

Section 1

#1: Opening paragraph

Strengths:

- Your opening creates a strong visual image with "sea of flashing and blinding pixels" that immediately captures attention
- You've established a clear contrast between two different worlds, which helps set up your argument effectively

Vague Thesis Statement → Your opening paragraph doesn't clearly state what specific action or change you're arguing for. Whilst you mention wanting "liberty from compulsive cell phones," you don't explain whether you're calling for bans, restrictions, or something else. A thesis statement should tell your reader exactly what position you're taking. Consider adding a sentence that clearly states: "Schools should implement strict mobile phone policies during class time to protect students' learning and wellbeing."

Exemplar: *"We need that for the current and future generations, which is why schools must enforce mobile phone bans during instructional hours to ensure students can focus, socialise, and remain protected from harmful content."*

#2: Body paragraphs (paragraphs 2-4)

Strengths:

- You've included a specific statistic about 70% of teachers, which strengthens your argument with evidence
- Your three main points (distraction, socialisation, inappropriate content) are clearly separated into different paragraphs

Underdeveloped Arguments → Your body paragraphs present ideas but don't fully explain how or why the problems occur. For instance, you mention that "70% of teachers from the USA agree that cell phones are a major problem" but you don't explain what happens as a result—do grades drop? Do students fail to understand important concepts? Additionally, your paragraph about socialisation states that students miss out on "life experience" but doesn't explain what specific experiences they're missing or how face-to-face interaction differs from online communication. Each main point needs at least two to three sentences explaining the consequences or providing examples.

Exemplar: *"Without a proper social life, children obtain no life experience from others, such as learning to read facial expressions, practising conversation skills, or building meaningful friendships through shared activities. That largely drops their chance of having a successful future because employers value communication skills and the ability to work in teams."*

#3: Conclusion

Strengths:

- You've reinforced your main message about the dangers of mobile phones
- Your metaphor of a "compelling monster" creates a memorable final image

Weak Call to Action → Your conclusion tells readers that phones "must be used carefully" but doesn't specify what should actually happen next. Who should take action? Should parents limit phone use? Should schools create policies? Should students themselves make changes? A strong conclusion needs to tell your reader exactly what steps should be taken. Instead of leaving it vague, you could suggest specific actions like parents setting time limits, schools implementing phone-free zones, or students choosing certain activities without their devices.

Exemplar: *"In conclusion, the powerful pull of mobile phones must be controlled through clear boundaries. Schools should ban phones during class time, parents should establish phone-free family hours, and students should commit to spending at least one hour daily engaging in face-to-face activities with friends."*

■ Your piece presents a relevant topic with passion, but the content needs more depth to fully convince your reader. Whilst you've identified three important problems, each point would benefit from explaining the "so what?"—why does each problem actually matter in students' daily lives? Additionally, your arguments rely heavily on describing problems without offering enough concrete solutions or exploring opposing viewpoints. Also, consider adding a paragraph that acknowledges some benefits of phones (such as emergency contact or educational apps) before explaining why the negatives outweigh these positives—this shows you've thought about different perspectives. Furthermore, your second and fourth paragraphs could include more specific examples from real school situations that your readers would recognise and relate to.

Score: 40/50

Section 2

Imagine] a sea of flashing and blinding pixels. The addictive slabs of metal superglued to the hands of powerless children controlled by the glow. ~~With these devilish devices, no one is safe.~~ [With those devilish devices, no one is safe from distraction and harm.] Then think about a community where everyone knows one another, plays together and communicates. Free from the brainwashing, a place where people ~~socialise~~ [socialise,] are not distracted and far away from ill-suited information. We need that for the current and future generations, so they will find liberty from compulsive ~~cell~~ [mobile] phones.

~~Phones~~ [#2 Mobile phones] not only lead you away from essential needs such as learning in school or working. This, constant distraction of notification after notification after notification~~will~~ [, will] drive anyone

insane. More than 70% of teachers from the USA agree that ~~cell~~ [mobile] phones are a major problem for distraction in their classrooms. This would decrease a student's learning productivity and attitude. With their imaginary fantasy of scrolling on social media, children are dragged miles below the reality of receiving adequate knowledge in their learning ~~career~~ [careers]. The distraction of mobile phones destroys studying and learning opportunities.

The irresistible urge to go on a mobile phone also stops students from ~~socializing~~ [socialising]. Just look at the blank eyes staring at their screens, not even daring to look at the ones inches away from ~~itself~~ [themselves]. Without a proper social life, children obtain no life experience from others. That largely drops their chance of having a successful future. Socialising doesn't just mean talking to someone about the video you just saw on your phone, [;] it involves making new connections, separating yourself from technology and going outside with your friends. [.]

Lastly, ~~cell~~ [mobile] phones introduce unsuited information to children with ~~age~~ [ages] as low as five. Just ~~visualise~~ [visualise] the youths, [] reading inappropriate facts like a mindless zombie feasting on flesh. Is this how we want the next generations to ~~go~~ [grow]? Almost 7 in 10 people who use phones are vulnerable and frequently exposed to harmful content. The supposed 'beautiful utopia' of the online world damages the thoughts of young humans with detrimental information.

In conclusion, the powerful pull of ~~cell~~ [mobile] phones must be used carefully. It is not ~~only~~ [only] just a mere distraction from doing work, but a compelling monster that eats away parts of children's minds.