

Section 1

#1: "The Internet can spark both creativity and curiosity. With that, children get to expand their imagination and knowledge."

Strengths:

- Your writing shows clear topic introduction that tells readers what the paragraph will discuss
- You've made a direct connection between the internet and positive outcomes for children

Vague Supporting Details → Your second sentence tries to explain the first, but "with that" doesn't clearly show how creativity and curiosity lead to expanded imagination. The connection feels rushed. You've told us the internet sparks creativity, but you haven't shown us *how* this happens or given us a real example children could relate to.

Exemplar: *"The internet sparks creativity by giving children access to art tutorials, coding games, and virtual museums where they can explore new interests and develop their skills."*

#2: "It is an open platform, free of scammers and stalkers, for children to learn things while not zoning out."

Strengths:

- You're attempting to address safety concerns, which shows you're thinking about different perspectives

Factual Accuracy Problem → Your claim that the internet is "free of scammers and stalkers" contradicts what we know about online safety. This statement weakens your argument because readers will immediately question your understanding of the internet. The phrase "learn things while not zoning out" is also unclear—what does "zoning out" mean in this context, and how does the internet prevent it?

Exemplar: *"When used properly with parental guidance, the internet provides educational resources like interactive lessons and documentaries that keep children actively engaged in learning."*

#3: "The NSW Department of Education has shown a famous experiment when they recorded studies of children who study by the internet and children who don't. Ultramatically, the children who studied by the internet got smarter than those who didn't."

Strengths:

- You've attempted to use evidence to support your argument, which shows good persuasive writing instincts

Unclear Evidence and Word Choice → The word "ultramatically" isn't a real word (perhaps you meant "ultimately"?), which confuses your meaning. More importantly, you haven't explained what the experiment actually measured or what "got smarter" means specifically. Did they score better on tests? Learn more vocabulary? Your evidence needs specific details to be convincing. Phrases like "famous experiment" and "recorded studies" are vague—what exactly did they study?

Exemplar: *"Research by the NSW Department of Education found that students who used educational websites for 30 minutes daily improved their reading comprehension scores by 15% compared to students who didn't use these resources."*

■ Your piece tackles an important topic about balancing internet use, and you've structured your argument with an introduction, body paragraphs discussing both sides, and a conclusion. However, your writing would benefit from deeper development of your ideas. Your body paragraphs feel thin because you're making claims without fully explaining them or providing concrete examples. For instance, when you mention your friend who became less social, you could describe specific changes in their behaviour or explain what activities they stopped doing. Additionally, your second body paragraph needs more balanced development—you spend only a few sentences on the negative effects when this deserves equal attention to your positive points. Consider expanding each main idea into its own paragraph with a clear topic sentence, 2-3 supporting details, and a concluding thought. Also, think about your introduction and conclusion—they repeat similar ideas rather than building on each other. Your introduction could preview the specific points you'll discuss, whilst your conclusion should offer a final insight beyond just restating that balance is needed. Think about *how* children can achieve this balance practically.

Section 2:

Internet: ~~Creator of creativity~~ [Creator of Creativity] or ~~destroyer of freedom~~ [Destroyer of Freedom]

Recently, the use of the internet has been steadily increasing over the last few years. Many have stated that it can be the foundation of creativity. Critics have claimed that it can limit children's time for ~~socializing~~ [socialising]. But for me, I think that you need to balance the needs for creativity and the outcome of ~~screen time~~ [screen time] with the reasons as shown below.

#1 The ~~Internet~~ [internet] can spark both creativity and curiosity. With that, children get to expand their imagination and knowledge. #2 ~~It is an open platform, free of scammers and stalkers, for children to learn things while not zoning out.~~ [When supervised appropriately, it provides a platform for children to access educational resources that maintain their engagement.]

#3 The NSW Department of Education has shown a famous experiment when they recorded studies of children who study by the internet and children who don't. ~~Ultramatically~~ [Ultimately], the children who studied by the internet got smarter than those who didn't. So the internet can light up knowledge.

While it can spark creativity, curiosity and knowledge, it can also hinder freedom and damage eyes. The cases for sore eyes including rubbing are most likely due to the amount of time they search on the internet while the screen radiates blue light. Not only can it damage eyesight but it can also hinder children's social time. I have a friend who is very open but eventually ~~beginning~~ [began] to close up because of the ~~Internet~~ [internet]. Social time has most likely decreased because of the ~~Internet~~ [internet] which is the obstacle to freedom.

In conclusion, I think we need to balance the need for the ~~Internet~~ [internet] and the time we don't use the internet. The web can be harmful ~~while~~ [whilst] it can also be helpful. Children can still stay curious in the digital world ~~while~~ [whilst] still hanging out with friends or ~~have~~ [having] family outings. As long as we balance it we can get benefits and stop the negative consequences.

