

## WRITING PIECE 1 - FEEDBACK

### Section 1:

#### #1 (First paragraph): Strengths:

- Strong hook that creates mystery and intrigue
- Effective scene-setting with specific details about timing and location

Weakness: Limited sensory details → Your opening could benefit from more vivid descriptions of the beach environment and the jar itself. Phrases like "glass jar" and "buried in the sand" tell us what happened but don't paint a complete picture of the scene.

Exemplar: *On the last day of summer, as seagulls swooped overhead and warm waves lapped at the shore, Lucas discovered an ancient-looking glass jar half-buried in the golden sand, containing a mysterious message written in unfamiliar symbols.*

#### #2 (Fourth paragraph): Strengths:

- Good use of dialogue to move the story forward
- Natural integration of a new character (the mother)

Weakness: Rushed pacing → Your quick resolution of the bottle's disappearance reduces the built-up tension. The line "She said that she had seen Lucas bring it to his room and that she had decided to clean it" comes too suddenly after the mystery was established.

Exemplar: *"Oh, that old bottle?" his mother said cheerfully, holding up the freshly cleaned glass. "I noticed it was quite dirty when you brought it in, so I gave it a proper wash. I hope you didn't mind!"*

#### #3 (Final paragraph): Strengths:

- Clear resolution to the conflict
- Good inclusion of specific details like the address

Weakness: Underdeveloped conclusion → Your ending feels rushed with events happening too quickly. The resolution from finding the contact paper to getting everything back happens without enough detail or tension.

Exemplar: *Lucas gathered his courage and, accompanied by his mother, confronted the man at 1 Las Street. When the police arrived, they methodically searched the house, discovering not only the mysterious bottle but all of their missing belongings hidden away in a secret compartment.*

■ Your story has an engaging mystery at its core, but you could make it more exciting by slowing down key moments and adding more details about how characters feel. The ending would be stronger if you spent more time showing how Lucas solved the mystery instead of telling us what happened. Try adding more clues throughout the story that lead to catching the thief.

Actionable task: Rewrite the final paragraph, focusing on building tension by describing Lucas's feelings as he approaches the thief's house and adding more details about how the police discover the stolen items.

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**Score: 39/50**

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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.

Lucas' ~~large awkward~~ [large, awkward] hands perspired in the heat as he stared at the aged ~~coarse~~ [, coarse] note from the bottle in complete perplexity. He had no idea what the strange words meant and his brow furrowed in confusion. After a few minutes ~~Lucas~~ [, Lucas] decided that he would bring it back to his house and maybe find someone that could tell him what it said or what language it was in.

#2 When Lucas arrived back at his house, he placed the bottle with the note in it gently in his cupboard. Then he went back out to find his friend, Jack, who could speak over six different languages and who was the most knowledgeable person he knew when it came to translating different languages. ~~He found Lucas~~ [He found Jack] at his house and they walked back to Lucas' house together. When they got back to his house ~~Lucas~~ [, Lucas] went upstairs and opened the cupboard. Except the bottle was not there! Had someone taken it?

~~Lucas sped back down the stairs and found Jack waiting for him.~~ [Lucas rushed down the stairs to find Jack waiting impatiently.] "Well? Where is this message?" ~~Jack~~ [Jack] said impatiently ~~—,"it—~~ [. "It]... it's gone!" Lucas explained how his bottle had completely disappeared from his cupboard. At that moment ~~this~~ [, his] mother walked into the room holding the bottle itself! She said that she had seen Lucas bring it to his room and that she had decided to

clean it. Lucas almost laughed at how ridiculous of an explanation it was. Jack said that he would have to see the bottle later as he had to go back to his house for lunch now. His mother gave him the bottle and went out to do some gardening.

#3 ~~Suddenly Jack~~ [Suddenly, Lucas] heard someone knocking on the blue wooden front door. With the bottle in his hand ~~he~~ [, he] opened the door. A strange cloaked towering man was standing outside. He had something long and blunt in his hand and in a flash ~~he brought~~ [he brought] it down on ~~Jack's~~ [Lucas's] head and ~~the~~ [then] everything went black. When he woke up, his mother was shaking him. She said that he had been unconscious when she had found him and that he had been like this for three whole hours. She also said that the house had been robbed and many of their precious items had been stolen. It was only when he got up that Lucas ~~realised~~ [realised] that the bottle was gone.

When Lucas finally was able to walk again ~~though~~ [, though] a bit unsteadily ~~he realised~~ [, he realised] two things. Firstly ~~his~~ [, his] head ached tremendously and he found a small piece of paper lying beside him on the floor. After looking at it for a few seconds ~~he realised~~ [, he realised] that the tiny thing was a contact paper. It had the name Angus Dof and his address † [One] Las Street. The man in the picture had the same figure as the cloaked robber. So he went over to his house with his mother and knocked on the door. From there he threatened the man to call the police if he did not give him all of the things back immediately. He refused ~~saying~~ [, saying] that he had not done anything so they called the police and they searched through his possessions and found all the belongings inside his house. Then they took him away and Lucas had his bottle back along with all the precious belongings that had been stolen.

## 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 woke up at two to twelve at night like usual to watch the stars flicker off. Liam had chosen for his soft comfortable bed to be right next to the open window just for this reason."

Strengths:

- Strong opening hook that immediately captures interest
- Good use of sensory details with the bed description

Weakness: Character name repetition → Your writing repeats "Liam" three times in close succession, which makes the flow less smooth.

***He woke up at two to twelve at night like usual to watch this phenomenon. His soft, comfortable bed was positioned right next to the open window just for this reason.***

#2: "When the stars flickered back into existence Liam was able to snuggle back into his bed and fall asleep once more. The next morning Liam woke up and told his parents that he had seen the lights flicker off for a minute once again that night."

Strengths:

- Nice contrast between the mysterious event and ordinary morning routine
- Good pacing of events

Weakness: Limited emotional depth → Your writing could explore more of Liam's feelings about this unique experience. The current description moves quickly past his reaction.

***When the stars flickered back into existence, Liam felt a mix of wonder and disappointment as he snuggled back into his bed, already looking forward to tomorrow night's celestial show.***

#3: "Suddenly it all came back to him and in horror, he realised that he had slept through the disappearance of the stars. Yesterday he had declared that he would have proof today and he did not!"

Strengths:

- Effective use of tension
- Good portrayal of urgency

Weakness: Sudden resolution → Your writing rushes through the solution without building enough suspense. The problem gets solved too quickly after this moment of crisis.

*With mounting dread, he realised he had slept through the disappearance of the stars. His chance to prove himself had slipped away, leaving him with nothing but empty promises and a growing knot in his stomach.*

■ Your story presents an intriguing concept about a mysterious nightly occurrence. You could make the ending more meaningful by showing how this shared experience changes the relationships between Liam and his classmates. Try adding more details about how the other students felt when they saw the phenomenon themselves. Make the resolution feel more earned by showing Liam's struggle throughout the story.

Actionable task: Rewrite the ending paragraph focusing on the emotional impact of finally being believed, and include specific reactions from at least three different characters.

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**Score: 41/50**

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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. ~~Liam woke up at two to twelve at night like usual to watch the stars flicker off. Liam had chosen for his soft comfortable bed to be right next to the open window just for this reason.~~ [He woke up at two to twelve each night to watch this mysterious event. His soft, comfortable bed was positioned right next to the open window specifically for this purpose.]

#2 ~~When the stars flickered back into existence Liam was able to snuggle back into his bed and fall asleep once more.~~ [When the stars flickered back into existence, Liam snuggled back into his bed and drifted off to sleep.] The next morning Liam woke up and told his parents that he had seen the lights flicker off for a minute once again that night. His parents did not believe him though and told him that he had most likely just dreamt of it. Liam eventually got tired of having to tell them that it was not a dream and got annoyed with them so he stormed off to the bus stop to get to school.

It was not really any different at school for Liam though. No one ever believed that every night he saw the lights flicker out of existence for a minute. He tried to convince them during class every day but he knew they never really believed him even if they nodded along with his explanations. Today Liam tried once more and they mechanically gave grunts of agreement while he was speaking. Suddenly, Liam realised that the teacher had stopped speaking and everyone was

looking at him. With a start Liam realised that the teacher was right in front of him and looking down at him. She told him that he would have an afternoon detention tomorrow for always talking in class and telling lies. Liam fumed, now he knew that no matter what he needed evidence to show everyone before tomorrow.

So when he got home that night Liam quickly ate dinner and grabbed his father's camera and ran upstairs to his bedroom. Except once he got in bed he felt absolutely energised and awake. Liam tossed and turned for what must have been hours although it felt like years and then finally he succumbed to the comforting wave of sleep. The next morning Liam woke up re-energized and refreshed after sleeping deeply.

~~#3 Suddenly it all came back to him and in horror, he realised that he had slept through the disappearance of the stars.~~ [All at once, the memories flooded back and horror gripped him as he realised he had slept through the disappearance of the stars.] Yesterday he had declared that he would have proof today and he did not! What could he do? Liam dreaded every step as he entered through the school gates. There was a group of students waiting for him at the gates and they rushed to meet him. Slowly Liam started to try to explain but then the students started shouting over him and said that they had tried it themselves and seen it as well. The group and Liam rushed over to the teacher and one person had even recorded it on his camera. So the teacher had to believe them and now everyone agreed with him and he no longer had an afternoon detention.

## INTERVIEW

Section 1:

#1 "For me, being a good student means a lot of things to me. Firstly, being a good student means to be curious and interested in the work and the subjects that you are learning about."

Strengths:

- You show understanding of the importance of curiosity in learning
- You make a clear connection between interest and academic success

Weakness: Repetitive opening → Your opening sentence repeats "means" and "to me" which makes it less engaging. The repetition of "being a good student means" in consecutive sentences weakens your response's impact.

Exemplar: ***Being a good student encompasses several important qualities, with curiosity and genuine interest in subjects being paramount to learning.***

#2 "I would try to be as neutral in the topic as I could so that I could see the reasons for both of the sides of the conflict."

Strengths:

- You demonstrate maturity in approaching conflicts
- You show understanding of fairness and impartiality

Weakness: Limited development → Your point about being neutral needs more detail about how you actually achieve this. You mention "seeing both sides" but don't explain your specific approach to remaining unbiased.

Exemplar: ***I make sure to listen carefully to each person's perspective without judgment, asking questions to understand their feelings and viewpoints before suggesting any solutions.***

#3 "If I could meet Captain James Cook, I would ask him, that if he had foreseen all the racism, injustice and hurt that would happen to the Aboriginals would he have not called Australia a Terra Nullius?"

Strengths:

- You show deep understanding of historical impact
- You demonstrate empathy and social awareness

Weakness: Run-on sentence structure → Your question is too long and combines multiple ideas without proper punctuation. This makes your thoughtful point harder to follow.

Exemplar: *If I could meet Captain James Cook, I would ask him about his Terra Nullius declaration and whether he would have made different choices had he known about the future impact on Aboriginal peoples.*

■ Your answers show good understanding of the questions but could benefit from more development and detail. In your response about being a good student, try adding specific examples of how you demonstrate these qualities in your own school life. Your conflict resolution answer would be stronger with another example showing different problem-solving approaches. For the historical figure question, you could strengthen your response by mentioning specific impacts on Aboriginal peoples to support your question to Captain Cook.

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**Score: 41/50**

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Section 2:

1. What does being a good student mean to you? ~~For me, being a good student means a lot of things to me.~~ [Being a good student encompasses many important qualities.] Firstly, being a good student means to be curious and interested in the work and the subjects that you are learning about. This is because if you are not interested in the work that you are learning about then you will most likely not learn very much, pay attention or try very hard. Similarly, if you are not inquisitive then you will never ask any questions or find out anything during class at all. A good student is also always striving to be the best versions of themselves and always trying to make their friends feel welcome at the school. When you try to be the best version of yourself then you will try to make the best choices during class. Also ~~when you treat your friends badly then they may experience negative emotions and not be able to concentrate during class.~~ [treating friends poorly can affect their emotional wellbeing and ability to concentrate in class.] So you should always try to make your friends feel welcome at school. These are all the qualities that I believe a good student should have.
2. What do you do when you see someone being treated unfairly? When I see someone being treated unfairly I would always try to take the best actions to help them. First I would ask what the problem was about. I would try to be as neutral in the topic as I could so that I could see the reasons for both of the sides of the conflict. Then I would try to find a way around it so that the solution is fair to both sides. For example, when I was in Year Four I saw one of my classmates crying. I asked him what had happened and he told me that a



group of students had not allowed him to play with him. So I went over to the group and asked why they had not let him play. I listened carefully and without forming an opinion of who was right and then I tried to find a way around their problem. In the end I decided that he should be allowed to play with the group but if he broke any more rules he would not be allowed to play with the group again.

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 to meet Captain James Cook. This is because he was the man who discovered Australia eighteen years before the First Fleet arrived. ~~If I could meet him I would ask him, that if he had foreseen all the racism, injustice and hurt that would happen to the Aboriginals would he have not called Australia a Terra Nullius?~~ [I would ask him whether, knowing the future impact of racism, injustice and hurt towards the Aboriginal peoples, he would still have declared Australia Terra Nullius.] This is because if Captain Cook had not ~~came~~ [come] back to England and claimed that there were barely any inhabitants of Australia and not considered them real 'people' then the First Fleet would most likely have been more respectful to the Aboriginals or may not have come at all. This would have meant that the Aboriginals would most likely have gone on living without having to endure all that happened to them because of the British.