

## WRITING PIECE 1 - FEEDBACK

### Section 1:

#1: "As he walked down the worn streets of Alabaster he thought about what the new children would see him as. He was a sturdy and muscular man towering over the kids twice his age with broad shoulders and rippling muscles."

#### Strengths:

- Strong visual imagery establishing the character's physical presence
- Clear setting introduction with the mention of Alabaster

Weakness: Character age inconsistency → Your description shifts between portraying Lucas as both a student and a grown man. The phrases "new children" and "kids twice his age" clash with "muscular man" and create confusion about the protagonist's identity.

Exemplar: *As Lucas walked down the worn streets of Alabaster, he wondered how his new classmates would perceive him. Though only a teenager, his sturdy build and broad shoulders made him tower over most students his age.*

#2: "Through the stone wall of his icy expression lay a blazing and sympathetic heart screaming with rage every time he had done something morally wrong."

#### Strengths:

- Effective contrast between external appearance and internal emotions
- Compelling metaphor with the stone wall imagery

Weakness: Emotional clarity → Your description of Lucas's inner conflict feels disconnected. The phrases "blazing and sympathetic heart" and "screaming with rage" present conflicting emotional states without proper development.

Exemplar: *Beneath his cold exterior lay a compassionate heart, one that silently ached whenever his actions betrayed his true nature.*

#3: "As he opened the bottle expecting worthless garbage he saw a tattered message written on crisp paper crackling in the sun."

#### Strengths:

- Builds mystery and intrigue effectively
- Good sensory details with "crackling in the sun"

Weakness: Logical flow → Your description contains contradicting details. The phrases "tattered message" and "crisp paper" don't align, and the sudden appearance of the bottle needs more context.

Exemplar: *When he opened the bottle, he discovered an aged piece of parchment, its mysterious message surprisingly preserved despite years in the sand.*

■ Your narrative presents an intriguing premise but needs clearer development of Lucas's character journey. The magical element appears quite suddenly without proper build-up. You could strengthen the story by showing more of Lucas's daily struggles before introducing the supernatural twist. Try focusing on smaller moments that reveal his inner conflict.

Actionable Task: Rewrite the opening paragraph focusing on Lucas's age and school situation, making sure to maintain consistency between his physical description and his status as a student.

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**Score: 40/50**

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Section 2:

It's the last day of Lucas's summer break, ending summer and marking his new year at school. ~~As he walked down the worn streets of Alabaster he thought about what the new children would see him as.~~ [As he walked down the worn streets of Alabaster, he wondered how his new classmates would perceive him.] ~~He was a sturdy and muscular man towering over the kids twice his age with broad shoulders and rippling muscles.~~ [Despite being a teenager, his sturdy build and broad shoulders made him tower over most students his age.] #1

Peculiarly imprinted on his tight gargantuan shoulder was a miniature, rosy pink tattoo of a heart. This single coloured mark seemed to contrast his personality and to everyone he shared blood with it was wrong, disgustingly wrong. Each painful day he morphed his expression into an icy cold mask. Expressionless towards sympathy or so they thought. ~~Through the stone wall of his icy expression lay a blazing and sympathetic heart screaming with rage every time he had done something morally wrong.~~ [Behind his icy facade lay a compassionate heart that silently protested whenever his actions contradicted his true nature.] #2

~~Enough thinking about that he thought shoving his calloused fingers into the burning sand.~~ ["Enough thinking about that," he thought, shoving his calloused fingers into the burning sand.]

Suddenly his hands grabbed onto something glasslike and he ripped the object above the surface. It was heavily scratched glass bottle translucent instead of transparent and it seemed that time had pushed the antique bottle to the brink of oblivion. ~~As he opened the bottle expecting worthless garbage he saw a tattered message written on crisp paper crackling in the sun.~~ [As he opened the bottle, he found an ancient message written on weathered parchment that crackled in the sunlight.] #3 The words seemed unreadable but his tongue recited them instinctively and as soon as he finished He was sucked into the bottle ~~his hands ripped from reality~~ [his hands torn from reality,] his mind erased from everything he knew and just like that he was gone...

## WRITING PIECE 2 - FEEDBACK

### Section 1:

#1: "Liam was a slightly plump kid with babyish cheeks and slightly tanned skin. Hovering above his right eye was a small dent from falling off his baby crib when he could barely open his eyes."

Strengths:

- Vivid physical description that helps readers picture Liam
- Includes an interesting backstory detail about the dent above his eye

Weakness: Limited character depth → Your description focuses mainly on physical appearance without showing Liam's personality or emotions. The details about being "plump" and having "babyish cheeks" could be enhanced with his reactions or feelings.

Exemplar: *Liam was a curious twelve-year-old with rounded cheeks and tanned skin, always eager to discover new mysteries even when others doubted him.*

#2: "Until the town clock struck midnight and everything stopped the world stayed dead silent."

Strengths:

- Creates suspense through timing
- Sets up an intriguing magical moment

Weakness: Unclear sequence → Your sentence structure makes it hard to follow when events happen. "Until" suggests something will happen after, but the order of events is mixed up.

Exemplar: *When the town clock struck midnight, the world fell into dead silence, and everything froze in place.*

#3: "A majestic lunar dragon with white opal scales lining its body and snow like fur encasing its neck." Strengths:

- Beautiful descriptive language of the dragon
- Creative mix of celestial and earthly elements

Weakness: Incomplete scene building → Your description of the dragon stands alone without showing how it affects the surrounding environment or Liam's immediate reaction.

Exemplar: *A majestic lunar dragon soared overhead, its white opal scales gleaming against the dark sky, while its snow-white fur rippled in the frozen wind as Liam gasped in wonder.*

■ Your story presents an enchanting magical moment but needs more emotional depth. You could strengthen the connection between Liam's curiosity and the magical event. Try showing how this

experience changes him or why this particular midnight is special. Add more details about how Liam feels during these magical moments.

Actionable task: Rewrite the scene where Liam first sees the dragon, focusing on his emotional reaction and how this discovery affects his understanding of the world.

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**Score: 39/50**

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Section 2:

#1 ~~Liam was a slightly plump kid~~ [slightly plump young boy] with babyish cheeks and slightly tanned skin. Hovering above his right eye was a small dent from falling off his baby crib when he could barely open his eyes.

#2 ~~Just about a day ago Liam when sitting cross legged on the rooftop letting the starlight brighten his face and the nightly winds thrust and blow his untidy hair. Until the town clock struck midnight and everything stopped the world stayed dead silent.~~ [Just about a day ago, Liam sat cross-legged on the rooftop, letting the starlight brighten his face whilst the night winds tousled his untidy hair. When the town clock struck midnight, the world fell into dead silence.]

The cool breeze ruffling his hair stopped dead in its tracks and the flickering star and moon ~~died out fading~~ [faded into darkness]. However [,] one minute later [,] the world resumed[.] t[T]he breeze gusted stronger than ever and the stars shone back innocently as if ~~it was~~ [they were] always there. He tried to tell his parents but they thought it was a ruse [.] ~~they~~ [They] laughed when he tried to prove it to them, saying that could never happen.

So tonight he decided to find what was causing it. And so the clock struck midnight and the stars faded into the endless void. #3 ~~There it was! A~~ [There it was! A] majestic lunar dragon with white opal scales lining its body and snow like fur encasing its neck. He saw it for one whole minute. One whole heavenly minute as this giant celestial being flew by. The stars resumed again and ~~him~~ [Liam] couldn't ever forget its beauty.

## INTERVIEW

Section 1:

#1 (First paragraph about good student characteristics) Strengths:

- Clear structure in explaining each characteristic
- Good use of examples to support main points

Weaknesses: Points are repetitive → You repeat similar ideas about being hardworking multiple times using different words. The phrase "it means they are most likely not to do well in school and are generally lazy" could be more focused.

Exemplar: *A good student demonstrates persistence through consistent effort, maintains self-discipline in challenging situations, and actively seeks guidance when needed.*

#2 (Response about unfair treatment) Strengths:

- Detailed problem-solving approach
- Practical examples provided

Weaknesses: Limited solution options → Your response mainly focuses on either direct intervention or seeking adult help. The example about "pimples on their skin" could be expanded to include more strategies for supporting the victim.

Exemplar: *When witnessing unfair treatment, I would first assess the situation's severity, then consider multiple approaches such as speaking with the involved parties, offering support to the affected person, and consulting teachers or counsellors when necessary.*

#3 (Meeting Stephen Hawking) Strengths:

- Personal connection clearly expressed
- Specific details about Hawking's life included

Weaknesses: Single-focused reasoning → Your admiration centres mainly on his disability rather than his scientific achievements. The phrase "how he managed to persist through and leave such an impact on humanity" could explore more aspects of his contributions.

Exemplar: *I would choose to meet Stephen Hawking because his groundbreaking theories about black holes and his determination to advance scientific knowledge, despite his physical limitations, have inspired countless people, including myself.*

■ Your responses would benefit from more detailed development of ideas. Consider adding specific examples to support your points about student characteristics, include more varied

approaches to handling unfair treatment, and explore multiple aspects of Hawking's achievements. Your writing shows good potential but needs more depth in each response. Try to expand your answers by providing more context and detailed reasoning.

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**Score: 40/50**

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Section 2:

#1 A good student in my opinion is a student who is persistent and hardworking, has self control and is able to swallow their ego and ask the teacher for needed help. ~~It is important for a 'good' student to be persistent and hardworking as if they are easily distracted and easily give up it means they are most likely not to do well in school and are generally lazy and that's why a good student needs to be hardworking and persistent.~~ [A good student demonstrates persistence through consistent effort, as this quality helps them overcome challenges and achieve their academic goals.] It is also extremely important that a student has self control as it means they know how to control their emotions and show the right ones at the right time. ~~It also helps calm them down when they are angry at them so they do not act instinctively in an outburst which may cause harm, that is why a good student needs to have self control.~~ [Self-control enables students to manage their reactions appropriately and maintain a positive learning environment.] ~~It is also important they can put away their pride and ask for help as if they don't know something but never ask and instead just ignore it or focus too much time into solving it the teacher would think they understand it and just move on making them never able to understand the concept there for not being able to gain the knowledge.~~ [Additionally, being able to seek help when needed shows maturity and ensures better understanding of concepts.]

#2 ~~If someone is being treated unfairly the first thing I would do is observe to see if the problem is on a high scale or low.~~ [When witnessing unfair treatment, I would first assess the severity of the situation.] If they are being treated unfairly but it causes no immediate harm then I would go in and ask them to stop treating the victim unfairly. E.g someone is getting excluded from a friend group because now they have pimples on their skin. I would go in and ask the person to accept the victim however if they do not agree I will personally comfort the victim by letting him join me or finding other friends for the victim. However if it is causing immediate harm ~~by or~~ [or] is because of their culture then I would find a trusted adult or supervisor immediately. For example a person is getting bullied for being a different culture and is getting physically injured because of that. They also have a large group or party of the bullies teaming on him. I would go and tell a trusted adult and stay away from the place as if I go in to interfere I could potentially cause more harm.

#3 If I could meet a historical figure I would meet ~~Steven~~ [Stephen] ~~Hawkings~~ [Hawking]. I have looked up to ~~Steven~~ [Stephen] ~~Hawkings~~ [Hawking] since I knew who he was. I look up to him mainly because even with a disability he still managed to do the things he wanted to do and even became one of the most famous scientists in human history. At the age of 21 ~~Steven~~ [Stephen] Hawking was diagnosed with ALS, a disease affecting the neurons of his body slowly eating away at his ability to write, see, walk, speak and almost everything he could do. When he was diagnosed with this disease he was given a life expectancy of 2 years. However he refused help from disability centres and went on to follow his career path. Since he had a disability and had to go in a wheelchair it was harder for him to follow his dreams but he did manage to achieve them and is renown today. If there was anything I could ask him I would ask him how he managed to persist through and leave such an impact on humanity how he managed to keep going even with a disability and achieve his dream of going in zero gravity.