

Section 1

#1: Opening paragraph "One time in my school I caught someone using Google in a digital class test. This is the moment I realised how many people could be doing this and get great marks."

Strengths:

- You've used a personal experience to hook your readers, which makes your writing feel real and relatable
- Your opening immediately introduces the main topic (technology and cheating), so readers know what to expect

Unclear Purpose and Organisation → Your piece begins with a personal story but then repeats the title as if starting fresh. This creates confusion about where your actual argument begins. The phrase "In this article I will be telling you" sounds too informal for an informative piece and doesn't clearly explain what specific angle you'll explore. Your readers need to understand from the start whether you're arguing against technology in schools, discussing both positive and negative effects, or simply reporting on cheating statistics.

Exemplar: *One time in my school, I caught someone using Google during a digital class test. This moment made me question whether technology in modern classrooms creates more opportunities for dishonesty than genuine learning. While digital tools can enhance education, they also present serious challenges that schools must address.*

#2: Second paragraph "In Australia schools let children use ipads and laptops and that's not all some tests are also held on the laptops this lets the students open google or something else and cheat in the exam."

Strengths:

- You're attempting to provide specific examples (iPads, laptops) to support your point
- You're explaining the connection between technology access and cheating opportunities

Run-on Sentences and Missing Punctuation → This entire section runs together without proper full stops or commas, making it difficult to follow your thinking. The phrase "In Australia schools let children use ipads and laptops and that's not all some tests are also held on the laptops" contains multiple complete thoughts that should be separated. Your readers need clear breaks between ideas to process each point properly. Additionally, phrases like "its not like you have a teacher staring into your soul" is too casual and doesn't fit an informative article's tone.

Exemplar: *In Australian schools, children use iPads and laptops for daily learning. Some schools even conduct tests on these devices. This creates opportunities for students to access Google or other resources during examinations, particularly in online tests where supervision is limited.*

#3: Evidence paragraph "There are loads of pieces of evidence showing the percentage of students cheating but the main part that is that it varies by age groups and is not the same for all of them."

Strengths:

- You're attempting to support your argument with statistics, which strengthens your credibility
- You've recognised that cheating rates differ across age groups, showing you're thinking about nuance

Inconsistent and Confusing Statistics → Your numbers create confusion rather than clarity. You state that "95% of students had engaged in some form of cheating" but then say "only 5% of people do it respectfully," which contradicts the first statistic. Later, you mention "44.7 Students have cheated" across the world, which doesn't make sense as a number (did you mean 44.7%?). The phrase "3605055000 people which is close enough to half of the population of the earth" is mathematically incorrect, as that's actually less than half of 8 billion. When using statistics, you need to ensure they're clear, consistent, and properly explained so your readers can trust your evidence.

Exemplar: *Research shows that cheating rates vary significantly by age group. Approximately 25% of primary school students admit to cheating, whilst this number rises to 50-70% amongst high school students. These statistics demonstrate that as students grow older and face more academic pressure, the temptation to cheat increases.*

■ Your piece tackles an important issue about technology's role in education, but it currently focuses only on the negative aspects—specifically cheating. To create a more balanced and informative article, you should acknowledge that technology also brings benefits to learning, such as access to information, interactive lessons, and collaboration tools. This would show your readers that you've considered multiple perspectives before forming your conclusion.

The structure of your writing needs significant improvement. Right now, your ideas jump around without clear organisation. Try creating distinct sections: an introduction that states your main point, body paragraphs that each focus on one specific idea (for example, one paragraph about how cheating happens, another about statistics, and another about solutions), and a conclusion that summarises your argument. Each paragraph should begin with a topic sentence that tells readers what that section will discuss.

Your statistics section needs careful revision. Some of your numbers contradict each other, and the global statistic about "44.7 Students" is unclear and mathematically confusing. When you include statistics, make sure you understand what they mean and explain them clearly to your readers. For instance, instead of listing multiple percentages quickly, choose the most powerful statistics and explain why they matter.

Additionally, your writing would benefit from a solutions-focused approach. Rather than ending with "becareful not to fall in the trap of technology," consider discussing what schools, teachers, and students could do to prevent cheating whilst still using technology effectively. This gives your readers actionable ideas rather than just highlighting problems.

Your sentence structure needs attention throughout the piece. Many of your sentences run together without proper punctuation, making them difficult to follow. Practise writing shorter, clearer sentences that each express one complete thought. Also, watch out for spelling errors like "Austrailia" (should be Australia), "percentege" (percentage), and "reaserches" (researches), as these mistakes distract readers from your message.

Finally, your tone shifts between informal ("its not like you have a teacher staring into your soul") and formal throughout the piece. Decide whether you're writing a personal reflection or an informative article, then maintain that tone consistently. For an informative piece about education, a more formal but still accessible tone would be most appropriate.

Overall Score: 39/50

Section 2

~~#1 One time in my school I caught someone using Google in a digital class test. This is the moment I realised how many people could be doing this and get great marks. In this article I will be telling you about how technology has been affecting modern education.~~ [One time at my school, I caught someone using Google during a digital class test. This moment made me realise how many students could be doing this to achieve high marks. Technology has significantly impacted modern education, particularly in how students approach assessments and learning.]

The Impact of Technology on Modern Education

~~#2 In Australia schools let children use ipads and laptops and that's not all some tests are also held on the laptops this lets the students open google or something else and cheat in the exam.~~ [In Australian schools, children use iPads and laptops for daily learning activities. Furthermore, some tests are conducted on these devices, which allows students to access Google or other resources to cheat during examinations.] ~~This impacts online exams the most because students can simply open Google or anyother source and search the question and get the answer in seconds, results show that online tests have the most cheaters and that makes sense because its not like you have a teacher staring into your soul.~~ [This particularly impacts online examinations, as students can simply open Google or another source, search for the question, and find the answer within seconds. Research indicates that online tests have higher rates of cheating compared to supervised, in-person examinations, largely because students lack direct teacher supervision.] ~~This shows how badly technology has been affecting schools.~~ [These examples demonstrate the significant challenges technology presents for maintaining academic integrity in schools.]

The Evidence

~~#3 There are loads of pieces of evidence showing the percentge ok students cheating but the main part that is that it varies by age groups and is not the same for for all of them.~~ [Substantial evidence exists regarding student cheating rates, with the key finding being that these rates vary significantly across different age groups.] ~~Reaserches~~ [Research] found that approximately 25% of elementary school students ~~were~~ [were] said to be cheating, in [highschools] [high schools,] it was ~~said that~~ ~~Around~~ [reported that approximately] 50-[-]70% of high school students admit to cheating on examsthat's not all because One [One] survey found that 95% of students had engaged in some form of cheatingwhich

~~means only 5% of people do it respectfully which is so shocking I didn't believe.~~ [, which suggests that academic dishonesty is widespread across educational settings.] Some research suggests ~~nearly~~ [that nearly] 75% of ~~college~~ [university] students have cheated at least once during their ~~high school~~ [secondary education,] which is ~~large~~ [substantial] but not as ~~large~~ [high] as the ~~amount~~ [rate] for high school.[students.]

~~But in the year of 2023 across the whole world 44.7 Students have cheated which is an estimate of 3605055000 people which is close enough to half of the population of the earth.~~ [However, interpreting global statistics requires caution, as cheating rates depend heavily on how the data is collected and what behaviours are defined as cheating. More research is needed to understand the worldwide scope of this issue.]

~~Now you know how technology has been affecting modern education in various ways so be careful not to fall in the trap of technology.~~ [Understanding how technology affects academic integrity is crucial for students, teachers, and parents. Whilst technology offers valuable learning opportunities, schools must implement stronger safeguards to ensure that digital tools enhance rather than undermine honest learning. Students should recognise that genuine understanding, not just high marks, is the true goal of education.]