

## Section 1:

### #1 (First paragraph): a. Strengths:

- Engaging opening that immediately addresses the audience
- Clear thesis statement introducing the main topic

b. Weaknesses: Lack of coherence Your paragraph jumps between different ideas without a clear flow. For instance, you abruptly shift from describing the cafeteria scene to mentioning the server, and then to discussing allergies. This disjointed structure makes it challenging for the reader to follow your argument.

c. Exemplar: "As I observed the cafeteria during lunch last week, I was dismayed by the prevalence of unhealthy options such as fizzy drinks and greasy burgers, with a noticeable absence of nutritious alternatives."

### #2 (Third paragraph): a. Strengths:

- Attempts to provide evidence to support the argument
- Introduces a comparison to illustrate the point

b. Weaknesses: Imprecise language and unsupported claims Your writing relies on vague statements and exaggerations without providing concrete evidence. For example, you claim "75% of our food we get in the cafeteria is 1 to 2 health star rating" without citing any source or explaining the rating system. This undermines the credibility of your argument.

c. Exemplar: "According to a recent school survey, the majority of cafeteria offerings fall below the recommended nutritional standards, with many items receiving low health ratings."

### #3 (Fourth paragraph): a. Strengths:

- Offers potential solutions to the problem
- Considers practical aspects such as food waste management

b. Weaknesses: Lack of development While you propose some interesting ideas, such as a buffet-style system and using leftovers for fertiliser, these concepts are not fully explored. You don't address potential challenges or explain how these changes would be implemented, which leaves your proposals feeling superficial.

c. Exemplar: "Implementing a buffet-style system could offer students more choice while promoting healthier eating habits. This approach would require careful planning to ensure food safety, manage costs, and minimise waste."

Actionable task: Rewrite your opening paragraph, focusing on creating a logical flow of ideas. Start with your main observation about the cafeteria food, then expand on specific issues you've noticed, ensuring each sentence builds upon the previous one to create a cohesive argument.

Overall score: 41/50

## Section 2: Revision Guidelines

Hello, parents, esteemed teachers and fellow peers, today, I will discuss a topic that is ~~always~~ [often] overlooked~~,[:] healthy food. I can clearly recall last week, when the bell rang signalling the start of lunch, I looked into the cafeteria. I was disgusted. A wave of ~~eokes~~ [fizzy drinks], burgers with ~~french~~ [French] fries and absolutely no greens,~~[:] ~~this is always is always~~ [is consistently] a horror. The server is always a delight plopping food right into our dirty, uncleaned trays without saying a word. If you were allergic to anything, you were out of luck. This needs to change. Take the Australian system. A canteen for any orders and buys for that day. Recyclable products and always have greens. You can also make, cook and bring your own food. The American system has to change and it starts with you. #1

Firstly, let's delve into the quality of the food. The principal is always talking about how the chefs spend their lifetime doing this and how we should respect them. Honestly, I can get the exact same thing for half the price and better quality than, dare I say, muck on our steel trays. ~~Next to~~ [Regarding] how we are treated~~.[,] ~~You~~ [you] are always talking about how the USA is great and how it is perfect. Then why ~~is~~ [are] the chefs always mean saying 'move along quickly', no pleases and no thank yous,~~[?] ~~these~~ [These] are just the simple manners all people must have. How can we fix this? Well, we can just change to the Australian system. Bring your own food and with parent supervision, there will always be a whole lot more greens in our food.

Next, let's talk about the ~~over health rating~~ [health rating]. I bet that if ~~you bring~~ [if you brought] 75% of our food we get in the cafeteria ~~is~~ [it would have] 1 to 2 health star ~~rating~~ [ratings]. Though you might say that this is enough, it isn't even half of the 5 star health rating. Also, let's take a look at the things we get served. Brownies, burgers and chips. They are ~~in~~ [of] bad health and bad tasting. Teachers are always thinking ~~hey~~ [that] the students are enjoying the food, we will make more. I'm sorry to break it to you, but we are faking. #2

Now let's talk ~~on~~ [about] how we can fix all of this mess. ~~As~~ [As] I proposed before, we could change to the Australian system, or an even more efficient way is to get more choices. See, all we need to do is make something like a buffet. But choices of ~~veggies~~ [vegetables], and some of the unhealthy things we have. The chefs are always cooking, so after 20 to 30 minutes, they can refill and so all food is fresh. With all the leftovers, the cooks can either eat it ~~and-or~~ [and/or] makefertiliser] for the school garden. With this method, it is making sure everyone is happy and we won't have to spend thousands on fertilisers]. #3

In conclusion, we must have healthier and better quality foods in our cafeterias. We can do this by changing to the 2 methods I stated in this speech, so now, I hope that you all agree with me that we need healthier and better quality food in our lunches, thank you.