

Section 1:

#1: Opening Paragraph

Strengths:

- Your opening immediately captures attention with vivid, sensory language that creates a strong emotional tone
- The metaphorical description of phones as "greedy attention-thieves" establishes your persuasive stance effectively

Weak Transitions Between Ideas → Your opening moves abruptly from the emotive description to the thesis statement. The shift from "Yet despite all this, we continue to let cell phones dominate our daily lives" to the more formal thesis feels disconnected. Consider linking these ideas more smoothly so readers can follow your progression naturally.

Exemplar: *Despite their convenience, mobile phones have evolved into one of modern society's most disruptive forces, particularly for young children whose developing minds remain vulnerable to their effects. Their constant presence fragments our attention during conversations, undermines our capacity to concentrate, and provides an unwelcome platform for bullying.*

#2: Body Paragraph on Focus and Distraction

Strengths:

- Your use of statistical evidence from OECD data strengthens your argument with concrete support
- The phrase "cruel hamster wheel of 'doom scrolling'" creates a memorable image that connects with your audience

Repetitive Sentence Structure → Many of your sentences follow the same pattern, beginning with similar constructions. Notice how "These profit driven companies trick children" and "These statistics truly show" both start with demonstrative pronouns. This repetition makes your writing feel monotonous. Varying your sentence openings would create better rhythm and maintain reader engagement throughout the paragraph.

Exemplar: *Profit-driven companies manipulate children into the relentless cycle of 'doom scrolling'—a pattern that extends beyond mere distraction to cause genuine harm. According to OECD data, nearly one in three 15-year-olds attends classes where peers' device use disrupts learning, resulting in mathematics performance declining by up to three-quarters of a year's worth of progress.*

#3: Body Paragraph on Cyberbullying

Strengths:

- Your inclusion of expert testimony from Professor Sue Wang adds credibility to your claims
- The specific examples of cyberbullying methods (emojis, dislikes, hateful comments) make the issue tangible for readers

Unclear Pronoun References → Your sentence "The torment their victims, through multiple ways" contains unclear wording. The phrase "The torment their victims" lacks a clear subject-verb relationship, making readers pause to decode your meaning. Additionally, "at some point, in their life" includes an unnecessary comma that disrupts the flow. Ensuring your pronouns and subjects clearly connect to their verbs will strengthen your expression.

Exemplar: *Cyberbullies conceal themselves behind anonymous profiles, making them exceptionally difficult to identify. They torment their victims through various methods—threatening messages, hateful comments, strategic use of dislikes and harmful emojis—inflicting damage that persists throughout victims' lives.*

■ Your piece demonstrates genuine engagement with an important issue, and your commitment to protecting children's wellbeing shines through clearly. However, your arguments would benefit from deeper exploration of the complexities involved. Rather than presenting phones as entirely negative, consider acknowledging legitimate counterarguments more thoroughly before refuting them—this approach strengthens persuasive writing by showing you've considered multiple perspectives carefully. Additionally, work on connecting your ideas more smoothly within paragraphs; each point should flow naturally into the next. Focus particularly on the paragraph discussing relationships, as it feels underdeveloped compared to your other arguments. Expand this section by explaining specifically how phone use damages different types of relationships and what healthier alternatives might look like in practice.

Overall Score: 41/50

Section 2:

#1 Cell phones. The greedy attention-thieves glowing in our palms, buzzing and clawing at our minds, tearing us away from the people right in front of us. Savage, artificial rectangles promising connection while feeding loneliness, draining our sleep, our confidence and the last scraps of peace we have left. A glossy trap engineered to addict, [—] stealing our time, our focus and the quiet moments that once made life feel real.

Yet despite all this, we continue to let cell phones dominate our daily lives.

Cell phones, though convenient, have become one of the most disruptive forces in modern society, especially for young children whose minds are still developing. Their constant presence divides our attention during conversations, destroys our ability to concentrate and ~~gives-creates~~ [creates] an unwanted platform for bullying.

#2 To begin with, cell phones often disrupt students' ability to focus. Notifications, apps and social media use their glossy fake advertising to capture vulnerable students' attention, distracting them from the task at hand. These profit-[]driven companies trick children into the cruel hamster wheel of 'doom scrolling.' The hamster wheel that doesn't just distracts [distract], [—] it destroys. Globally, phones are a significant school distraction, with OECD data showing nearly one in three 15-year-olds in classes where peers use devices ~~distracts~~ [are distracted by] them, impacting ~~math~~ [maths] scores by up to three-quarters of a year's learning, with 97% of teens using phones in school daily, often for social media or games. These

statistics truly show how much phones hinder learning. Therefore, we must remove cell phones from the classroom to create a safe area where students can learn and grow.

#3 Furthermore, phones create an unwanted platform for cyberbullying. ~~Cyber bullies~~ [Cyberbullies] hide behind a savage fake profile, making them immensely hard to catch. ~~The~~ [They] torment their victims, through multiple ways such as emojis, dislikes, hateful comments, threatening [messages] and so much more, harming kids not just at the time but throughout their ~~life~~ [lives]. For example, the 'eSafety ~~commissioner group~~ [Commissioner]' found that more than 1 in 2 children had been cyberbullied at some point, in their ~~life~~ [lives]. Additionally, Professor Sue Wang, who specialises in bullying cases, especially ~~cyber bullying~~ [cyberbullying], said this in a speech.[.] "Cyberbullying is widespread, affecting roughly 1 in 5 to 1 in 6 children, with recent stats showing increases, especially with more online time, impacting mental health such as anxiety, self-harm, [and] suicidal thoughts. ~~Cyber bullying~~ [Cyberbullying] also impacts friendships and schoolwork, and girls often report higher victimisation than boys, though experiences vary by platform like YouTube or TikTok. Key issues include name-calling, exclusion, and rumour spreading, happening online, [occurring online—] highlighting a major need for a digital ban for children and tighter rules from both guardians and the government.[.]" As a result, phones are extremely harmful to young children and should be banned.

As a final point, ~~while~~ [whilst] many people believe cell phones improve our relationships, all they really do is replace genuine interactions with digital substitutes. Well-[-]documented studies in scientific journals show that even the mere presence of a phone on the table decreases the quality of in-person communication, making individuals feel less connected and less understood. For example, Relationships Australia notes that 80% of their practitioners have seen clients concerned about phone use in their relationships. These clients say issues are not limited to one platform and can include a general sense of being disconnected. For that reason, phones are not relation [relationship] builders but instead relationship breakers, and phones must be banned for young children.

In conclusion, cell phones may promise convenience, but ~~the reality~~ [in reality] they deliver far more damage than good. They fracture attention, corrode mental wellbeing ~~through~~ [through] ~~cyber bullying~~ [cyberbullying] and replace authentic relationships with hollow digital interactions. For young children, whose minds, habits and identities are still taking shape, these devices pose even greater risks, [—] from academic harm to relentless cyberbullying and even ~~reducing~~ [reduced] interactions. If we want classrooms where these dangers are non-existent, the path ahead is clear. It is time we ~~take~~ [took] action. By limiting or banning cell phones for young children, it's [, we are] not ~~about~~ [simply] resisting technology. It's [—we are] ~~about~~ giving children a life ~~it's about giving children a life~~ worth living in the real world, not one stolen by a screen.