

WRITING PIECE 1 - FEEDBACK

Section 1:

#1: "I stare down at the Persian rug that enveloped the room, its kaleidoscopic strands turning it into a lightshow of colours." Strengths:

- Vivid sensory imagery through use of "kaleidoscopic" and "lightshow"
- Strong opening that sets the scene and draws readers in

Weakness: Tense consistency → Your writing shifts between present tense "stare" and past tense "enveloped" within the same sentence, which makes the timing unclear. *I stare down at the Persian rug that envelops the room, its kaleidoscopic strands turning it into a lightshow of colours.*

#2: "The silken strings where as soft as a cloak yet hard as a harp's A string." Strengths:

- Creative use of contrasting similes
- Detailed tactile description

Weakness: Word choice precision → Your use of "where" instead of "were" changes the meaning of your comparison. *The silken strings were as soft as a cloak yet hard as a harp's A string.*

#3: "The smell was a nostalgic mix of dust- Invoking memories, of long years past." Strengths:

- Connects sensory detail to emotion
- Links present moment to memory

Weakness: Punctuation flow → Your use of dashes and commas breaks up the natural flow of ideas. *The smell was a nostalgic mix of dust, invoking memories of long years past.*

■ Your writing shows lovely attention to sensory details and creates a strong mood. You could expand your piece by exploring specific memories the rug brings up. Add more about what happens in the room and why this moment matters. Your ending feels a bit sudden - try building up to a stronger finish that ties everything together.

Actionable task: Rewrite your piece focusing on one specific memory the rug reminds you of, making sure to include what you were doing, who you were with, and why this memory matters.

Score: 36/50

Section 2:

#1 I stare down at the Persian rug ~~that enveloped~~ [that envelops] the room, its kaleidoscopic strands turning it into a lightshow of colours.

#2 The silken strings ~~where~~ [were] as soft as a cloak yet hard as a harp's A string. ~~It's~~ [Its] euphoric energy calmly pulsated through me, a sense of awe flushing throughout.

I looked down to reflect on this rug's creation. I could only imagine the craftsmanship that went into this- The days and nights of threading. In the room, there was nothing but a serene silence. A wistful magic.

#3 ~~The smell was a nostalgic mix of dust- Invoking memories, of long years past.~~ [The smell was a nostalgic mix of dust, invoking memories of long years past.]

I stared back down at the rug. It was so, so much more.

WRITING PIECE 2 - FEEDBACK

Section 1:

#1: "Deep beneath the city, where no light ever touched, Aiden discovered a hidden door that pulsed with an eerie blue glow. Aiden slowly moved his hand toward the handle. Filled with trepidation, he swung around to look at the tunnel. There was a sound. A sound of water dripping against the ground."

Strengths:

- Your opening creates a strong mysterious atmosphere through sensory details
- Your use of pacing builds tension effectively

Weakness: Repetitive sentence structure → Your sentences follow similar patterns starting with "Aiden" or describing actions sequentially. "There was a sound. A sound of water" shows this pattern.

Exemplar: "Deep beneath the city where darkness reigned eternal, Aiden discovered a hidden door pulsing with an eerie blue glow. His trembling hand reached for the handle as water echoed through the tunnel, each drip heightening his fear."

#2: "But it was what was in the middle that was what sent shivers down his spine. It was a massive steel craft, engines and wires all around it. Strange radar-shaped discs were all over it."

Strengths:

- Your description of the craft creates clear visual imagery
- Your writing builds suspense before revealing the discovery

Weakness: Unclear focus → Your reveal of the craft needs more depth. "Strange radar-shaped discs" and "all over it" are vague descriptions that don't help readers picture the scene clearly.

Exemplar: "In the chamber's centre loomed a massive steel craft, its hull bristling with spinning radar discs and crackling with exposed wires - the very machine that had haunted his nightmares."

#3: "Yet what happened next was nothing short of nightmares. Every piece of organic material turned a deathly whitish grey, like the slabs of concrete from a broken civilisation."

Strengths:

- Your simile effectively conveys the horror of the scene
- Your description of the transformation is vivid

Weakness: Rushed pacing → Your description of this crucial moment moves too quickly through important details. The impact of this horrific transformation needs more development.

Exemplar: "What followed haunted every survivor's dreams: flesh, plants, every living thing turned a sickly shade of grey, crumbling like ancient concrete as humanity watched in helpless terror."

■ Your story has potential for a gripping post-apocalyptic narrative. Consider expanding on Aiden's personal journey and emotional state throughout the events. You could strengthen the connection between the past catastrophe and the present discovery. Try adding more details about the survivors in the facility and their purpose.

Actionable Task: Rewrite the scene where Aiden first discovers the people in hazmat suits, focusing on his emotional reaction and internal thoughts about seeing other humans after years of isolation.

Score: 39/50

Section 2:

The Citadel

Deep beneath the city, where no light ever touched, Aiden discovered a hidden door that pulsed with an eerie blue glow. Aiden slowly moved his hand toward the handle. Filled with trepidation, he swung around to look at the tunnel. There was a sound. A sound of water dripping against the ground. He held his flashlight firmly, then he turned the creaky knob and threw the door ajar. #1

He peered inside. He could taste... He could taste metal. He looked inside. ~~To his shock, he saw...~~ ~~People?~~ [Before him stood... people?] He hadn't seen anyone else for years. Not until it happened. He grimaced at the thought.

~~You know what?~~ [Well], he thought. There's no use going back to that day.

But... He looked closer. A ~~hasmat~~ [hazmat] suit was firmly on that guy. Why? The great bleaching was already over, so why ~~do~~ [did] they need it?

Aiden knew there was something deeper. He darted through the door, ~~fast as~~ [as fast as] he could. ~~Around~~ [Around] the bend he went. The ~~corridors~~ [corridors] were ~~metallic~~ [metallic], air vents at every side. Lights came out to either side of the hall. Eventually, he came to a window. As he peered through, he couldn't believe what he was seeing. It was a huge cylindrical glass chamber,

and peering in through more windows were even more people! He knew there would be some survivors, just not so many. But it was what was in the middle that was what sent shivers down his spine. #2

It was a massive steel craft, engines and wires all around it. Strange radar-shaped discs were all over it. But he knew what ~~is~~ [it] was. ~~he~~ [He] had seen it long, long before.

That long Summer's day.

17th of July, 2035

It was that day where the skies darkened and that... Thing rose toward the sky. Then it happened. The noise. A ~~loud~~ [loud] piercing ~~sound permeated~~ [sound permeated] everyone's ears. People began to scream, some so ~~loud~~ [loud] their vocal cords popped. Then people started to lose teeth and go blind. Many locals knew what caused that. Nuclear radiation. In the 2027 Operation Atomic Beam the same thing had happened- A deafening sound, then horrific distortions.

Yet what happened next was nothing short of nightmares. Every piece of organic material turned a deathly whitish grey, like the slabs of concrete from a broken civilisation. Those pieces of grey began to crumble like rock, and thousands simply fell to pieces. The streets were a bloodbath. By then, local ~~military~~ [military] regiments and police were hammering it with a hailstorm of iron, lead and gunpowder. He had got lucky, but had lost three fingers. It was only by luck he was healed in time. But it was too late. Many had believed it to be an alien weapon, but now Aiden knew the truth. #3

And now, Aiden stared in sheer horror at the sight before him. Up rose the steel abomination, ~~ressurrecting~~ [resurrecting] from ~~from~~ its ~~wreched~~ [wretched] tomb.

Then came a noise Aiden remembered- A piercing, unrelenting roar of sound.

INTERVIEW

Section 1:

#1 "I would personally use the money on housing, and a sort of money for the homeless..."

Strengths:

- Shows empathy and consideration for social issues
- Demonstrates understanding of basic economic concepts like affordability

Weakness: Limited Development → Your response briefly mentions housing and homelessness but lacks specific details about implementation. For example, "a sort of money" is vague. You could enhance this by describing the exact support system you envision.

Exemplar: *I would allocate funds towards affordable housing initiatives and establish a structured financial support programme for homeless individuals, providing them with monthly stipends to cover essential needs like food and temporary accommodation.*

#2 "When I was in K-2 there were year-long conflicts..." Strengths:

- Shows personal growth and self-reflection
- Demonstrates ability to resolve conflicts

Weakness: Unclear Structure → Your response jumps between time periods without smooth transitions. "Eventually, in grades 3-4" starts abruptly. The ending about current conflicts feels disconnected from the main story.

Exemplar: *During my early school years, I experienced several prolonged conflicts with classmates. As I matured into Years 3 and 4, I developed better understanding of different perspectives, which helped me resolve disagreements more effectively.*

#3 "That book was the beginning of my interest in history..." Strengths:

- Shares genuine enthusiasm for the subject
- Provides specific examples of books read

Weakness: Unfocused → Your response switches between history and immunology without a clear connection. The immunology section appears suddenly with "Immunology is a new thing" without linking it to your teaching abilities.

Exemplar: *My passion for history began with 'Adventures in Time-The Second World War', which opened my eyes to multiple historical perspectives. This deep interest, combined with extensive reading, has equipped me with the knowledge and enthusiasm to teach this subject effectively.*

■ Your responses show genuine interest in your chosen topics and personal experiences. To strengthen your interview answers, try to focus on one main idea per response and develop it fully with specific examples and clear reasoning. When discussing multiple subjects like history and immunology, explain how they connect to your teaching abilities. Consider expanding your responses about housing and conflict resolution by including concrete examples of how you would implement your ideas.

Actionable Task: Rewrite your response about using money for housing and homelessness, focusing on providing specific details about how you would structure the financial support system and what exact measures you would implement to help both groups.

Score: 40/50

Section 2:

Interview Questions:

(1) #1 I would personally use the money on housing, and ~~a sort of~~ [specific] money for the homeless. By using money on housing, it would ~~take part of the pressure off~~ [reduce] the high ~~amount~~ [cost] that living ~~quarters~~ [quarters] cost and benefit the community by making it more affordable to sustain a livelihood, as you would be able to sleep without the worry that you may have to leave the sanctum you call home. As for homelessness, the goal would be to decrease ~~homelessness~~ [homelessness] by giving a monthly ~~subannually~~ [biannual] wad of cash to them. It would help them afford food and let them be nourished. It would also teach them to save up between the times where they get money.

(2) #2 In the past, I have had some ~~dissagreements~~ [disagreements], ~~arguements~~ [arguments], and fights but as of now, they've all been resolved. When I was in K-2 ~~there where~~ [there were] year-long conflicts between lots of groups that I was usually in. Eventually, in grades 3-4 we would ~~realise~~ [realise] we're not so different and that we just need to see this from their ~~prospective~~ [perspective]. As of now, I try to stay out of the many (and I mean many) conflicts in my class, and any ones I am involved with are usually with my friends and they're ~~usally~~ [usually] over as quick as they started because after a minute I just say truce and my friends basically always accept.

(3) If I had to teach a class a subject for a day, the only ones that quickly come to mind are history and immunology. Ever ~~sinse~~ [since] basically I learned how to speak, I have always had a passion to learn about the past. But it was only really in second grade that I really began to learn lots. In second grade, my friends loved to talk about the ~~military~~ [military] marvels of history, and one of

my friends, Ben, happened to love to talk about World War 2. Before this point, I hadn't been a big reader, but that changed when my mother got me the book Adventures in Time-The Second World War from the library. At first I didn't read it because it looked a bit too big and thousands times what I was reading, which back then was usually cringe comics. We were about to return it when my sister read it in a day and said she wanted it for Christmas. I quickly became intrigued and opened the book for the first time. I was ~~supprised~~ [surprised] about how much I loved reading it. It told history from many different viewpoints, from the worst villain and most deceitful coward to the most inspirational leader and bravest soldier. It told stories about the fight of many individuals for not just what they thought and knew was right but also for survival and freedom.

#3 That book was the beginning of my interest in history. I read most of the books in that series and some are also a read in progress. My interest in these books and their history alike was expanded as I went on to their other books, ranging all the way from World War 2 to The Aztecs and Horatio Nelson to Cleopatra as some examples. Today, I enjoy giving these books a read- Even if I've already done that dozens of times.

Immunology is a new thing I began looking at this year, but learning about medicine is something that goes back until I'm about three. My mother was a doctor before she had me and my sister., so she one day bought a book called The Invisible War. And it showed a fight in many different ways. It ~~loek~~ [took] place during World War One, and a nurse is in charge of a patient. Well, this patient happens to have ~~Dyssentry~~ [Dysentery] caused by a strain of ~~Shigella Flexneri~~ [Shigella flexneri]. The nurse soon contracts the disease ~~of~~ [from] him, and her immune system's fight for survival is basically lost before the first neutrophil has attacked. The nurse is almost dead when an unexpected hero saves her- The friendly virus, the Bacteriophage. Then, this year I began looking at videos explaining the massive complex of the immune system, all the ~~was~~ [way] from the most dangerous viruses (Variola, Lyssa, Ebola) to the most deadly immune players (Cytotoxic T Lymphocytes, Plasma B Lymphocytes, Macrophages). I found it ~~enterataining~~ [entertaining] as well as fascinating and complex, so I borrowed a book about it from the library and read it. Somehow, it got even more complex with now MHC ~~molecules~~ [molecules] and ~~Eosiniphils~~ [Eosinophils] and Epithelial cells. I find it fascinating and would enjoy teaching someone the complex bundle of information that is immunology.