

WRITING PIECE 1 - FEEDBACK

Section 1:

#1 "One sparkling morning, on the last day of summer, Lucas, a boy who wore a scrabbly shirt and ripped overalls stumbled upon a small, emerald glass bottle that pulsed an eerie glow."

Strengths:

- Vivid sensory details create a strong visual image
- Effective use of descriptive language sets the mood

Weakness: Limited character development → Your opening focuses heavily on Lucas's appearance but reveals little about his personality or motivations. Phrases like "scrabbly shirt and ripped overalls" tell us what he looks like but not who he is.

Exemplar: ***One sparkling morning, on the last day of summer, curious and adventurous Lucas, in his worn overalls, stumbled upon a small emerald glass bottle that pulsed an eerie glow.***

#2 "Lucas slowly pulled the paper out with the precision of a nurse pulling out a baby. It was very delicate and weak so he had to be careful. His care reminded me of a gardener digging a small sapling into the ground."

Strengths:

- Creative use of similes to show careful handling
- Good attempt at building tension

Weakness: Overused comparisons → Your writing uses multiple similes in quick succession. The nurse and gardener comparisons feel forced together and don't flow naturally.

Exemplar: ***Lucas slowly pulled out the fragile paper with the gentle precision of a gardener transplanting a delicate sapling.***

#3 "Once he was in his sad little bedroom, he got to work cracking the code. After what felt like an eternity, he finally cracked the puzzle."

Strengths:

- Creates anticipation for the revelation
- Shows determination through time passage

Weakness: Underdeveloped scene → Your writing skips over the problem-solving process. Words like "got to work" and "finally cracked" don't show us how Lucas solved the puzzle.

Exemplar: *In his bedroom, Lucas spent hours studying the mysterious symbols, testing different patterns until his eyes grew tired. Finally, the strange marks began to make sense.*

■ Your story has an intriguing magical element with the glowing bottle, but you could develop the mystery more deeply. The message feels rushed at the end without showing its impact on Lucas. You might explore how this discovery changes him or what adventures he decides to pursue. Consider adding more emotional reactions from Lucas throughout the story.

Actionable task: Rewrite the scene where Lucas decodes the message, showing his thought process and emotional journey as he works to understand the mysterious text.

Score: 41/50

Section 2:

#1 ~~One sparkling morning, on the last day of summer, Lucas, a boy who wore a scrabbly shirt and ripped overalls stumbled~~ [Lucas, wearing a scrabbly shirt and ripped overalls, stumbled] upon a small, emerald glass bottle that pulsed an eerie glow.

Pulled by curiosity, he bent down onto his strong, young knees and picked up the bottle, which had an oak cork. Without thinking, he pulled the cork with his scrubby hands.

#2 ~~As he pulled it out, he saw the bottle held a small message. Lucas slowly pulled the paper out with the precision of a nurse pulling out a baby. It was very delicate and weak so he had to be careful. His care reminded me of a gardener digging a small sapling into the ground.~~ [Inside was a small message. Lucas slowly extracted the delicate paper with the gentle precision of a gardener transplanting a precious sapling.]

The paper held a message in some sort of code. He turned back and walked to his bungalow home, ready for some investigation. His house had brown bricks, a single garage and ivy growing everywhere, as if trying to conceal a great secret.

#3 ~~Once he was in his sad little bedroom, he got to work cracking the code. After what felt like an eternity, he finally cracked the puzzle.~~ [In his cramped bedroom, Lucas pored over the mysterious code, his determination growing with each passing hour. After what felt like an eternity of studying the strange symbols, he finally understood the message.]

It read "your life will be full of adventures, just take the opportunities to have them."

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." Strengths:

- Strong hook that immediately creates mystery and intrigue
- Effectively establishes the unique perspective of your main character

Weakness: Limited sensory details → Your opening could be enriched with more vivid descriptions of how the sky looks when this happens. The phrase "flickered off" leaves room for more detailed imagery of this mysterious event.

Exemplar: ***The stars above the village would vanish into pure darkness each midnight, as if someone had drawn a thick black curtain across the sky, but only Liam witnessed this nightly phenomenon.***

#2 "It was as if they were trying to hide a secret, as ivy hides a hidden door." Strengths:

- Creative use of simile
- Links well to the mysterious atmosphere

Weakness: Repetitive comparison → Your simile uses "hide" twice, making it feel redundant. The phrase "as ivy hides a hidden door" could be more impactful with varied word choice.

Exemplar: ***It was as if they guarded a secret, like ivy concealing an ancient doorway.***

#3 "His heart beating with excitement, he slid his whitewashed window up and leapt out." Strengths:

- Good use of action verbs
- Shows character's enthusiasm effectively

Weakness: Rushed pacing → Your sequence of actions moves too quickly from the window to leaping out. The phrase "leapt out" needs more build-up of tension and detail about his surroundings.

Exemplar: *His heart pounding with excitement, he pushed up the whitewashed window, peered at the shadowy garden below, and carefully lowered himself down.*

■ Your narrative presents an intriguing premise about a boy who notices something extraordinary in the night sky. You could deepen the mystery by adding more details about why Liam is the only one who sees this phenomenon. Try building more tension through your character's emotional responses to being dismissed by his parents. Your story would benefit from slower pacing in key moments to let readers fully experience Liam's world.

Actionable task: Rewrite the scene where Liam first shows his parents the flickering stars, focusing on their specific reactions and Liam's emotional response to being dismissed.

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.

Every night, just before 12 AM, ~~the lights in the night sky would flicker off~~ [the celestial lights would fade into darkness], but only Liam seemed to notice. Since a young age, Liam fostered a love of stargazing. To him, it was like his worries were washed away when he stargazed, like when rain washes down a dirty river.

#2 His parents had seen his love for stars and the Milky Way, but they often ignored his interest. For example, the first time he noticed the stars flicker off, he called his parents over and showed them, but they just replied lamely, "it's probably just that a cloud has covered the stars." ~~It was as if they were trying to hide a secret, as ivy hides a hidden door~~ [They seemed to guard a secret, like ivy concealing an ancient doorway].

Liam began to become sick and tired of their denial of what he saw, so he decided to do some investigations on his own.

#3 One morning at the crack of dawn, he jumped out of bed, threw his dirty, ragged white shirt over his head and slipped on his pair of what had once been some blue denim designer pants. His heart beating with excitement, ~~he slid his whitewashed window up and leapt out~~ [he pushed up the whitewashed window, checked his surroundings, and carefully climbed out]. He then hopped onto his creaky old bike and pedalled to the library.

INTERVIEW

Section 1:

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

- Shows care and consideration for both peers and teachers
- Demonstrates understanding of academic and social responsibilities

Weakness: Limited development of ideas → Your points about caring and homework are briefly mentioned without deeper exploration. For example, when you say "caring for others, like my parents care for me," you could elaborate on specific ways this care is shown in a school setting.

Exemplar: ***"Being a good student means actively supporting my classmates' learning by sharing study materials and offering help when they struggle with difficult topics, just as my parents support my educational journey."***

#2 (Response about unfair treatment) Strengths:

- Shows logical thinking and investigation process
- Demonstrates responsibility in handling conflicts

Weakness: Unclear sequence of actions → Your response jumps between different scenarios without a clear progression. The transition from questioning witnesses to mentioning fighting skills needs better organisation.

Exemplar: ***"When I witness unfair treatment, I first gather information by carefully observing the situation and speaking with witnesses. Then, I take appropriate action based on the severity - either mediating myself or seeking teacher assistance."***

#3 (Historical figure selection) Strengths:

- Shows genuine interest in mathematics
- Links meeting Archimedes to personal academic goals

Weakness: Narrow focus on exam performance → Your reasoning focuses mainly on getting better marks rather than exploring the fascinating aspects of pi or Archimedes' other achievements.

Exemplar: ***"I would ask Archimedes about pi because I'm fascinated by how this mathematical constant appears throughout nature and helps us understand circular shapes in our world."***

■ Your answers show good intentions and thoughtfulness, but could benefit from more detailed examples and deeper reflection. Try to expand your responses by including specific scenarios or

experiences that support your points. When discussing being a good student, you might share a time when you helped a classmate or showed responsibility. Your answer about handling unfair treatment could be strengthened by describing a specific situation you witnessed or resolved. Remember to focus on learning for understanding rather than just for exam success.

Score: 40/50

Section 2:

#1 What it means to be a good student to me is caring for others, like my parents care for me. Also, for me it means to push my peers in academic learning so we can all grow and learn together. ~~Thirdly~~ [Additionally], what a good student means to me is being kind to everyone, even the teacher. ~~Fourthly~~ [Furthermore], being a good student is bringing in my homework to honour my teachers' efforts to produce the homework. ~~Lastly~~ [Finally], being a good student to me means looking out for people who are getting bullied and try to stop bullying from happening by either getting the teacher involved if worse comes to worse or maybe I can stop it myself.

#2 What I do when I see someone treated unfairly is first address the situation, to see who "apparently" is in the right or wrong. ~~I don't~~ [I do not] always fully believe them though, because if one of the children habitually bullies, they might not be telling the truth. What I then do is ask the onlookers and bystanders questions. Once I ask enough people questions to have solid evidence and trust my gut feeling, I try to give the unfairly treated person what he wanted and I tell the other to leave him alone, but there is one other case. ~~Let's~~ [Let us] say there is a punch up and no matter how hard I try to stop, they ~~won't~~ [will not], so ~~that's~~ [that is] when I call a teacher over or if there is no teachers around, I may have to use my fighting skills to break it up.

#3 If I could meet any historical figure and ask them a question, it would be Archimedes of Syracuse (he invented pi). The question I would ask is, how does pi (3.14159) work? I would ask this because in later years of school we will do it more, and I would want a deeper knowledge than everyone else so I can get higher marks. Many studies have shown that if you have a deep knowledge of specific things, you tend to do better in exams that test your ability on these topics and even in daily jobs. Why do you think the geniuses who invented the equations that we use today were the best at solving them? It was because they knew them inside out and the fact they were prodigies.