

WRITING PIECE 1 - FEEDBACK

Section 1:

#1 "On the last day of summer...tufts of grass." Strengths:

- Strong visual imagery with descriptive details about the jar and letters
- Effective build-up of tension leading to the dramatic shattering

Weakness: Limited sensory details in the opening scene → Your writing focuses mainly on visual descriptions but misses opportunities to engage other senses. The beach setting could include sounds of waves, smell of salt air, or feeling of hot sand. The phrase "buried in the sand" could be enhanced with more sensory elements.

Exemplar: *On the last day of summer, Lucas's feet burned against the scorching sand as he discovered a glass jar half-buried beneath the surface, waves crashing behind him.*

#2 "Lucas unwrapped the thin piece of paper...spelling out 'Victory'." Strengths:

- Intriguing revelation of the model ship
- Good use of specific details like the golden plate

Weakness: Rushed discovery moment → Your writing moves too quickly from finding paper to revealing the ship. The phrase "discovered a model ship" doesn't capture the wonder of this pivotal moment. The transition needs more development to build excitement.

Exemplar: *Lucas's hands trembled as he carefully unwrapped the delicate paper, his eyes widening as a magnificent model ship emerged from its mysterious wrapping.*

#3 "However, just as Lucas...held onto the ship." Strengths:

- Good development of rising tension
- Effective portrayal of mounting pressure

Weakness: Underdeveloped emotional response → Your writing doesn't fully explore Lucas's feelings during this intense situation. Phrases like "doubtfully rejected" and "becoming more concerning" could better convey his emotional state.

Exemplar: *Lucas's heart pounded as the crowd of passengers pressed closer, their voices growing louder with each offer. His hands clutched the ship tighter as panic rose in his chest.*

■ Your story has an interesting premise and creates suspense well. You could make your narrative more engaging by developing the emotional journey of Lucas throughout his adventure. Try adding more details about his thoughts and feelings as events unfold. Your story would benefit from slowing down key moments to build more tension and mystery.

Actionable Task: Rewrite the scene where Lucas discovers the model ship, focusing on his emotional reaction and incorporating all five senses in your description.

Score: 40/50

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 sharp, jagged letters, unable to determine what they spelt. Overwhelmed with curiosity, the scrawny boy scavenged for a rock before ~~plummeting it onto~~ [bringing it down hard upon] the jar. It instantly shattered apart, pieces penetrating nearby trees and tufts of grass.

#2 ~~Lucas unwrapped the thin piece of paper, and discovered a model ship.~~ [As Lucas unwrapped the thin piece of paper, he discovered a model ship.] The intricate patterns and designs looked eye-popping with the sails made from excessive detail. At the rear, a small golden plate was visible, with bright red words spelling out 'Victory'.

#3 However, just as Lucas was about to accept his offer, many other passengers also became aware of the ship he was holding. They started shouting bargains at him, determined to get the model ship. ~~Lucas doubtfully rejected their offers before scurrying back home.~~ [Lucas shook his head at their offers before rushing back home.] The day was becoming more concerning every second he held onto the ship.

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. They shimmered cheerfully in the evening light, illuminating the sky with hope."

Strengths:

- Strong opening hook that immediately creates intrigue
- Effective use of sensory details with "shimmered cheerfully"

Weakness: Limited context development → While you introduce an interesting phenomenon, you haven't built enough context around why only Liam notices it. The phrase "only Liam seemed to notice" needs more development to help readers understand his unique perspective.

Exemplar: *Every midnight, while the villagers remained oblivious to the celestial dance above them, Liam stood transfixed as the stars flickered off for exactly one minute - a mysterious pattern he'd observed since childhood.*

#2: "Everyone saw the stars like decorations. They would admire them for a moment before going back to their own activities. However, Liam saw it as a chance to re-start his life"

Strengths:

- Clear contrast between Liam and other villagers
- Strong thematic connection between stars and personal growth

Weakness: Underdeveloped character motivation → Your contrast between Liam and others needs more emotional depth. The transition from "decorations" to "chance to re-start his life" feels sudden without showing his inner journey.

Exemplar: *While the villagers saw mere twinkling lights adorning their night sky, Liam understood their deeper message - each flicker was nature's reminder that transformation was possible, even in their small village.*

#3: "When the stars re-appeared, it was as if they were giving him another chance. They were giving him the opportunity to try his best."

Strengths:

- Powerful metaphor linking stars to second chances
- Clear emotional resonance

Weakness: Repetitive message structure → You repeat the idea of "chance" without deepening its meaning. The phrases "giving him another chance" and "giving him the opportunity" convey the same message without progression.

Exemplar: *As the stars pierced through the darkness once more, Liam felt their light filling him with renewed purpose - each twinkle whispering possibilities of scholarships and city dreams that seemed impossible in their poor village.*

■ Your narrative shows promise in connecting celestial elements to personal growth. To strengthen your writing, focus on developing the emotional progression of your main character. Show us more of Liam's inner thoughts and feelings as he observes the stars. Consider adding specific details about his daily village life to make his dreams of change more meaningful.

Actionable Task: Rewrite the second paragraph focusing on Liam's specific observations of the stars' pattern and his emotional response to it, ensuring to include at least three distinct details about how this phenomenon affects him differently from others.

Score: 41/50

Section 2:

#1 Every midnight, the stars above the village flickered off for exactly one minute, but only Liam seemed to notice. ~~They shimmered cheerfully in the evening light, illuminating the sky with hope.~~ [The stars shimmered cheerfully against the evening sky, their light kindling hope in his heart.] Every night, starting from midnight, the village would have a feast. Everybody would be occupied with their food, attempting to gather as much as they could.

#2 ~~However, the only thing Liam did was stare at the sky, observing its unusual pattern.~~ [Meanwhile, Liam remained fixed on the sky, mesmerised by its unusual pattern.] The stars would shine bright enough and act like the sun before dimming out and completely vanishing. After a minute, they would reappear, twinkling against the dark sky. Whenever he told his family and friends, they would observe the sky for a second before saying there was nothing wrong with it. Only Liam knew the true answer.

Everyone saw the stars like decorations. They would admire them for a moment before going back to their own activities. However, Liam saw it as a chance to ~~re-start~~ [restart] his life—a chance to not stay in the old village but move to the city.

#3 Whenever the stars dimmed, he would think of the terrible things he had done: fighting with his friends, yelling, crying, and violence. When the stars ~~re-appeared~~ [reappeared], it was as if they were giving him another chance. They were giving him the opportunity to try his best. ~~They were whispering next to his ears to tell him that although his family didn't even have enough money to support his education, he would get a scholarship, and his life would change from then on.~~ [They whispered in his ears, promising that despite his family's poverty and inability to fund his education, a scholarship awaited him—a turning point that would transform his life.]

INTERVIEW

Section 1:

#1: "Being a good student doesn't just include having to work hard and study hard... who need money just for food."

Strengths:

- Shows thoughtful reflection on the broader meaning of being a good student
- Makes a compelling point about social awareness and community involvement

Weakness: Limited Development of Ideas → Your piece introduces important concepts about social responsibility but doesn't provide specific examples of how students can help those in need. The transition between discussing good students and social class feels abrupt.

Exemplar: *Being a good student extends beyond academic achievement - it means actively supporting our community through volunteer work at local food banks and organizing fundraisers for homeless shelters.*

#2: "The first thing I will do... treating the child more unfairly."

Strengths:

- Provides clear step-by-step approach to handling bullying
- Shows mature understanding of conflict resolution

Weakness: Repetitive Structure → Your piece repeats the concept of staying calm multiple times without building upon it. The steps blur together without clear distinction between each action.

Exemplar: *First, maintain composure and assess the situation from a distance. Then, approach a teacher quietly to report the incident whilst keeping the bullied student in sight. Finally, accompany the affected student to a quiet area, perhaps the library or school office.*

#3: "Not only did he help... versus the 'white' people."

Strengths:

- Shows understanding of historical impact beyond inventions
- Makes connection between individual achievement and societal change

Weakness: Oversimplified Historical Context → Your discussion of racial dynamics lacks depth and jumps to broad conclusions. The connection between Latimer's success and subsequent conflicts needs more careful development.

Exemplar: *Latimer's achievements inspired African Americans by demonstrating that innovation and excellence were possible despite social barriers. His work helped pave the way for future generations of black inventors and scientists.*

- Your responses show good initial thinking but would benefit from more detailed examples and deeper exploration of each topic. When discussing social issues, try to include specific actions students can take. For the bullying scenario, consider adding what to do after the immediate situation is resolved. Your historical figure response could explore more of Latimer's personal challenges and specific contributions.

Score: 43/50

Section 2:

Interview question 1: Being a good student doesn't just include having to work hard and study hard. A good student, (in my opinion) ~~is~~ [should be] someone who can help others in troubling times and benefit the community positively. These aspects can demonstrate fairness, kindness, love, and the urge to make the world a better place. #1

~~We, as people who are classified as the middle to upper class, only interact with people in the same class and wish we had enough money to buy a mansion.~~ [Those of us from middle to upper-class backgrounds often limit our interactions to people of similar social standing, dreaming of material luxuries.] Sadly, we have never thought of the people living on the streets, those who need money just for food. Excelling ~~your~~ [in] academics, being kind to others and participating in group activities are only a minor part of the 'good student' position. You need to bring out your character strengths to the world.

Interview question 2: Everybody knows fairness is one of the most important key aspects, but why won't anyone demonstrate it? If I were to see a person being treated unfairly at school, I wouldn't act like most people: I would go up to confront them, ask the person if he or she is okay, and then tell the teacher.

#2 The first thing I will do, (and the most important thing to do) is to stay calm. If you suddenly run into the 'battle' you might find it gets worse and worse as seconds tick by. Then, confront them with the teacher, or if you are brave, try to tell the bullies to stop. However, in most situations, this won't work. Tell the teacher about the situation. Try to find a safe spot for the bullied child to rest, and ask if they require anything like medical treatment or water. The most

important point is to not lash out at the bullies. This is because you will find yourself causing a bigger problem, resulting in the bullies treating the child more unfairly.

Interview question 3: If I could meet any historical figure, it would be Lewis Latimer. He was the first African-American inventor to contribute to the invention of the lightbulb and telephone. Although this person is unique and not well-known, he has had many positive impacts on the world.

#3 Not only did he help with the inventions, but he also created hope for all African Americans, their faces painted with joy. It was the first time they saw one of their kind succeed in such an important task. This led to further debates and wars featuring the African Americans versus the 'white' people.

Just one major task can contribute significantly to the world. If I had the opportunity, I would ask him the following questions: What was it like helping the invention of the lightbulb and telephone? If you were here today, what would you say to all the African = [-] Americans? Did you feel accomplished when your life finally came to an end?