

## WRITING PIECE 1 - FEEDBACK

### Section 1:

#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." Strengths:

- Creates immediate intrigue with the mysterious discovery
- Sets a clear time frame for the story

Weakness: Opening repetition → Your opening sentence appears twice in the narrative, creating confusion about whether this is intentional or a mistake. The repeated opening dilutes the impact of your story's beginning.

Exemplar: ***On the final day of summer holidays, Lucas discovered an ancient-looking glass jar half-buried in the golden sand, containing a mysterious message written in unfamiliar symbols.***

#2: "Curious, he brought it back to his apartment. On his small single bed, he gazed upon the scroll, wondering what might it be." Strengths:

- Shows character's natural reaction to the discovery
- Creates suspense through Lucas's contemplation

Weakness: Scene transition → Your jump between locations feels rushed and lacks detail about Lucas's journey home. The shift from beach to bedroom needs more development to help readers follow the story's progression.

Exemplar: ***With the mysterious scroll tucked safely in his pocket, Lucas hurried back to the apartment, his mind racing with possibilities. Once in his bedroom, he sat cross-legged on his narrow bed, carefully unrolling the delicate paper.***

#3: "However, the tiny glass tube is nowhere to be found in his room. Was it a dream? No one knows..." Strengths:

- Creates an element of mystery in the ending
- Leaves readers thinking about what really happened

Weakness: Tense consistency → Your ending switches between present and past tense, which makes the conclusion feel disconnected from the rest of your story.

Exemplar: *The tiny glass tube had vanished from his room without a trace. Was it all just a dream? Lucas would never know for certain...*

■ Your story has a fascinating premise with the mysterious scroll and alien encounter. To strengthen your narrative, you need to focus on developing the middle section where the alien appears. Try adding more details about how Lucas feels when he sees the alien and what the creature looks like beyond just being green and slimy. You could also make the ending stronger by showing us more of Lucas's thoughts about what happened.

Actionable Task: Rewrite the scene where Lucas meets the alien, focusing on building tension and including specific details about his emotional and physical reactions to the encounter.

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**Score: 40/50**

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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. "Give me back that scroll, I can't afford to lose this prophecy! Our nation is depending on it to decide war or peace! Please human being, just hand me that!" the alien begged. Lucas struggled in fright and everything afterwards went pitch black.

#2 ~~On the last day of summer, Lucas' family was destined to return to their city apartment and leave their magnificent holiday house behind.~~ [As summer drew to a close, Lucas's family prepared to return to their city apartment, leaving their magnificent holiday house behind.] While the family ~~is~~ [was] frantically packing like bees, Lucas fled away and had a little walk at the beach for the last time this year. Although Lucas ~~has~~ [had] pale white skin, he ~~is~~ [was] actually very sporty. In addition, his shaggy bird nest-like brown hair was salted with sea water. In his brand new Nike trainers, his feet looked exceptionally big, earning his nickname of "Big Foot".

#3 While he was being amazed by the sea, something tripped him over! He immediately picked it up, a tiny glass tube! Inside was a yellow scroll of a language he couldn't decipher. Curious, he brought it back to his apartment. On his small single bed, he gazed upon the scroll, wondering ~~what might it be~~ [what it might be]. Suddenly, a tiny green slimy elf figure appeared in front of him. "Give me back that scroll, I can't afford to lose this prophecy! Our nation is depending on it to decide war or peace! Please human being, just hand me that!" the alien begged. Lucas struggled in fright and everything afterwards went pitch black. On the next day, Lucas kept asking himself if it was all a dream. However, the tiny glass tube ~~is~~ [was] nowhere to be found in his room. Was it a dream? No one knows...

## 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. Liam's family is very wealthy, in his very own glass ceiling bedroom, he is always amazed by astronomy."

### Strengths:

- Your opening creates intrigue with the mysterious disappearing stars
- Your introduction of Liam's living situation helps establish the setting

Weakness: Inconsistent Time Frame → You mention the stars flicker for "one minute" but later state "30 seconds". This creates confusion in your story's timeline. The phrase "exactly one minute" conflicts with "exactly 30 seconds" later in the narrative.

Exemplar: *Every midnight, without fail, the stars above Richmond village vanished for precisely thirty seconds, but only Liam, gazing through his glass ceiling, seemed to notice this peculiar phenomenon.*

#2 "His golden silk robes glowed in the pitch black room. His eyes like blue diamonds stared at the ceiling, waiting for the miracle to happen."

### Strengths:

- Your vivid description of Liam's appearance helps readers picture the character
- Your use of comparison with "blue diamonds" creates imagery

Weakness: Limited Character Development → Your focus stays on physical description without showing Liam's thoughts or feelings about the strange events. Phrases like "waiting for the miracle" could reveal more about his emotional response.

Exemplar: *His golden silk robes glowed in the pitch black room as he lay there, heart racing with anticipation, wondering if tonight would be the night he'd finally understand why he alone could witness this celestial mystery.*

#3 "Once, he tried to capture the moment into his camera. However, when he reviewed the video, the stars simply stood still in the sky, shining the black curtains that led to the unknown space."

### Strengths:

- Your addition of the camera element adds an interesting plot point
- Your attempt to bring in modern technology creates relatability

Weakness: Underdeveloped Plot Point → The camera scene ends quickly without exploring its importance. The phrase "shining the black curtains" needs more detail about what this means for Liam's investigation.

Exemplar: *Determined to prove his sanity, Liam set up his camera at 11:55 PM, but the footage showed only steadily twinkling stars against the velvet black sky, making him question everything he thought he knew.*

■ Your story presents an intriguing mystery but needs more development of Liam's emotional journey. You've created a lonely character who sees something extraordinary, which gives you a perfect chance to explore his feelings deeply. Try adding more scenes showing how this secret affects his daily life and relationships. Give readers more hints about why Liam might be the only one who can see this phenomenon.

Actionable task: Rewrite the middle section of your narrative focusing on Liam's emotional response to being the only person who can see the disappearing stars, including his specific thoughts and feelings during these nightly events.

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**Score: 39/50**

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Section 2:

#1 ~~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 Liam seemed to notice.~~ [Every midnight, the stars above the village flickered off for exactly one minute, but only Liam seemed to notice.] Liam's family is [was] very wealthy [. In] his very own glass ceiling bedroom, he is [was] always amazed by astronomy.

All of the years he had lived in Richmond, he noticed that every nigh [,] except for ~~new years eve~~ [New Year's Eve] when fireworks ~~pollutes~~ [polluted] the sky, all of the stars shimmered off for exactly 30 seconds.

#2 Liam had asked his teachers, his peers and even his parents who didn't care for him much. They all doubted his eyesight and didn't believe him. Everyday, he gazed up upon the sky. His golden silk robes glowed in the pitch black room. His eyes like blue diamonds stared at the ceiling, waiting for the miracle to happen.

Liam was exceptionally slim for his age [;] he often claimed that he's simply not hungry, but deep down in his heart, he didn't like being surrounded by his parents who only ~~care~~ [cared] about money.

#3 Once, he tried to capture the moment ~~into~~ [on] his camera. However, when he reviewed the video, the stars simply stood still in the sky, shining ~~the~~ [through] black curtains that led to the unknown space. "Weird, why can I only see it with my bare eyes?" he questioned himself. This still remained a mystery for little Liam to solve.

## INTERVIEW

Section 1:

#1: "The following are my standards of a good student. Firstly, being a good student doesn't just act focused and do all of the teachers' tasks. Being a good student to me, is simple as not cheating or causing immense disruption to the class."

Strengths:

- Shows personal reflection on the meaning of being a good student
- Thoughtfully challenges the conventional definition focused only on academics

Weakness: Limited development of ideas → Your response begins with a basic statement but doesn't fully explore what active engagement in learning looks like. The phrase "simple as not cheating" suggests a passive approach rather than highlighting positive behaviours.

***"I believe being a good student means actively participating in class discussions, maintaining academic honesty, and creating a positive learning environment while respecting both teachers and peers."***

#2: "If I ever encounter someone being treated unfairly, I will definitely not withstand nor be a bystander. If I take action against the oppressor, not only the victim(s) will be harmed, I might be harmed as well if I cannot successfully stop the conflict."

Strengths:

- Shows moral courage and willingness to help others
- Demonstrates thoughtful consideration of consequences

Weakness: Unclear action steps → Your response focuses on what you won't do but needs more detail about specific actions you would take. The phrase "not withstand nor be a bystander" is unclear about your intended response.

***"When I witness unfair treatment, I would first ensure the victim's safety by alerting nearby teachers or prefects, then stay with the victim to provide support while help arrives."***

#3: "When I arrive, I will bring him to the piano and play jazz music for him to blow his mind and hopefully compose some jazz pieces as well."

Strengths:

- Shows creativity in connecting historical and modern musical styles
- Demonstrates enthusiasm and personal interest

Weakness: Underdeveloped scenario → Your response jumps quickly to playing music without building context about Mozart's significance to you. The phrase "blow his mind" is too casual for an interview setting.

***"I would be honoured to share modern jazz compositions with Mozart, as I believe his musical genius would recognise how jazz has evolved from classical foundations, potentially inspiring a fascinating fusion of styles."***

■ Your answers would benefit from more specific examples and detailed reasoning. When discussing being a good student, share concrete examples of positive behaviours. For the unfair treatment scenario, outline a clear step-by-step approach to helping. In the Mozart answer, explain why his music specifically inspires you. Try to make your responses longer by developing each point fully.

**Score: 40/50**

Section 2:

#1 ~~The following are my standards of a good student.~~ [These are my standards of being a good student.] Firstly, ~~being a good student doesn't just act focused and do all of the teachers' tasks.~~ [a good student does more than just staying focused and completing teachers' tasks.] Being a good student to me, ~~is simple as~~ [is as simple as] not cheating or causing immense disruption to the

class. To me, I think a tiny amount of peer conversation should be always welcome since we can group up our thoughts or ask for guidance. Secondly, a good student should also be a good friend. He/she should help others with their difficulties and always be kind. Adding up to that, being kind doesn't only mean no bullying, it also means no use of coarse language. These are my definitions of being a good student.

#2 If I ever encounter someone being treated unfairly, I will definitely ~~not withstand nor~~ [not stand by as] a bystander. ~~If I take action against the oppressor, not only the victim(s) will be harmed,~~ [Taking action against the oppressor might put both the victim and] I might be harmed as well if I cannot successfully stop the conflict. Therefore, I will seek help from a prefect, teacher, parent or even police if it requires legal action. However, if I notice someone already seeking help, I might not want to interfere with their process. If the victim sought help from me, I will talk with them ~~of~~ [with] pure empathy and try to comfort them while seeking help. Fortunately, I haven't encountered any of these situations yet.

#3 If I ~~am ever honored~~ [am ever honoured] to meet any historical figure, I will definitely meet Mr. Wolfgang Amadeus Mozart. I have been impressed by his childhood talents and his splendid compositions, making him the greatest composer in the world. ~~Readying~~ [Preparing] for the journey ahead, I will certainly bring a translator with me since Mozart can only speak limited English. For that reason, I will try to accommodate his needs by translating the conversation into German for him. When I arrive, I will bring him to the piano and play jazz music for him to blow his mind and hopefully compose some jazz pieces as well. I will be most certainly glad to visit Wolfgang Amadeus Mozart if I can ever visit a historical figure because of my admiration and temptation to introduce jazz music to the classical period.