

## WRITING PIECE 1 - FEEDBACK

### Section 1:

#1 "Lucas was the vexatious type though his mellifluous voice would have you think otherwise. His face flax like linen; his elongated head twisted ferociously by his grimace; and his mouth smooth with the corners nudged up." Strengths:

- Rich vocabulary enhances character description
- Effective contrast between voice and personality

Weakness: Character trait consistency → Your character's traits seem disconnected. The vexatious nature conflicts with the pleasant physical description that follows. The grimace doesn't match with the upturned mouth corners. ***His vexatious nature revealed itself through his perpetual grimace, though his mellifluous voice often masked his true temperament.***

#2 "He carried himself in a perfectly straight line from forehead to toes although he felt as if his back and shoulders were leaning backwards every time he strolled aimlessly along the beach." Strengths:

- Unique physical description
- Good attempt at showing internal conflict

Weakness: Clarity in movement description → Your description of Lucas's posture creates confusion. The contrast between his actual posture and perceived feeling needs clearer connection to the story's purpose. ***Though his posture remained ramrod straight, Lucas couldn't shake the sensation of being pulled backwards by an invisible force as he wandered the shoreline.***

#3 "To his discountenance the writing was in a language he did not understand at first glance but seemed familiar from times past." Strengths:

- Creates mystery and intrigue
- Links to character's background

Weakness: Plot development → Your revelation about the familiar language needs more detail to build tension. The connection to "times past" remains unexplored. ***The strange symbols sparked a distant memory in Lucas's mind, though he couldn't quite place where he had seen them before.***

■ Your narrative shows promise in creating an intriguing mystery, but needs stronger connections between elements. The bottle discovery could better link to Lucas's character traits. You can strengthen the story by showing how his vexatious nature affects his handling of the mysterious message. Add more details about why the language seems familiar to deepen the plot.

Actionable task: Rewrite the paragraph about the message discovery, focusing on how Lucas's personality traits influence his reaction to the mysterious language.

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**Score: 40/50**

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Section 2:

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. ~~Lucas was the vexatious type though his mellifluous voice would have you think otherwise.~~ [Though his mellifluous voice suggested otherwise, Lucas's vexatious nature often emerged in his actions.] #1 ~~His face flax-like linen; his elongated head twisted ferociously by his grimace; and his mouth smooth with the corners nudged up.~~ [His face, flax-like linen, contrasted with his elongated head, whilst his grimace twisted his otherwise smooth mouth.] His hair shines like that of a jewel and his short, stubby nose was charming and endearing.

#2 ~~He carried himself in a perfectly straight line from forehead to toes although he felt as if his back and shoulders were leaning backwards every time he strolled aimlessly along the beach.~~ [Despite maintaining perfect posture, Lucas constantly felt an invisible force pulling his shoulders backwards as he strolled along the beach.] As luck would have it, this time of day was low tide and that exposed a skull shaped glass bottle with a cork lid rammed into so hard it would have required the full force of a brawny hand. Lucas tripped over the protruding container. When annoyance finally turned to curiosity, he bent down to pick up the bottle and discovered, to his surprise, a hand-written note had been carefully settled inside. Now intrigued, he carelessly unravels the inscription.

#3 ~~To his discountenance the writing was in a language he did not understand at first glance but seemed familiar from times past.~~ [To his dismay, while the writing appeared incomprehensible at first glance, something about it stirred memories from his past.] After several minutes of internal struggles he could decipher a solitary word...RSVP.

## 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 was not an invisible boy. He often wondered why others couldn't see him."

Strengths:

- Creates an intriguing hook with the mysterious astronomical phenomenon
- Establishes character conflict through the paradox of visibility

Weakness: Unclear establishment of character state → Your opening presents conflicting information about Liam's visibility status. You state he's "not an invisible boy" but immediately follow with "others couldn't see him", leaving readers confused about his actual state of being.

Exemplar: ***Liam wasn't invisible - his reflection appeared in mirrors and his shadow stretched across pavements - yet somehow, the villagers' eyes seemed to slide past him as if he didn't exist.***

#2: "His face was visibly elastic and relaxed, but you could imagine the contours of worry around his eyes which sparkle slightly despite the solitude of his life."

Strengths:

- Detailed physical description that reflects emotional state
- Creative use of contrasting elements (relaxed vs. worried)

Weakness: Inconsistent perspective → Your writing shifts between telling the reader what they "could imagine" and directly describing what is visible, creating a disconnect in the narrative voice.

Exemplar: ***His face appeared relaxed, but worry lines creased the corners of his eyes, which retained a slight sparkle despite his lonely existence.***

#3: "Every dark and astonishing night, he gazed up and could almost clutch them; but each time, for exactly one minute, as he reached up, the stars would blink off."

Strengths:

- Builds tension through repetitive action
- Creates vivid imagery of reaching for stars

Weakness: Repetitive time element → Your writing mentions the one-minute timeframe twice in the narrative without developing its significance or impact on the story.

Exemplar: *Each night as the clock struck twelve, Liam reached towards the stars, his fingers stretching hopefully upward until the lights above suddenly vanished, leaving him alone in the darkness.*

■ Your narrative presents an interesting concept about isolation and observation, but needs deeper exploration of why Liam alone notices the astronomical phenomenon. You could strengthen the connection between his social invisibility and his unique ability to see the stars' behaviour. Consider developing how these two elements of your story influence each other.

Actionable task: Rewrite the opening paragraph focusing on establishing a clear link between Liam's isolation from others and his special awareness of the stars.

**Score: 38/50**

Section 2:

#1 Every midnight, the stars above the village flickered off for exactly one minute, but only Liam seemed to notice. ~~Liam was not an invisible boy. He often wondered why others couldn't see him.~~ [Though Liam was not invisible - he cast shadows and had a reflection - he often wondered why others couldn't see him.]

His face was visibly elastic and relaxed, but #2 ~~you could imagine the contours of worry around his eyes which sparkle slightly despite the solitude of his life~~ [worry lines creased the corners of his eyes, which sparkled slightly despite the solitude of his life]. His svelte vertebral column was so straight and unbent that at first appearance he seemed like a skyscraper. Liam didn't take cognizance of this. His train of thought was that he was unobtrusive though he believed his height brought him closer the night sky and every time he looked up at the splendid starry site questions emanated in him. The answers were shining up there like an inaudible luminescence. They were gleaming right at him, but he just couldn't grasp them. #3 ~~Every dark and astonishing night, he gazed up and could almost clutch them; but each time, for exactly one minute, as he reached up, the stars would blink off~~ [Night after night, he gazed upward, arms outstretched towards the gleaming stars until, as midnight struck, they would vanish for that singular minute]. He became

apprehensive and would lose his inclination to tell other people in the village. This only posed another question – why no one else bothered to look up.

## INTERVIEW

Section 1:

#1 "A good student means being a good learner, a positive student leader and a great school citizen." Strengths:

- Clear structure with three main points
- Uses positive descriptive language

Weakness: Limited depth in defining student leadership → Your opening statement would benefit from concrete examples of how these qualities manifest in daily school life. "Being a good learner" needs more specific behaviours to paint a clearer picture.

***"A good student demonstrates excellence through active classroom participation, helping peers with challenging work, and contributing positively to the school community through leadership roles and volunteer activities."***

#2 "I look for an opportunity to speak directly with the person being treated unfairly and see if they are ok and find out how they are feeling." Strengths:

- Shows empathy and direct action
- Demonstrates responsibility

Weakness: Missing preventive measures → Your response focuses solely on after-the-fact support. The answer could include steps to prevent unfair treatment and ways to create a more inclusive environment.

***"When I witness unfair treatment, I immediately support the person affected while also working to prevent similar situations by speaking up against unfairness and helping create a more supportive environment."***

#3 "I would meet Adolf Hitler. I would like to understand directly from him why he perpetrated the Holocaust" Strengths:

- Shows interest in understanding historical events
- Demonstrates desire to make positive change

Weakness: Sensitive topic handling → Your response could benefit from acknowledging the gravity of the Holocaust and its lasting impact on humanity. The approach seems oversimplified for such a complex historical event.

***"I would meet Martin Luther King Jr. to learn about his vision of equality and how we can continue his work of creating a more inclusive world today."***

■ Your answers would benefit from more detailed examples and personal experiences. Try to connect your responses to your own life and schooling. When discussing leadership, share specific instances where you've demonstrated these qualities. For sensitive historical topics, consider focusing on positive change-makers. Make your responses longer by including real-life examples.

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**Score: 39/50**

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Section 2:

#1 A good student means being a good learner, a positive student leader and a great school citizen. A good learner evaluates and analyses; accepts, reflects and learns from mistakes; persists with challenges; works well independently and in groups; and finds joy in learning. ~~A positive student leader stands up for peers, has clear communication and accepts responsibility.~~ [A positive student leader actively supports peers, communicates effectively and takes responsibility for their actions.] A great school citizen means being well engaged and considers others' points of view. Being a good student to me means being focused, attentive, organized, and setting goals. Appreciating what I was learning.

~~#2 Hook for an opportunity to speak directly with the person being treated unfairly and see if they are ok and find out how they are feeling.~~ [When I notice someone being treated unfairly, I speak with them directly to check their wellbeing and understand their feelings.] I would ask them if there was anything I could do to help them. I would speak to them with kindness. I would listen to what they had to say and offer a positive comment for the time ahead. If I can't offer direct support, I would speak to someone else I trust about the situation.

~~#3 I would meet Adolf Hitler. I would like to understand directly from him why he perpetrated the Holocaust and genocide of millions of jews.~~ [If I could meet any historical figure, I would choose Adolf Hitler to understand his motivations behind the Holocaust and the genocide of millions of

Jews.] Why he believed Germans were superior and why he hated communism and the Soviet Union. Then I would try my hardest to convince him ~~of~~ otherwise. I would do this by ~~being a~~ talking directly to him about what the future could look like. About what peace and prosperity could be. I would give him information on the equality of races. I would not leave him alone until I have convinced him.