

## Section 1

**#1: "In an age where answers are just a click away, curiosity should be thriving, right? With the internet offering infinite knowledge at our fingertips, we live in a golden era of learning. But here's the paradox: is this instant access making us less likely to explore deeply, question boldly, and wonder widely?"**

### Strengths:

- Your opening grabs attention by presenting an interesting puzzle that makes readers want to keep reading
- The rhetorical questions help readers think about their own experiences with the internet

**Vague central claim** → Your main argument isn't clearly stated in this introduction. Whilst you ask whether the internet is making us less curious, you don't tell readers what your answer to this question actually is. The phrase "here's the paradox" suggests tension, but readers are left wondering which side you're arguing for. Your piece would be stronger if you gave a clear position statement that tells readers: "Yes, the internet is weakening our curiosity because..." or "The internet affects curiosity in both positive and negative ways..." This would help readers follow your thinking throughout the rest of your writing.

**Exemplar:** *"But here's the paradox: whilst the internet gives us endless information, it may actually be weakening our curiosity by making us passive consumers rather than active explorers."*

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**#2: "But here's the catch. With so much information available, are we really learning—or just skimming? When the answer is always a Google search away, we may stop asking why and settle for what. Algorithms feed us content they think we'll like, narrowing our world instead of expanding it. Deep focus is often replaced with distraction. It's easy to jump from curiosity to consumption without reflection."**

### Strengths:

- The contrast between "why" and "what" cleverly shows the difference between deep and shallow thinking
- Your sentences flow well and build upon each other to show different problems

**Lack of supporting evidence** → Your paragraph makes several important claims about how the internet affects learning, but you don't provide any examples, facts, or explanations to back them up. When you write "algorithms feed us content they think we'll like, narrowing our world," readers might wonder: How exactly does this happen? Can you give a real example? The phrase "deep focus is often replaced with distraction" needs you to explain what this looks like in everyday life. Without concrete details, your arguments feel light and don't fully convince readers that these problems actually exist.

**Exemplar:** *"Algorithms feed us content they think we'll like, narrowing our world instead of expanding it. For instance, if you watch one video about football, your feed fills with only football content, and you might never discover your potential interest in astronomy or cooking."*

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**#3: "Take Maya, a high school student who once spent hours tinkering with electronics. Now, she scrolls through endless DIY videos without actually building anything. 'I feel productive,' she says, 'but I'm not really doing anything anymore.'"**

**Strengths:**

- Maya's story makes your argument feel real and relatable to readers
- The quote effectively shows the gap between feeling productive and actually being productive

**Underdeveloped example** → Whilst Maya's story supports your point, it needs more depth to be truly convincing. You tell us what changed in Maya's behaviour (from building to just watching), but you don't explain why this change happened or how it connects to your bigger argument about the internet and curiosity. The phrase "scrolls through endless DIY videos" could be expanded—does she watch the same types of videos repeatedly? Does she start projects and give up? Adding these details would help readers understand exactly how the internet shifted Maya's curiosity from active to passive.

**Exemplar:** *"Now, she scrolls through endless DIY videos without actually building anything—the algorithms keep suggesting similar projects, but the satisfaction of instant content makes her forget to pick up her soldering iron. 'I feel productive,' she says, 'but I'm not really doing anything anymore.'"*

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■ Your piece tackles a thought-provoking question about how the internet affects curiosity, and you've chosen an engaging way to explore it. The structure moves logically from introducing the problem to providing examples and then offering solutions. However, your writing would benefit from deeper development in several areas. Your arguments often stop at the surface level—you make claims but don't fully explain them or support them with enough detail. For instance, when you mention that "algorithms feed us content," you could strengthen this by explaining step-by-step how this actually limits curiosity in daily life.

Additionally, your opening paragraph asks important questions but never clearly answers them with a specific position. Readers need to know early on what you believe about the internet's effect on curiosity. Your Maya example is helpful, but it's quite brief—expanding it with more specific details about her experience would make it more powerful. Also, consider adding another example or two from different situations to show that this problem affects various types of people and learning.

Your conclusion offers advice, but it feels rushed compared to the rest of your piece. You could develop the solution section by giving specific, practical steps readers can take, perhaps with examples of what "pausing to ask better questions" actually looks like in practice. The paragraph beginning "But here's the catch" lists several problems quickly—try slowing down and fully explaining one or two of these issues with clear examples before moving to the next point. This would give your writing more depth and make your arguments more convincing.

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**Overall Score: 42/50**

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## Section 2

#1 In an age where answers are just a click away, curiosity should be thriving, right? With the internet offering infinite knowledge at our fingertips, we live in a golden era of learning. But here's the paradox: is this instant access making us less likely to explore deeply, question boldly, and wonder widely?

There's no doubt the internet can be a powerful spark for curiosity. A teen fascinated by black holes can dive into NASA videos, TED Talks, or scientific journals—[,] all without leaving their bedroom.

Sites like Wikipedia, YouTube, and Reddit can lead us down delightful rabbit holes of learning, where one search leads to another, and suddenly you're an accidental expert on ancient Roman plumbing.

**#2** But here's the catch. With so much information available, are we really learning—or just skimming? When the answer is always a Google search away, we may stop asking why and settle for what. Algorithms feed us content they think we'll like, narrowing our world instead of expanding it. Deep focus is often replaced with distraction. It's easy to jump from curiosity to consumption without reflection.

**#3** Take Maya, a high school student who once spent hours tinkering with electronics. Now, she scrolls through endless DIY videos without actually building anything. "I feel productive," she says, "but I'm not really doing anything anymore."

So how do we stay truly curious in a digital world? The answer isn't logging off forever. Instead, it's pausing to ask better questions, going beyond the first search result, and taking time offline to experiment, reflect, and create. Curiosity isn't just about having access—it's about what we do with it.

Let the web ignite your wonder, but don't let it replace your drive to discover.