

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. Symbols covered the parchment, each one unique with it's own lines and curves."

Strengths:

- Strong opening that creates intrigue and mystery
- Vivid sensory details about the physical appearance of the jar and message

Weakness: Punctuation and possessive forms → Your use of "it's" should be "its" as you're showing possession. The sentence structure could be more varied to build tension.

Exemplar: ***On the last day of summer, Lucas discovered a glass jar half-buried in the sand. Inside lay a message covered in mysterious symbols, each bearing unique lines and curves.***

#2: "Lucas wasn't that type of person though. He was a thinker: making sure to check every possibility and assessing the danger before doing something."

Strengths:

- Good character development showing Lucas's personality
- Clear demonstration of internal conflict

Weakness: Show vs Tell → You directly tell us about Lucas's personality rather than showing it through his actions and thoughts. The description feels distant from the reader.

Exemplar: ***Lucas's hands trembled as he held the jar. His mind raced through all possible consequences, just as it had when he'd found that mysterious cave last summer.***

#3: "The oceans have swallowed lands that once teemed with life, and the air is thick with the smoke of fires that rage out of control."

Strengths:

- Powerful imagery describing environmental destruction
- Effective use of active verbs

Weakness: Development of ideas → The shift from mystery to environmental message feels sudden. The connection between the mysterious symbols and the environmental message needs more development.

Exemplar: *As Lucas decoded more symbols, a chilling reality emerged: vast oceans had claimed entire cities, while endless fires turned forests into ash.*

■ Your writing shows promise in creating atmosphere and addressing important themes. To strengthen your narrative, try connecting the mystery elements more smoothly with the environmental message. Consider developing Lucas's emotional journey as he discovers the truth. You could also add more details about how the message affects him personally.

Actionable task: Rewrite the middle section focusing on Lucas's gradual understanding of the symbols, showing his emotional transformation from cautious thinker to someone deeply moved by the message.

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. Symbols covered the parchment, each one unique with ~~it's~~ [its] own lines and curves.

#2 ~~Lucas wasn't that type of person though. He was a thinker: making sure to check every possibility and assessing the danger before doing something.~~ [Though typically cautious, Lucas found himself drawn to the mysterious object. As a natural thinker, he always assessed dangers and considered possibilities before taking action.] But this felt different.

It was as if the strange symbols were in his head, confusing him in every way possible. He took a few deep breaths, clearing his head before looking at the weathered piece of parchment. This time, it looked different.

#3 ~~To whoever receives this message, we are the future.~~ [To you who holds this message, we speak from the future.] The world you once knew is slipping away. Nature, in its great complexity, is unravelling. The oceans have swallowed lands that once teemed with life, and the air is thick with the smoke of fires that rage out of control. The creatures of the earth, the trees that once stood as guardians of the land, are disappearing. All because of global warming. But

hope remains, if the right choices are made. The future is not yet written—your actions today will shape tomorrow.

WRITING PIECE 2 - FEEDBACK

Section 1:

#1 "Every midnight, the stars above the village flickered off for exactly one minute, but only Liam seemed to notice. He had first noticed it last week, when he was peeking outside of his window at the constellations, before they disappeared, consumed by the darkness."

Strengths:

- Your opening effectively creates mystery and intrigue
- Your use of specific timing details adds realism

Weakness: Limited sensory details → While you mention the stars disappearing, your writing could benefit from more vivid descriptions of the night sky. The phrase "consumed by darkness" feels vague.

Exemplar: *The stars above our sleepy village winked out at precisely midnight, leaving an inky void where the glittering constellations had danced moments before.*

#2 "Then a thought loomed in his head. Why didn't anybody else notice? Maybe they were already asleep at that time, but he surely couldn't be the only person awake then."

Strengths:

- Your internal monologue shows Liam's confusion well
- Your writing builds tension naturally

Weakness: Underdeveloped emotions → Your character's feelings about being the only one who notices could be deeper. The phrase "thought loomed" suggests worry, but we don't see how this affects him emotionally.

Exemplar: *Fear crept through him like a cold shadow - surely others must see it too? The thought of being the only one made his heart pound.*

#3 "As he made his way back to his house, a voice cut through the silence of the air. 'Do you also see it?' He turned around to see a little girl, staring back at him."

Strengths:

- Your ending creates an excellent hook
- Your dialogue is impactful and mysterious

Weakness: Quick transition → The shift between walking home and meeting the girl happens too suddenly. The phrase "cut through the silence" needs more build-up of the quiet atmosphere.

Exemplar: *His footsteps whispered against the damp grass as he headed home, until a small voice shattered the midnight silence.*

■ Your story has a compelling mystery at its heart, but you could make your main character's journey more engaging by showing us more of his emotional state. Try adding more details about how the strange occurrence affects his daily life and thoughts. You could also build more suspense by describing the village's nighttime atmosphere more fully.

Actionable task: Rewrite the middle section focusing on Liam's growing anxiety and confusion about the phenomenon, showing how it affects his daily life and sleep patterns.

Score: 42/50

Section 2:

#1 Every midnight, the stars above the village flickered off for exactly one minute, but only Liam seemed to notice. ~~He had first noticed it last week,~~ [He first spotted this strange occurrence last week,] when he was peeking outside of his window at the constellations, before they disappeared, consumed by the darkness.

#2 He had just assumed he was tired and his mind was playing tricks on him, but the same happened the next night. The night after that the exact same. Liam usually kept to himself, so he never told anybody. ~~Then a thought loomed in his head.~~ [Then an unsettling thought crept into his mind.] Why didn't anybody else notice? Maybe they were already asleep at that time, but he surely couldn't be the only person awake then.

It confused him more and more until he finally couldn't bear it. So, one night, just before midnight, he crept outside in the peaceful fields and sat down, looking at the sky. He had to see it clearly, to make sure that he wasn't hallucinating the whole time. ~~So he sat down in the tufts of~~

~~grass, waiting and waiting.~~ [He settled into the tufts of grass, watching and waiting.] After a while, just as Liam was about to accept the fact that he was probably seeing things, there it was. The stars in the sky were nowhere to be seen.

#3 ~~As he made his way back to his house,~~ [As he trudged back towards his house,] a voice cut through the silence of the air. 'Do you also see it?' He turned around to see a little girl, staring back at him.

INTERVIEW

Section 1:

#1 "To me, being a good student means being able to listen to others carefully as well as also setting an example for them. I am a role model for others, and always help others when they need me."

Strengths:

- Shows self-awareness about leadership qualities
- Demonstrates understanding of peer support

Weaknesses: Limited development → Your response would benefit from specific examples of how you act as a role model. The statement "help others when they need me" is quite broad.

I aim to be a role model by helping younger students with their homework during lunch breaks, and I regularly volunteer as a peer mentor to support new students.

#2 "If I see someone being treated unfairly, the first thing I will do is tell the person treating them poorly to stop."

Strengths:

- Shows decisive action
- Demonstrates moral courage

Weaknesses: Oversimplified approach → Your answer could address the complexities of confrontation. Simply telling someone to stop might not always be the safest or most effective approach.

Before directly confronting the situation, I would assess whether getting immediate help from a teacher might be more appropriate, especially if the situation looks unsafe.

#3 "If I could meet any historical figure, I would choose Leonardo Da Vinci. His curiosity for how things work is remarkable"

Strengths:

- Good choice of historical figure
- Shows appreciation for multi-disciplinary talents

Weaknesses: Surface-level reasoning → Your response focuses on general facts about Da Vinci rather than personal connection to his achievements.

I admire Da Vinci's endless curiosity because, like him, I love exploring different subjects - from art to science - and I'm fascinated by how things work.

■ Your answers would be more impactful if you included personal examples and experiences. When discussing being a good student, share specific instances of how you've helped others. For the bullying scenario, consider multiple approaches to handling conflict. Your Da Vinci response could better connect his qualities to your own interests and aspirations. Try to expand each answer with more details about your own experiences and thoughts.

Score: 40/50

Section 2:

#1 To me, being a good student means being able to listen to others carefully ~~as well as also~~ [and] setting an example for them. I am a role model for others, and always help others when they need me. ~~I also hand in~~ [I hand in] all my work on time, and make sure it is the best I can make it. Organisation skills are also an important part of being a good student, and I make sure to balance my academic and extra-curricular commitments. I am determined, ~~something a good student must have~~, [which is essential for a good student,] and friendly to all. This is what being a good student means to me.

#2 ~~If I see someone being treated unfairly, the first thing I will do is tell the person treating them poorly to stop.~~ [When I notice someone being treated unfairly, I would first assess the situation and then take appropriate action.] I believe it's important to intervene immediately to prevent further harm. After that, I will check on the person being mistreated to make sure they're okay and offer them support. If a teacher is nearby, I will report the situation to them so they can take action. If there's no teacher around, I will stay with the person and help as much as I can until one arrives. I'll try to understand the situation and offer solutions or compromises to resolve the issue.

#3 If I could meet any historical figure, I would choose Leonardo Da Vinci. His curiosity for how things work is remarkable, and he was known for his work as an artist, inventor, scientist, ~~engineers~~ [engineer] and others. He was known for his artworks such as the 'Mona Lisa' but he was also interested in many other fields like the natural world. The questions that I would ask him would be: 'How did you balance all of your different interests at once?' 'What fuelled you to pursue all of your interests?' 'How did you stay motivated even after all your challenges and setbacks?'