claims like "students are not only ignoring and disrespecting their teachers," but you don't show your reader what this actually looks like in a classroom. Adding specific examples or short stories would make your arguments much more convincing. For instance, in your second paragraph, you could describe a real or realistic scenario of students competing for grades in the past versus today. This would help your reader truly understand the difference you're describing.

Additionally, some of your paragraphs jump between different ideas without fully exploring each one. Your fourth paragraph talks about teachers not being able to supervise students, then switches to dopamine and addiction, then discusses juvenile minds. Each of these ideas deserves more development. Try taking one main idea per paragraph and really explaining it thoroughly before moving on to the next point.

Your piece would also be stronger if you considered other viewpoints. Right now, you present technology as entirely negative, but what about students who use it properly? What about subjects like coding or digital design that require technology? Acknowledging these points and then explaining why you still believe technology should be removed would make your argument more mature and convincing.

Finally, think about your tone throughout. You want to persuade your reader, which means helping them see your point of view. Sometimes your writing sounds quite angry (words like "ruining" and "eliminate immediately"), which might make some readers defensive rather than convinced. A calmer, more reasoning tone might actually be more powerful in changing minds.

Overall Score: 40/50

Section 2:

~~#1 Have you seen the standards education is falling to?~~ **[Have you seen the standards to which education is falling?]** In the past, students relied heavily on memory, problem-solving, and interpersonal learning, while **[. However,]** today, only 50% of students are actively listening in class ~~while~~ **[whilst]** only 20% consistently engage and contribute in class. Students are not only ignoring and disrespecting their teachers ~~they~~ **;** **they** are also doing wrong when they are assigned

researching time, using that time instead to play video games, watch YouTube videos ~~or~~ [,] or even hacking [**hack**]! Not only did our education standards fall ~~but~~ [,] ~~also~~ [**but**] our respect levels! [**fell as well!**]

#2 Technology ~~which~~ [,] ~~was~~ [**which was**] originally put into classrooms to assist learning and research ~~are~~ [,] ~~now ruining~~ [**is now ruining**] our education standards, back [**. Back**] in the day ~~kids~~ [,] ~~were~~ [**students were**] neck in neck for every single test ~~but~~ [,] ~~now~~ [**but now**] only a small group of students achieve good grades ~~while~~ [**whilst**] the others are scratching their head [**heads**] at every problem. Technology isn't helping learning, [:] it is making cheating too easy!

#3 Students are no longer required to pay attention to the teacher as all they need to do is search it up ~~and~~ [,] ~~instantly~~ [**and instantly**] they are just as knowledgeable as a model student. This kind of learning, while useful for quick shortcuts, will not stay in your memory for long ~~and~~ [,] ~~when~~ [**and when**] you actually need it for the test, that brief, brain-sparking moment is already gone. Additionally, with AI, children barely even complete homework. What is the point of that? A copied sentence and three seconds later, it is free time. That does nothing for children's education, but that is what education has become with technology.

One teacher cannot supervise thirty students at once, can she or he? Not when technology is involved. Anyone could be playing a silent game, watching a video, or even hacking. With an online privacy wall, it is all far too easy ~~and~~ [,] ~~sometimes~~ [**and sometimes**] even one of those model students can be tempted to watch a video. We should not allow children online at school. It is all far too tempting, [—] all those cheerful colours and captivating images. Furthermore, once you begin, you just want to keep watching more and more. That is because watching those ~~releases~~ [**videos releases**] pleasurable dopaminewhich [,] ~~makes~~ [**which makes**] it addictive. The juvenile mind simply is not equipped with the self-control needed to resist that.

Also, it is unfair to the teachers who dedicate time to planning lessons, marking homework, and who spent years at university to be there with you in the first place. We need to show appreciation to them because they spend their lunch breaks preparing lessons, writing speeches, and weekends marking work that is not even yours. Just imagine all that effort. It will not be long before they discover you have cheated ~~and~~ [,] ~~it will~~ [**and it will**] not be long before they resign. The entire cycle of education is at risk. We must eliminate technology immediately.

~~In the end~~ [**Ultimately,**] we need to be honest about what is happening in classrooms today. Technology was meant to help students learn ~~but~~ [,] ~~instead~~ [**but instead**] it is making things too easy and taking away the effort that used to be part of learning. Students are no longer pushed to think

deeply or remember things for themselves. They rely on quick searches and AI tools that give them answers without real understanding. This kind of learning doesn't stick~~and [,] it shows~~ **[and it shows]** when it comes time for tests or real challenges. Teachers work hard to prepare lessons and support their students~~but [,] it's~~ **[but it is]** getting harder to keep everyone focused when distractions are just a click away. We need to change our behaviour ~~or else [,] we will~~ **[or else we will]** have to remove it completely.