

TEST PHẦN MỀM CHẤM WRITING IELTS WRITE&IMPROVE WITH CAMBRIDGE

ĐỀ BÀI MẪU

BAND 6.0

Some people believe that children should be banned from using their phones during the school day. Others believe that children should be allowed to use their phones.

Discuss both these views and give your own opinion.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should spend about 40 minutes on this task.

Một số người tin rằng trẻ em nên bị cấm sử dụng điện thoại trong ngày học. Những người khác tin rằng trẻ em nên được phép sử dụng điện thoại.

Thảo luận cả hai quan điểm này và đưa ra ý kiến của riêng bạn.

Đưa ra lý do cho câu trả lời của bạn và bao gồm bất kỳ ví dụ có liên quan nào từ kiến thức hoặc kinh nghiệm của riêng bạn.

Bạn nên dành khoảng 40 phút cho nhiệm vụ này.

BÀI MẪU

The debate on whether children should use mobile phones during school hours reflects a deeper tension between traditional educational values and technological modernity. Proponents of prohibition argue that mobile phones corrode cognitive faculties and disrupt learning. Cognitive research highlights “digital dependency,” where reliance on devices diminishes problem-solving and attention spans. Notifications and curated content fragment focus, undermining sustained intellectual engagement. Additionally, these devices foster superficial digital interactions, replacing authentic social bonds and stifling emotional intelligence critical to interpersonal development.

Conversely, advocates assert that banning mobile phones reflects an inability to adapt to a digitised world. Mobile phones, far from mere distractions, enhance education through interactive tools and personalised learning platforms, such as virtual laboratories or collaborative apps. They also provide security, allowing communication between pupils and families during emergencies, a necessity in today’s climate of heightened safety concerns. Their utility extends beyond academics, equipping students with technological fluency indispensable for modern life.

The solution lies in a balanced framework. Rather than imposing outright bans, schools can regulate usage, integrating mobile technologies into classrooms while restricting them during social and recreational periods. For example, devices could support lesson plans through educational apps, with

designated “phone-free zones” fostering interpersonal connections. Simultaneously, schools must prioritise teaching digital literacy, empowering pupils to utilise technology responsibly and effectively.

Ultimately, the debate underscores the need to harmonise technology with humanistic education. By adopting a nuanced approach, educators can nurture students who are both technologically adept and emotionally grounded, ready to navigate an increasingly complex world.

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