

WRITING PIECE 1 - FEEDBACK

Section 1:

#1: "On the last day of summer, Lucas found a glass jar buried in the sand, and inside was a message written in a language he couldn't understand. He looked at the squiggled, smudged writing, confused."

Strengths:

- Creates immediate intrigue with the mysterious discovery
- Effectively sets the scene with specific timing and location

Weakness: Limited sensory details → Your opening could benefit from more vivid descriptions of the beach environment and Lucas's initial reaction upon finding the jar. Phrases like "buried in the sand" and "squiggled, smudged writing" only give basic visual details.

Exemplar: ***On the last day of summer, as waves crashed against the shore and seagulls circled overhead, Lucas's fingers brushed against something smooth beneath the warm sand - a glass jar containing a message written in mysterious symbols he'd never seen before.***

#2: "His bony fingers trembled as his gold ring was put up against the glass. The faint writing that had confused him since he got this family heirloom matched the writing on the jar perfectly."

Strengths:

- Shows character's physical reaction to build tension
- Introduces important connection between ring and jar

Weakness: Unclear timeline → Your writing jumps suddenly to revealing the ring is a family heirloom without earlier mention of its significance. The phrase "since he got this family heirloom" needs more background.

Exemplar: ***His hands shook as he held up the gold ring - passed down through generations of his family - and gasped as its ancient markings perfectly matched the writing on the jar.***

#3: "After a moment of internal debate, he opened the jar once more. Inside was a small silver scroll. He took it out of the jar. Then the whole room turned dark, and the glass jar faded away."

Strengths:

- Builds suspense with the internal conflict
- Creates dramatic ending with supernatural elements

Weakness: Rushed pacing → Your ending moves too quickly from discovery to conclusion. Phrases like "he took it out of the jar" and "the glass jar faded away" need more details about Lucas's emotional state and the magical transformation.

Exemplar: *His heart racing, Lucas carefully unsealed the jar and withdrew a delicate silver scroll. As his trembling fingers unrolled the ancient parchment, darkness swept through the room like a wave, and the mysterious jar dissolved into shadows before his eyes.*

■ Your story presents an engaging magical discovery tale but needs deeper exploration of the family connection throughout. You could strengthen the narrative by weaving in earlier hints about the ring's importance and Lucas's family history. Adding more emotional reactions would help readers connect with Lucas's journey of discovery.

Actionable task: Rewrite the middle section of your story focusing on building up the connection between the ring and Lucas's family heritage before the jar discovery.

Score: 41/50

Section 2:

#1 On the last day of summer, Lucas found a glass jar buried in the sand, and inside was a message written in a language he couldn't understand. He looked at the squiggled, smudged writing, confused.

#2 His large eyes widened as he opened the jar. His bony fingers trembled as his gold ring was put up against the glass. ~~The faint writing that had confused him since he got this family heirloom matched the writing on the jar perfectly.~~ [The faint symbols etched into his family heirloom, which had mystified him for years, matched the writing on the jar perfectly.] His palms started to sweat furiously.

He ran back home and into his room and stared at it more. ~~As he stood in front of his gold-trimmed, fragile mirror, the glass started to glow.~~ [Standing before his gold-trimmed, fragile mirror, he watched in amazement as the glass began to glow.] So did his whole body. His baggy jeans, thin framed glasses, and all of his pendants and rings started to become ~~and~~ [an] eerie, blue glow. His ring pulsed as the writing soon became clear. He had so many questions. Suddenly the glow stopped. ~~Except on his mirror was some writing.~~ [Yet in his mirror, strange writing

appeared.] The same writing on his ring and the glass jar. "Open the jar once more to discover the secrets to the family's ancestry."

#3 After a moment of internal debate, he opened the jar once more. Inside was a small silver scroll. He took it out of the jar. Then the whole room turned dark, and the glass jar faded away.

WRITING PIECE 2 - FEEDBACK

Section 1:

#1 "Through his thin, silver glasses were hints of white. They shined just like his outfit. Everyday Liam wore jeans with specks of gold, his t-shirt was bright red with white stars, just like the ones he could see in the sky."

Strengths:

- Detailed description of Liam's appearance creates a clear visual image
- Creative connection between his clothing and the stars shows character personality

Weakness: Limited character depth → Your writing focuses mainly on physical descriptions without showing Liam's thoughts or feelings about his unique clothing choices. The phrases "just like the ones he could see in the sky" could be expanded to reveal more about why he chooses to wear star-themed clothing.

Exemplar: *His silver-rimmed glasses caught the starlight as he gazed upward, wearing his favourite red t-shirt decorated with white stars - a reminder of the mysterious night sky that fascinated him so deeply.*

#2 "Every night he would say to his parents, 'The stars look so bright tonight,' and they say, 'Liam you say that every night!'"

Strengths:

- Good use of dialogue to show family interaction
- Shows repeated pattern of behaviour effectively

Weakness: Shallow dialogue development → Your dialogue feels brief and could explore more of the family dynamics. The conversation ends quickly without showing how Liam feels about his parents' dismissive response.

Exemplar: *"The stars are especially bright tonight!" Liam exclaimed eagerly to his parents, who exchanged knowing smiles. "You tell us that every night, dear," his mother replied gently, making Liam's heart sink as they once again failed to see what he saw.*

#3 "After he stopped trying to explain what he saw to his parents, he became even more interested. That's why he always added stars onto his clothes when he makes them, to remind him of the stars."

Strengths:

- Shows character development through his response to challenges
- Links back to earlier description of his clothing meaningfully

Weakness: Underdeveloped emotional response → Your writing touches on Liam's increased interest but doesn't show how he feels about keeping this secret to himself. The phrase "he became even more interested" could explore his emotions more deeply.

Exemplar: *Though his parents never understood, their disbelief only fuelled Liam's curiosity about the mysterious stars. He carefully stitched star patterns onto all his clothes, each one a private reminder of the magical secret only he could see.*

■ Your narrative presents an intriguing concept about a young boy who notices something unusual about the stars. You could make your story stronger by showing more of Liam's emotional journey and thoughts about being the only one who sees this phenomenon. Try adding more details about how this affects his daily life and his relationship with his family. You could also build more tension around the mystery of why the stars behave this way.

Actionable task: Rewrite the scene where Liam first tells his parents about the disappearing stars, focusing on his emotional response to their disbelief and including his inner thoughts.

Score: 41/50

Section 2:

Every midnight, the stars above the village flickered off for exactly one minute, but only Liam seemed to notice. #1 ~~Through his thin, silver glasses were hints of white. They shined just like his outfit. Everyday~~ [Through his thin silver glasses, hints of white sparkled like his outfit. Every day] Liam wore jeans with specks of gold, his t-shirt was bright red with white stars, just like the ones he could see in the sky.

#2 ~~Every night he would say to his parents, "The stars look so bright tonight," and they say~~ [Each night, he would tell his parents, "The stars look so bright tonight!" and they would reply], "Liam you say that every night!" Except it was true. Although every night something strange would happen. At exactly 9:00 pm every night, Liam would look at his gold trimmed clock and then he would look up at the sky. The stars suddenly disappear then reappear after a minute. He would count the seconds, and it never changed. He was always awake at 9 since he didn't go to school, all the school's around him were too expensive. Except he longed to go to school so he could study and learn more about space and the stars. The weirdest thing was that he always asked his parents why the stars would disappear then reappear, but they never could understand what they

he was trying to say. #3 ~~After he stopped trying to explain what he saw to his parents, he became even more interested. That's why he always added stars onto his clothes when he makes them~~ [After giving up trying to explain the phenomenon to his parents, his fascination only grew stronger. That's why he always added stars to his clothes when he made them], to remind him of the stars.

INTERVIEW

Section 1:

#1 (First paragraph about being a good student) Strengths:

- Clear examples of responsibility through homework completion
- Shows understanding of collaboration in group work

Weakness: Limited depth in explaining personal growth → Your response focuses mainly on completing tasks but doesn't explore how these habits help you learn and develop as a student. Phrases like "I remember to bring in my homework" and "I use my time efficiently" are good starts but need more depth about your learning journey.

Exemplar: ***"Being a good student means constantly growing through my experiences - when I complete homework on time, I learn to manage my responsibilities, and when I participate in group work, I develop important teamwork skills."***

#2 (Helping someone treated unfairly) Strengths:

- Shows empathy and caring attitude
- Provides specific steps for helping others

Weakness: Generic problem-solving approach → Your answer describes basic steps but doesn't share specific examples of how you've helped others. Phrases like "help them in the best way possible" and "stay by their side" need more detail about real situations where you've supported others.

Exemplar: ***"Last term, when I saw a new student eating lunch alone, I invited them to join my friends and me. I made sure to include them in our conversations and helped them feel welcome."***

#3 (Meeting Martin Luther King Jr.) Strengths:

- Shows knowledge of historical figure's achievements
- Demonstrates thoughtful question selection

Weakness: Surface-level questioning → Your questions could dig deeper into MLK's experiences and legacy. Questions like "How did it feel to win a Nobel Peace Prize?" touch only on achievements rather than exploring his deeper motivations and challenges.

Exemplar: *"I would ask him, 'What gave you the courage to continue your peaceful protests despite facing such strong opposition, and what lessons can we learn from your experience?'"*

■ Your answers show good basic understanding but could benefit from more personal examples and deeper reflection. Try to connect your experiences with the qualities you're describing. For example, when talking about being a good student, share a specific time when you helped your group succeed. Develop your answers by adding real examples from your school life.

Score: 40/50

Section 2:

QUESTION 1: What does being a good student mean to you?

Being a good student means that I am hardworking, I remember to bring in my homework and ~~participating~~ [participate] actively and ~~trying~~ [try] my best. I always try to listen and focus in class and participate actively in group projects, discussions and more. I make sure that in group projects everyone has a say and can pitch in their ideas and that no one feels left out. I've never forgotten to do my homework, and I always bring my homework assignments in on time. I'm really hardworking and I use my time efficiently. For example, if we have an assignment that we have ~~2~~ [two] weeks to finish ~~it within~~ [within] and I haven't finished it, then I will use our study ~~to~~ [time to] finish it. I always try my hardest and I never give up. That's what it means to be a good student to me. #1

QUESTION 2:

What do you do when you see someone being treated unfairly? If I see someone being treated unfairly then I would try and help them. I always like to see the best in people and help people if they need help. For example, if I'm on the playground and I see someone getting bullied or being treated unfairly then I would try and help them in the best way possible. I would first go see if ~~their~~ [they're] ok. Then I might ask them what's wrong. Once I know the situation, I would be able to help them in the best way I can. I would stay by ~~there~~ [their] side and make sure ~~their~~ [they're] ok. I love helping people because it makes me feel happy and good. I know violence is not the way to go so I use my voice to help people. #2

QUESTION 3: If you could meet any historical figure, who would it be, and what would you ask them?

If I could meet any historical figure, then I would choose to meet Martin Luther King Jr. I would choose to meet him because he is really inspirational and stands up for what he thinks is right. He stood up for the right to vote, desegregation, labour rights and many other civil rights. I would ask him a few questions. 1: [First:] "How did it feel to stand up for your people's civil rights?" 2: [Second:] "How did it feel to win a Nobel Peace Prize?" 3: [Third:] "If ~~you~~ [you] were here right now, in 2025, would ~~feel~~ [you feel] happy that all your work paid off?" #3