

## WRITING PIECE 1 - FEEDBACK

### Section 1:

#1 (First paragraph - finding and examining the paper) Strengths:

- Good build-up of mystery with the discovery of the jar and paper
- Effective portrayal of Lucas's problem-solving attempts

Weakness: Limited sensory details → Your writing could benefit from more vivid descriptions of the setting and the paper itself. Phrases like "letters were flung around" could be enhanced with specific details about how the letters looked, what colour the paper was, or where exactly Lucas found the jar.

Exemplar: *The weathered jar sat half-buried in the golden sand, its cork stopper crumbling at the edges. Inside, a yellowed piece of paper caught Lucas's eye, its surface covered in mysterious black letters.*

#2 (Decoding the message) Strengths:

- Clear progression of Lucas's thought process
- Good use of time pressure to create tension

Weakness: Rushed resolution → Your narrative moves too quickly from Lucas's frustration to solving the puzzle. The phrase "He carefully studied the letters and was able to find the meaning" skips over the interesting details of how he actually figured out the pattern.

Exemplar: *Lucas noticed something odd about every fifth letter - they seemed to stand out from the rest, forming a clear pattern among the chaos. His heart raced as he began counting carefully, five letters at a time.*

#3 (The ending sequence) Strengths:

- Creative twist with the dream sequence
- Engaging treasure discovery scene

Weakness: Underdeveloped ending → Your ending feels rushed with phrases like "Shocked, Lucas returned back home". The transition between dream and reality needs more development to make the twist more impactful.

Exemplar: *Lucas's eyes flew open, his heart pounding. It had all felt so real - the jar, the message, the treasure. As sunlight streamed through his window, something caught his eye beneath the bed...*

■ Your story has an intriguing plot but needs more depth in its key moments. Adding more details about Lucas's emotions and the setting would make the reader feel more connected to the story. You could slow down important scenes to build more suspense and make the treasure discovery more exciting.

Actionable task: Rewrite the scene where Lucas decodes the message, focusing on showing his specific thoughts and actions as he solves the puzzle step by step.

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**Score: 40/50**

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Section 2:

#1 Lucas found the jar and unscrewed the cork. A piece of paper was sticking out and Lucas unfolded it reluctantly. ~~Random letters were flung around the paper and Lucas didn't have a single clue to what its meaning was.~~ [Letters were scattered across the paper in a bewildering pattern, leaving Lucas completely puzzled about their meaning.] Curious, he opened his laptop and started to go on the word scrambler to see if the words were scrambled. However [,] to his surprise, the words were not scrambled. Lucas felt frustration boiling up inside him and threw the jar on the sand.

#2 Lucas sat for a while, thinking. ~~He carefully studied the letters and was able to find the meaning.~~ [After careful study, the letters slowly began to reveal their secret.] There was a pattern hidden among the letters and he figured it out. He only had to look at every 5th letter and the rest would be irrelevant.

He quickly studied the paper and found out that it said: WAIT UNTIL MIDNIGHT AND LOOK AROUND THE SEATS. Lucas looked at his watch and noticed it was 11:58 PM. He only had to wait 2 minutes. However, he was impatient and kept staring at his watch.

#3 ~~After a long time, it was midnight and then he started to scavenge around the seats.~~ [When midnight finally struck, Lucas began searching frantically around the seats.] A silvery suitcase seemed to stick outside of the sand and when Lucas pulled it out to open, he was met with thousands of pieces of gold. ~~Shocked, Lucas returned back home to keep and sell the next day.~~ [Stunned by his discovery, Lucas hurried home to secure his treasure until he could sell it the

following day.] He felt ecstatic but then he woke up and ~~realized~~ [realised] it was a dream. However, he looked underneath his bed to see the exact same suitcase with the gold inside.

## WRITING PIECE 2 - FEEDBACK

Section 1:

#1: "Liam stared outside of his window to see all the stars flicker and turn off. Surprised, Liam sat up and started counting and then the stars flickered back on after he reached 60."

Strengths:

- Your opening creates intrigue through the mysterious event
- Your use of specific details (counting to 60) adds realism

Weakness: Limited sensory details → Your description of the stars flickering lacks depth in how it made Liam feel in the moment. The phrase "Surprised, Liam sat up" could be expanded to show his emotional state.

Exemplar: *Liam's heart raced as he stared outside his window, watching in disbelief as the stars began to flicker and vanish one by one into the inky darkness.*

#2: "The next day, Liam seemed to forget everything about the stars, as if a part of his memory had been taken away."

Strengths:

- Your plot development adds mystery
- Your comparison to memory being taken away creates interest

Weakness: Underdeveloped transition → Your sudden jump to memory loss needs more build-up. The phrase "seemed to forget" doesn't show us how this happened.

Exemplar: *As morning light filtered through his curtains, Liam struggled to recall the previous night's events. The memory felt like water slipping through his fingers.*

#3: "His parents took his temperature and found out that he had a fever. This fever was sudden because the other day, he felt super energised and ready."

Strengths:

- Your connection between the strange events and physical symptoms
- Your contrast between his previous and current state

Weakness: Rushed conclusion → Your ending needs more detail about how the fever connects to the stars. The phrase "super energised and ready" doesn't fully explore this connection.

Exemplar: *The thermometer beeped: 40 degrees. Liam's mind wandered to the flickering stars as waves of dizziness washed over him, wondering if they held the answer to his mysterious illness.*

■ Your story presents an interesting mystery but needs deeper exploration of the connection between the stars, memory loss, and fever. You could strengthen your writing by showing more of Liam's emotional journey throughout these strange events. Adding more details about how these events affect him would make your story more gripping.

Actionable task: Rewrite the paragraph where Liam discovers his memory loss, focusing on his physical and emotional reactions as he tries to remember what happened.

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**Score: 39/50**

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Section 2:

#1 Liam stared outside of his window to see all the stars flicker and turn off. Surprised, Liam sat up and started counting and then the stars flickered back on after he reached 60.

#2 The next day, Liam seemed to forget everything about the stars, ~~as if~~ [as though] a part of his memory had been taken away. At night, the same thing happened again. He wrote his objective in his diary only to find out that the next day his diary had ~~seemed to~~ erase that objective to tell everyone.

#3 His parents took his temperature and found out that he had a fever. ~~This fever was sudden because the other day,~~ [The fever came unexpectedly, since just yesterday] he felt super energised and ready. His parents made sure that he was in bed for the day as his temperature rose to 40 degrees. Time flew and the stars never flickered again.

Liam clutched ~~on~~ to his head, trying to remember what he wanted to tell his parents. Unfortunately, he couldn't remember a thing. He then felt dizzy and fell back on his bed. After a long sleep, he finally woke up and felt sick in his stomach.

## INTERVIEW

Section 1:

#1: "Being a good student means to be kind to others and to always obey rules. It also means to have creativity and discipline. Good students never procrastinate during activities and they will always try their best."

Strengths:

- You clearly express positive character traits
- You show understanding of behaviour expectations

Weaknesses: Basic listing → Your writing lists qualities without showing how they connect or giving examples. You mention "creativity and discipline" but don't explain how students show these traits.

***A good student demonstrates kindness by helping classmates who struggle with lessons, follows school rules consistently, and shows creativity through unique approaches to solving problems.***

#2: "Additionally, good students means to excel at most subjects. Mathematics, english, science, history, geography and many more. Good students have a reputation of being able to excel these subjects without difficulty."

Strengths:

- You highlight academic excellence
- You mention specific subjects

Weaknesses: Limited development → You state that good students excel but don't explain how they achieve this or what "excel" means in practice.

***Good students work hard to understand different subjects by paying attention in class, asking questions when confused, and practicing regularly to improve their skills.***

#3: "I would want to see Thomas Ederson and I would ask him 'How many tries did it take to create the lightbulb?'"

Strengths:

- You show interest in innovation
- Your question focuses on persistence

Weaknesses: Brief response → Your answer is too short and doesn't explain why you chose this person or what you hope to learn.

***I would love to meet Thomas Edison because his persistence in creating the light bulb inspires me. I would ask him about his failed attempts because I want to learn how he stayed motivated despite facing many challenges.***

■ Your answers would be stronger if you included specific examples to support your points. For instance, when describing how to help bullying victims, you could describe exactly what you say to comfort them. Try to write more detailed responses that show your thinking. You could also improve your answers by explaining the reasons behind your ideas instead of just stating them.

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**Score: 36/50**

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Section 2:

#1 Being a good student means to be kind to others and to always obey rules. It also means to have creativity and discipline. Good students never procrastinate during activities and they will always try their best. They also have good citizenship and sportsmanship among the class. They feel empathy for others and also have gratitude for the things they have. Moreover, they are very humble and respect other people's privacy and space. They try not to create arguments with friends or relatives and do not insult others because of their appearance, education or race.

#2 ~~Additionally, good students means~~ [Additionally, being a good student means] to excel at most subjects. Mathematics, ~~english~~ [English], science, history, geography and many more. ~~Good students have a reputation of being able to excel these subjects without difficulty.~~ [Good students work consistently to excel in these subjects.]

I try to support them and tell the bullies to stop. However, if they do not stop I threaten them to tell the teacher and once they leave, we start to walk away. If the victim feels sad then I give a small but encouraging pep talk.

#3 ~~I would want to see Thomas Ederson~~ [I would want to see Thomas Edison] and I would ask him 'How many tries did it take to create the lightbulb?'