

## Section 1

### #1: Opening paragraph (Cell Phones essay)

#### Strengths:

- Your opening creates a strong picture that draws readers in immediately
- The sensory details help readers imagine the classroom setting clearly

**Weak Connection Between Description and Argument** → Your opening paragraph paints a vivid picture of distracted students, but the jump to your main point feels sudden. You describe the scene beautifully with phrases like "scattered glints of phone screens pulse like tiny lighthouses" and "notifications buzz like impatient insects," but then you leap straight to "cell phones do not belong in the school environment" without explaining why the scene you've painted proves this point. The description shows distraction, but you don't connect this observation to your argument about why this distraction means phones shouldn't be allowed at all. A clearer bridge would help readers understand how your observations lead to your conclusion.

**Exemplar:** *After describing the distractions, you could add: "This constant battle for attention shows that phones interrupt the very purpose of school — learning. When students cannot focus on lessons because of their devices, the classroom stops being a place of education."*

---

### #2: Second body paragraph (Cell Phones essay - social dynamics)

#### Strengths:

- You identify an important concern about student wellbeing
- Your point about face-to-face connection is valuable

**Insufficient Supporting Details** → Your paragraph about social dynamics makes a claim about phones causing problems like rumours and pressure, using phrases such as "rumours spread like wildfire" and "group chats become arenas of pressure," but you don't explain how removing phones during school hours would actually solve these problems. Students can still use phones before and after school (as you mention later), so the cyberbullying and social pressure could simply happen during those times instead. Your argument needs to show why a school-hours ban specifically helps with these social issues, or you need to reconsider whether this point truly supports your position about banning phones during class time.

**Exemplar:** *"Limiting phone access during school hours gives students a break from social media pressure, allowing them to practise building friendships through real conversations. This daily practice of face-to-face interaction helps students develop stronger communication skills that benefit them even when they return to their devices."*

---

### #3: Second body paragraph (Homework essay - family and childhood time)

### **Strengths:**

- You make an emotional appeal that many readers will understand
- Your examples (family dinners, hobbies, sports) are concrete and relatable

**Overgeneralised Claims Without Acknowledgment** → Your paragraph assumes that all homework always steals family time and childhood experiences, using absolute language like "homework slices through these moments like a blade" and "hobbies and interests fade beneath the weight of worksheets." However, not all students have the same homework load, and some homework might take only 20-30 minutes, which wouldn't necessarily destroy family time or prevent hobbies. You present this as if every student faces crushing amounts of homework every night, but you don't acknowledge that homework amounts vary greatly between schools, year levels, and subjects. Your argument would be stronger if you specified what amount of homework causes these problems, or focused on excessive homework rather than all homework.

**Exemplar:** *"When homework consumes several hours each evening, it can prevent students from spending quality time with family and pursuing their interests. Excessive homework loads transform home from a place of rest into an extension of the classroom, leaving little time for the activities that help children develop into well-rounded individuals."*

---

■ Your writing demonstrates strong descriptive ability and clear structure, but both pieces would benefit from more precise reasoning and specific evidence. Your arguments sometimes rely on emotional appeals without explaining the logical connections between your observations and your conclusions. For example, in your cell phones essay, you describe distraction vividly but don't explain why the solution must be a complete ban rather than other approaches like teaching self-regulation. Additionally, your homework essay would be more convincing if you distinguished between reasonable amounts of homework and excessive homework, since your current argument suggests all homework is harmful. Also, both pieces would improve if you included more specific examples or situations that show your points in action — perhaps describing a real scenario where a student struggles, or explaining exactly how much homework causes the problems you describe. These concrete details would help readers understand your position more clearly and find your arguments more persuasive.

---

**Overall Score: 43/50**

---

### **Section 2:**

**#1** Sitting beneath the flickering classroom lights, students hunch over their desks as scattered glints of phone screens pulse like tiny lighthouses in a dim harbour. Notifications buzz like impatient insects, tugging at their attention with every vibration. Conversations dissolve mid-sentence, pencils pause, and thoughts fracture into glittering shards. The modern classroom has become a battlefield of focus, where teachers fight for attention against glowing rectangles that whisper temptations from pockets and sleeves. In this swirl of distraction, one truth sharpens like a blade in the haze: cell phones do not belong in the school environment.

Firstly, cell phones devour concentration like slow-burning flames eating through dry paper. A single ping can snap a student's mind away from the lesson, scattering their thoughts like startled birds. Even when the phone is silent, the possibility of a message sits in the back of their mind, humming softly, stealing focus bit by bit. Learning requires steady attention — but phones slice that attention into fragments. Classrooms should be spaces where ideas unfold clearly, not worlds cluttered by digital noise.

**#2** Secondly, phones can twist social dynamics into tangled knots that leave students feeling isolated or overwhelmed. Behind the glow of a screen, rumours spread like wildfire, comments land like stones, and group chats become arenas of pressure and comparison. At school — a place meant to feel safe — students are sometimes trapped in invisible storms of judgement that swirl through their devices. Removing phones during school hours helps students breathe again, rebuilding friendships through real conversations instead of filtered messages. It creates space for empathy, laughter, and authentic connection — the things that truly strengthen a school community.

Finally, learning to be present is a skill too precious to lose. When students detach from their phones, the world sharpens: the scratch of pencils, the thrill of understanding something new, the soft murmur of classmates thinking hard. These are the moments where curiosity blooms. Without the constant pull of screens, students step into the real rhythm of learning — one where focus deepens, creativity rises, and confidence grows. A phone-free school day allows young minds to anchor themselves fully in their education, instead of drifting toward the next notification.

Critics argue that banning phones entirely is unrealistic and even unsafe — especially when students may need to contact family in emergencies. This concern is valid. But a complete ban is not the solution; controlled access is. Schools can allow phones before and after class, while keeping them off and away during learning time. This balance protects safety without sacrificing education.

In the end, banning cell phones in school is not about punishment — it is about protection. It guards students' focus, nurtures their wellbeing, and restores the integrity of the classroom. When the screens fade to black, the bright spark of learning finally has room to shine. If students are to grow into thoughtful, attentive, and self-assured learners, they need a school environment free from the constant tug of the digital world.