

## WRITING PIECE 1 - FEEDBACK

### Section 1:

#1 "The jar was pellucid and had a dense stratum of grit blanketing it. It glistened in the sun, revealing a parchment inside." Strengths:

- Sophisticated vocabulary enhances visual imagery
- Effective use of sensory details to paint the scene

Weakness: Limited development of the jar's significance → Your description focuses mainly on the jar's appearance without connecting it to Lucas's emotional response or the story's purpose. The phrases "pellucid" and "dense stratum" feel disconnected from Lucas's perspective. ***Your discovery of the mysterious jar sent shivers down your spine as its pristine surface, despite years of burial, caught the sunlight.***

#2 "The parchment had tattered, frayed edges, depicting how hoary the decaying papyrus was." Strengths:

- Strong descriptive language creates age
- Good use of specific details about the condition

Weakness: Repetitive description → Your writing repeats similar ideas about the age using "tattered," "frayed," "hoary," and "decaying." This makes the description feel heavy. ***The ancient parchment's edges crumbled at your touch, telling stories of countless years buried beneath the sand.***

#3 "The baffling vellum had perplexing, unfathomable words that cluttered all over it." Strengths:

- Creates mystery around the message
- Builds intrigue about the contents

Weakness: Word choice overlap → Your description uses too many similar words about confusion ("baffling," "perplexing," "unfathomable") without showing Lucas's specific reaction to these mysterious words. ***Strange symbols danced across the weathered surface, making your heart race as you tried to decipher their meaning.***

■ Your narrative shows promise in creating an intriguing discovery scene, but needs deeper development of Lucas's personal connection to this find. You spend much time describing objects but could better show how this discovery affects Lucas. Try adding more of Lucas's thoughts and

feelings as he examines each element. This would make your reader feel more invested in the mystery.

Rewrite the paragraph focusing on Lucas's emotional journey of discovery, including his specific reactions to each new detail he uncovers about the jar and its contents. Also, try to make your piece a bit longer.

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**Score: 36/50**

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Section 2:

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. ~~The jar was pellucid and had a dense stratum of grit blanketing it.~~ [The pellucid jar lay beneath a dense stratum of grit.]

#1 It glistened in the sun, revealing a parchment inside. ~~The parchment had tattered, frayed edges, depicting how hoary the decaying papyrus was.~~ [The hoary papyrus bore tattered, frayed edges that spoke of its decay.]

#2 It smelt putrid, with hints of mildew. ~~The baffling vellum had perplexing, unfathomable words that cluttered all over it.~~ [Perplexing, unfathomable words sprawled across the baffling vellum.]

#3 The parchment was like an erratic maze that Lucas had to solve.

## WRITING PIECE 2 - FEEDBACK

### Section 1:

#1 "Gleaming, binding stars sprawled across the sky. They had an aura of conflation between eeriness and astonishment." Strengths:

- Vivid imagery that sets a mysterious atmosphere
- Creative word choice with "binding" and "conflation"

Weakness: Sentence Flow → Your phrases feel disconnected, making it hard for readers to follow the mood you're building. The word "binding" doesn't quite fit with how stars appear in the sky, and "conflation" suggests mixing things that shouldn't be mixed.

***The gleaming stars stretched endlessly across the night sky, creating an atmosphere that balanced between eerie mystery and pure wonder.***

#2 "Liam swarmed with perplexity. The sky was obsidian black, making the city bombarded by murk." Strengths:

- Strong emotional response from the character
- Effective use of "obsidian" to describe darkness

Weakness: Character Development → Your character's reaction needs more depth. "Swarmed with perplexity" doesn't show us how Liam physically or emotionally responds to this strange event.

***Liam's heart raced as confusion overwhelmed him. The obsidian sky loomed above, drowning the city in darkness.***

#3 "He glanced around at others, but their expressions were bland, as if they had not noticed the baffling phenomenon." Strengths:

- Creates tension through contrast
- Shows character awareness

Weakness: Scene Building → Your description of other people's reactions needs more detail to help readers understand why they're not reacting to such an unusual event.

***He frantically searched the faces in the crowd, but everyone carried on with blank expressions, as though the vanishing stars were nothing more than passing clouds.***

■ Your writing shows promise in creating an intriguing mystery, but you need to build up the tension more gradually. The jump from Liam's initial star-gazing to the dramatic disappearance

happens too quickly. Try adding more details about the normal night sky before things go wrong. Show us more of what makes this night special through Liam's eyes.

Rewrite the opening paragraph focusing on building tension gradually - start with Liam's peaceful star-gazing and slowly introduce elements that suggest something unusual is about to happen.

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**Score: 36/50**

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Section 2:

#1 Gleaming, ~~binding~~ [scattered] stars sprawled across the sky. ~~They had an aura of conflation between eeriness and astonishment.~~ [Their aura struck a balance between eerie mystery and astonishment.]

Liam stared in awe and marvelled at the sublime stars. #2 ~~Liam swarmed with perplexity.~~ [Confusion overwhelmed Liam.] The sky was obsidian black, making ~~the city bombarded by murk~~ [darkness engulf the city].

#3 He glanced around at others, but their expressions were bland, as if they had not noticed the baffling phenomenon. Fortunately the stars appeared back in the sky. ~~Lucas~~ [Liam] decided to discover the motive planted at the bottom of this pandemonium.

## INTERVIEW

Section 1:

#1 "Forming a good student consists of honesty, effort and being a role model. Firstly honesty is essential because it portrays that you will stand up for your actions, which is important for trust."

Strengths:

- You effectively introduce key qualities with a clear structure
- Your point about honesty links well to trust-building

Weaknesses: Limited development → Your example about the handball focuses more on admitting mistakes rather than showing how honesty makes you a good student in an academic context. You could strengthen this by including examples of academic honesty.

***"Being a good student involves demonstrating honesty in all academic work, such as when I acknowledged using help from my sibling on my homework assignment."***

#2 "I would handle the situation by demanding that they stop it, by explaining the consequences. If they do not obey and continue, I would report the situation to a teacher." Strengths:

- You present a clear step-by-step approach
- You show good judgment in involving authority figures

Weaknesses: Incomplete response → Your answer focuses mainly on stopping the unfair treatment but doesn't fully address how you would prevent it from happening again. The football match example could include follow-up actions.

***"After reporting the incident, I would suggest organizing a class discussion about treating everyone fairly and help create classroom rules against bullying."***

#3 "I would query how he thought about creative ideas for plays. Furthermore, I would ask how he added deep emotions to his plays and poems that could be relatable, yet still blend in with the tone." Strengths:

- You show interest in the creative process
- You demonstrate understanding of Shakespeare's emotional depth

Weaknesses: Surface-level questioning → Your questions remain general without showing specific knowledge of Shakespeare's works. The questions could be more focused on particular plays or themes.

***"I would ask Shakespeare how he developed complex characters like Hamlet, whose inner struggles with grief and duty still resonate with readers today."***

■ Your answers would benefit from more detailed examples that directly relate to school life and learning. Try to expand your responses by including specific situations from your classroom experiences. When discussing historical figures, mention particular works or achievements you admire. Remember to explain how each quality or action helps you grow as a student.

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**Score: 38/50**

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Section 2:

#1 Being a good student means a lot to me and there are many factors that come into play to become the embodiment of a good student. ~~Forming a good student consists of~~ [Being a good student involves] honesty, effort and being a role model. Firstly, honesty is essential because it portrays that you will stand up for your actions, which is important for trust. For example, I accidentally hit my friend's handball over the fence and admitted to it, so my other friends would not have to take the blame.

#2 ~~If I saw someone being treated unfairly, I would feel furious because of the pain and suffering they would be dealing to others.~~ [When I see someone being treated unfairly, I feel furious about the pain and suffering being caused to others.] ~~But I would handle~~ [I handle] the situation by demanding that they stop it, by explaining the consequences. If they do not obey and continue, I would report the situation to a teacher. After this, I would comfort the person being treated unfairly. For example, one time I saw one of my fellow peers being teased at a football match by the other team, so I came in between the conflict and explained to the other team's coach about the bullying and he ended it. Later on, I made sure that my teammate was okay.

#3 If there is any historical figure I could meet, it would be William Shakespeare. ~~I would query how he thought about~~ [I would ask him about how he developed] creative ideas for plays. Furthermore, I would ask how he added deep emotions to his plays and poems that could be relatable, yet still blend in with the tone.