

Writing an Article

Matthew Williams • English Language • April 21, 2026

Structure

- **Catchy Title/Headline** — centred, concise, and relevant to the topic
- **Byline** — "By [Author's Name]" — centred, directly below the title
- **Introduction** — brief overview; begin with a hook
- **Body** — organised paragraphs, each focused on one idea with evidence or examples
- **Conclusion** — summary of main points; final thought or call to action

Key Conventions

- Write in **third person** unless the task specifies otherwise
- Use **formal language** throughout
- Paragraphs should be logically sequenced with clear topic sentences
- Avoid slang, contractions, and personal opinions unless invited

[Code: annotated-doc]

Title | Centred and bold. A question or dramatic statement that grabs attention and signals the topic immediately. | **TITLE THAT CAPTURES ESSENCE OF THE ARTICLE AND GRABS ATTENTION** | center

SOCIAL MEDIA: FRIEND OR FOE TO THE YOUTH OF TODAY?

Byline | The author's name, centred directly below the title. | By [Author's Name] | center | break

By Aisha Mohammed

Introduction | Open with a hook. Introduce the topic and context. End by signalling the direction of the response. | Introduction to the topic, including a hook and context. Clear indication of the main focus of the article. | break

In the twenty-first century, social media has become an inescapable feature of daily life. Platforms such as Instagram, TikTok, and X attract billions of users worldwide, a significant proportion of whom are young people between the ages of thirteen and twenty-four. While social media offers undeniable benefits, its impact on the mental health, academic performance, and social development of today's youth is a matter of growing concern.

Body – Point 1 | Present a supporting argument. Introduce evidence or an example, then analyse and link back to the topic. | Body paragraph of your first point. Evidence from research or examples. Analysis of the impact. Tie back to the main topic. | break

Proponents of social media argue that these platforms serve as powerful tools for communication and learning. Students are able to collaborate on assignments, access educational resources, and stay informed about global events with unprecedented ease. Furthermore, social media provides marginalised young people with communities of support, allowing individuals who might otherwise feel isolated to connect with others who share their experiences and values.

Body – Counter-Argument | Introduce a contrasting viewpoint or problem. Support it with evidence. Analyse its significance. | Counter-argument or contrasting point. Evidence from research or examples. Analysis of the impact. | break

Despite these advantages, the negative consequences of excessive social media use cannot be ignored. Research conducted by the Royal Society for Public Health found that heavy social media use is associated with increased rates of anxiety, depression, and poor self-image among teenagers. The curated nature of online profiles encourages unhealthy comparisons, and cyberbullying continues to affect one in five young people.

Conclusion | Summarise the main points and leave a final thought, recommendation, or call to action. | Balanced summary of arguments. Final thought or call to action.

It is clear, therefore, that social media is neither wholly beneficial nor wholly harmful. The responsibility lies with parents, educators, and policymakers to promote digital literacy and healthy screen-time habits. With proper guidance, social media can be shaped into a force for good – but left unchecked, it remains one of the most pressing challenges facing the youth of our generation.