

WRITING PIECE 1 - FEEDBACK

Section 1:

#1: "On the last day of summer Lucas found a jar buried in sand, and inside was a message encrypted in a forbidden language thousands of years old. He squinted and squeezed, but could not decipher the encryptions."

Strengths:

- Strong opening hook that creates mystery and intrigue
- Good use of descriptive details about the message's age and nature

Weakness: Limited sensory details → Your writing could benefit from more vivid descriptions of the setting and the jar itself. "buried in sand" feels quite basic and misses the opportunity to paint a fuller picture of this important discovery.

Exemplar: *On the final golden day of summer, Lucas's fingers brushed against something smooth beneath the warm, shifting sand - a weathered jar containing a message written in strange, ancient symbols.*

#2: "Lucas shyly said no just as his bus came he hopped on and so did the historians they wouldn't stop staring at him. The chilly atmosphere made it worse and so did the everlasting fog."

Strengths:

- Creates good tension through the historians' pursuit
- Effectively uses weather to enhance the mood

Weakness: Rushed pacing → Your writing combines too many events quickly without giving each moment proper weight. The transition from refusing the offer to boarding the bus happens too abruptly.

Exemplar: *Lucas clutched the jar closer and shook his head. When his bus arrived, he quickly climbed aboard, his heart pounding as he noticed the historians following him through the thick morning fog.*

#3: "Lucas then sneakily hid the bottle in his jacket and went home to his overworked mom. The second he opened the door he whispered hey mom i have something that will flip our lives around"

Strengths:

- Good emotional connection showing Lucas's care for his mother
- Creates anticipation for what comes next

Weakness: Underdeveloped ending → Your ending feels rushed and doesn't give enough detail about Lucas's realisation of the jar's value or his mother's situation.

Exemplar: *With trembling hands, Lucas carefully wrapped the ancient jar in his jacket. Seeing his mother's tired face as he entered their small flat, he knew this discovery could change everything. "Mum," he whispered excitedly, "I've found something amazing."*

■ Your story has a fascinating premise about an ancient artifact and its potential to change lives. To make it more engaging, try spending more time developing key moments rather than rushing through them. Breaking up longer sentences and adding more details about Lucas's emotions would help readers connect better with the story.

Actionable task: Rewrite the scene where Lucas discovers the jar's meaning in the library, focusing on his emotional reaction and thought process as he uncovers this life-changing information.

Score: 38/50

Section 2:

#1 On the last day of summer [,] Lucas found a jar buried in sand, and inside was a message encrypted in a forbidden language thousands of years old. He squinted and squeezed, but could not decipher the encryptions. ~~I should bring this back home, Lucas thought, but what if it has some sentimental value.~~ [Lucas wondered whether to take it home, considering it might hold sentimental value for someone.] ~~Who knows the next thing I could be doing is standing in the yacht, As he stood on the highway.~~ [He daydreamed about luxury yachts whilst standing on the highway.]

#2 A few historians started to talk behind him. Then they saw the bottle. "Hey kid, I'll give ya \$1000 dollars for that bottle". ~~Lucas shyly said no just as his bus came he hopped on and so did the historians they wouldn't stop staring at him.~~ [Lucas shyly declined, quickly boarding his bus as it arrived, but the historians followed, their eyes fixed upon him.] The chilly atmosphere made it worse [,] and so did the everlasting fog. ~~Screech!~~ [The bus screeched to a halt!]

~~As the bus stopped,~~ [When they stopped,] Lucas rushed to the gatekeeper and so did the historians [;] he took a small detour. "Are they chasing me?" Lucas thought as he dashed to the gigantic rusty metal door that led to his apartment. ~~as soon as they passed~~ [As they passed by,] - He yelled ~~elose~~ [to close] to the gate just in time ~~that~~ [for] the gatekeepers ~~could~~ [to] close it.

#3 Then he dashed towards the library and searched it up. It was first confusing but then it clicked. This was a part ~~of~~ [of] the treaty from the Aztecs and Texcoco and Tlacopan and a small batch of land that contained a safe filled with history and gold. Lucas then sneakily hid the bottle in his jacket and went home to his overworked ~~mom~~ [mum]. The second he opened the door [,] he whispered "~~hey~~ [Hey] ~~mom~~ [mum]; I have something that will flip our lives around."

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:

- Creates an intriguing opening that draws readers in
- Establishes a mysterious atmosphere immediately

Weakness: Character confusion and punctuation → Your opening introduces Liam, but then switches to Lucas throughout the rest of the piece. The commas are placed incorrectly, disrupting the flow of reading.

Exemplar: *Every midnight, the stars above the village flickered off for exactly one minute, but only Lucas seemed to notice.*

#2 "Lucas thought maybe it's a prank.But nowone is dedicated enough to do it for the rest of their lives and we do not have the technology to do that." Strengths:

- Shows logical thinking from the character
- Presents realistic doubts about the situation

Weakness: Run-on sentences and spelling → Your sentences run together without proper spacing or punctuation. "nowone" should be two words.

Exemplar: *Lucas thought it might be a prank, but no one would be dedicated enough to continue it forever. Besides, such technology didn't exist.*

#3 "Then it clicked he was looking at the wrong perspective . Maybe he dashed to the other side of the town." Strengths:

- Shows character development and problem-solving
- Creates movement and action in the story

Weakness: Missing punctuation and unclear progression → Your sentences need proper punctuation between ideas. The sudden realisation needs more build-up.

Exemplar: *Then it clicked - he had been looking from the wrong perspective! He dashed to the other side of town, heart pounding.*

■ Your story has an exciting premise about mysterious stars and a hidden message. You could make it stronger by adding more details about how Lucas feels throughout his discovery. Try describing the temperature, sounds, and his emotions more deeply. Make the ending clearer by showing exactly what help is needed and why. Expand each scene to help readers picture what's happening.

Score: 37/50

Section 2:

~~Every midnight, the stars above the village flickered off for exactly one minute, but only Liam seemed to notice.~~ [Every midnight, the stars above the village flickered off for exactly one minute, but only Lucas seemed to notice.] #1 ~~Everyday~~ [Every day] at 3:00 every night in Westmeald the Light would vanish and reappear in a sort of show of constellations ~~was what it was exactly~~ [, which happened precisely at that time]. And if he tried to tell anyone they would be dead asleep and even if he ~~wake~~ [woke] anyone they somehow would have no experience. ~~no~~ [No] cameras would work while ~~it is~~ [they were] pointing to the sky at 3:00. The night sky was always an eerie midnight blue with a hint of velvet inside it.

~~Lucas thought maybe it's a prank. But now one is dedicated enough to do it for the rest of their lives and we do not have the technology to do that~~ [Lucas wondered if it was a prank, but no one could be dedicated enough to do it for the rest of their lives, and such technology didn't exist]. #2 What if it was aliens observing us as stars and there ~~is~~ [was] some sort of issue at 3:00 ~~what if~~ [he

wondered]. Then Lucas ~~frose~~ [froze] ~~could be here~~ [- could they be here] to destroy us and eat our insides as a dessert? That stuck in Lucas's mind for a day.

One day later Lucas woke up ~~Same~~ [same] as usual ~~starry~~ [to a starry] blue night with the freezing atmosphere. ~~the~~ [The] stars flickered once again. Lucas yelled ~~why is it me that can only see you~~ [, "Why am I the only one who can see you?"]. His voice bounced around in the chilly air creating a large echo. Then it happened ~~the~~ [- the] stars flickered for one second and then vanished. Lucas thought ~~what did I see let me think~~ ["What did I see? Let me think"] as he stalled around.

~~Then it clicked he was looking at the wrong perspective~~ [Then it clicked - he had been looking from the wrong perspective]. #3 Maybe he dashed to the other side of the town. He saw it right in front of his eyes and it was not ~~it was~~ [stars -] ~~help~~ [it was a call for help]. They need help!

INTERVIEW

Section 1:

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

- Clear structure with well-developed ideas about academic and personal growth
- Strong conclusion linking to lifelong learning and community impact

Weakness: Limited personal examples → Your writing could benefit from specific situations that show these qualities in action. When you mention "active participation" and "critical thinking", sharing a real example would make your point stronger.

Exemplar: ***Being a good student means actively engaging in class discussions, like when I challenged my own understanding by questioning the causes of World War II beyond what our textbook covered.***

#2 (Response to unfair treatment) Strengths:

- Thoughtful step-by-step approach to handling the situation
- Strong emphasis on safety and seeking proper help

Weakness: Abstract responses → Your response stays general without showing your personal voice. Phrases like "stirs a strong sense of justice" and "promote kindness" need concrete details about how you would actually do these things.

Exemplar: *When I witnessed a classmate being left out during group work, I invited them to join our team and made sure their ideas were heard during our presentation planning.*

#3 (Meeting da Vinci) Strengths:

- Good choice explanation showing knowledge of the historical figure
- Well-structured questions that show genuine curiosity

Weakness: Surface-level exploration → Your questions remain broad without diving deeper into specific aspects of da Vinci's work. Phrases like "creative process" and "thoughts on the intersection" need more focused queries.

Exemplar: *I would ask da Vinci how his study of bird flight influenced his design of the aerial screw, and what observations led him to this revolutionary concept.*

■ Your writing shows good understanding of each topic but needs more depth through personal examples and specific details. Try to connect your ideas to real experiences or concrete situations. You can strengthen your responses by showing rather than telling, particularly when discussing abstract concepts like fairness and learning.

Actionable Task: Rewrite the first paragraph about being a good student, focusing on one specific experience that demonstrates each quality you mention.

Score: 40/50

Section 2:

1. What does being a good student mean to you? Being a good student goes beyond just achieving high grades. It means having a genuine thirst for knowledge and a curiosity that drives learning beyond the classroom. It involves active participation, critical thinking, and asking questions that ~~deepens~~ [deepen] understanding. A good student is also respectful to teachers and peers, collaborates effectively, and exhibits a growth mindset, seeing challenges as opportunities to improve. ~~Balancing academic responsibilities with extracurricular activities, self-care, and time management is also crucial.~~ [Managing academic responsibilities alongside extracurricular activities and self-care is also crucial.] Most importantly, being a good student means embracing lifelong learning and striving to make a positive impact on the community.

2. What do you do when you see someone being treated unfairly? ~~Witnessing unfair treatment stirs a strong sense of justice in me.~~ [When I witness unfair treatment, it awakens my sense of justice.] My immediate response is to assess the situation and ensure the safety of everyone involved. I would approach the person being treated unfairly and offer support, letting them know they are not alone. If it's safe and appropriate, I would calmly intervene and address the unfair behaviour, advocating for fair treatment. Additionally, I would report the incident to a trusted authority or seek help from those in positions to make a difference. It's important to stand up against injustice, promote kindness, and foster an inclusive environment where everyone is treated with respect.

3. If you could meet any historical figure, who would it be, and what would you ask them? If I could meet any historical figure, I would choose Leonardo da Vinci. As a polymath with interests spanning art, science, engineering, and anatomy, he exemplified the Renaissance spirit of exploration and innovation. ~~I would ask him about his creative process and how he balanced his diverse interests.~~ [I would inquire about his creative process and how he managed his diverse interests.] Specifically, I'd be curious to know how he approached problem-solving and what inspired his inventions and artworks. Additionally, I would inquire about his thoughts on the intersection of art and science, and how he envisioned the future of human knowledge. Meeting da Vinci would offer invaluable insights into the mind of a true genius.