

## WRITING PIECE 1 - FEEDBACK

### Section 1:

#1: "The plush, tenuous carpet laid across the wooden floor, as still as the walls surrounding it. The pastel sunsets full of bittersweet nostalgia. It smelled like ice-cream on a hot day." Strengths:

- Vivid sensory details that engage multiple senses
- Creative use of metaphors comparing the carpet to sunsets

Weakness: Disjointed flow → Your sentences feel disconnected from each other. The sudden shift from describing the carpet to mentioning sunsets and ice cream makes it hard to follow your thoughts.

Exemplar: *The plush, tenuous carpet laid across the wooden floor, its worn fibres reminding me of pastel sunsets and carrying the sweet, nostalgic scent of summer ice cream.*

#2: "Each worn patch made the once pristine, compacted carpet look more and more blemished. The frayed and rugged edges marked decades of use." Strengths:

- Strong word choice with "pristine" and "blemished"
- Clear contrast between past and present condition

Weakness: Limited development → Your description stays at surface level. You could dig deeper into how these marks tell a story of the family's history.

Exemplar: *Each worn patch and frayed edge told a story of footsteps through the decades, transforming the once pristine carpet into a treasured map of our family's journey.*

#3: "The carpet is more than meets the eye. It has been passed down from generation to generation. Each woven thread was a piece of their ancestry." Strengths:

- Meaningful message about family heritage
- Good attempt at showing deeper significance

Weakness: Underdeveloped theme → Your idea about family heritage needs more details about specific memories or stories tied to the carpet.

Exemplar: *This carpet holds countless whispered secrets, passed down through generations like a textile diary, each thread woven with stories of birthday celebrations, quiet evenings, and family gatherings.*

■ Your piece has a lovely foundation of describing a meaningful family heirloom. You could make your writing stronger by adding specific family memories linked to the carpet. Try adding more details about who passed it down and what special moments happened on this carpet. Also try to make your piece a little bit longer. Your writing would benefit from better connections between your sentences to help your ideas flow smoothly.

**Actionable task:** Rewrite your piece focusing on one specific memory that happened on this carpet, making sure to weave in sensory details and emotions throughout the story.

**Score: 36/50**

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Section 2:

The plush, tenuous carpet laid across the wooden floor, as still as the walls surrounding it. The pastel sunsets [are] full of bittersweet nostalgia. It smelled like ice-cream on a hot day. #1 ~~Each worn patch made the once pristine, compacted carpet look more and more blemished.~~ [Each worn patch transformed the once pristine, compacted carpet, marking it with the beauty of time.] The frayed and rugged edges marked decades of use.

#2 Except the intricate geometric patterns made it look more and more like the Notre Dame, the beautiful stained-glass windows. The serpentine patterns drew the eye from one medallion to the other. ~~Making it a sublime sight to see.~~ [It was truly a sublime sight to behold.] ~~The carpet is more than meets the eye.~~ [The carpet was more than met the eye.]

#3 It has been passed down from generation to generation. Each woven thread was a piece of their ancestry. It had so much life within it, just like a young child full of energy.

## WRITING PIECE 2 - FEEDBACK

Section 1:

#1: "Deep beneath the city, where no light ever touched, Aiden discovered a hidden door that pulsed with an eerie blue glow. He debated whether to go in or not. He chose to go in."

Strengths:

- Strong opening that creates mystery and intrigue
- Good use of descriptive language with "eerie blue glow"

Weakness: Short and choppy sentences → Your sentences are quite brief, particularly "He chose to go in." The abruptness breaks the flow of your atmospheric opening. You could combine these thoughts to create a more flowing narrative.

Exemplar: ***Deep beneath the city, where no light ever touched, Aiden discovered a hidden door that pulsed with an eerie blue glow. After a moment's hesitation, his curiosity got the better of him.***

#2: "Behind the spooky door was a lustrous city. Aiden thought he recognized it, but he just couldn't put his finger down where."

Strengths:

- Good use of the word "lustrous" to describe the city
- Creates suspense about the city's identity

Weakness: Limited description → Your description of the city lacks detail. While you mention it's "lustrous," you could paint a clearer picture of what makes this city special when Aiden first sees it.

Exemplar: ***Behind the spooky door, a lustrous city sprawled before him, its crystal towers gleaming with an otherworldly light that stirred distant memories in Aiden's mind.***

#3: "He was in a bubble, a colourful one, not one you'd see normally. He shoved, kicked and punched but the bubble didn't pop."

Strengths:

- Creative idea of being trapped in a magical bubble
- Good use of action verbs

Weakness: Underdeveloped reaction → Your writing doesn't fully show how Aiden feels about being trapped. His actions show panic, but we don't see his emotional response to this strange situation.

Exemplar: *He found himself enclosed in a bubble unlike any he'd seen before, its surface shimmering with rainbow colours. Despite his heart racing with fear, his attempts to break free - shoving, kicking, and punching - had no effect on the magical sphere.*

■ Your story has a lovely magical element and creative plot about discovering Atlantis. You could make your piece more engaging by adding more details about Aiden's feelings throughout his adventure. Try to make your descriptions longer by including more specific details about what he sees, hears, and feels in this underwater city. You could also add more about why Aiden recognises the city and what makes him finally realise it's Atlantis.

**Actionable task:** Rewrite the scene where Aiden first enters the city, focusing on including his emotional reaction and detailed descriptions of at least three specific buildings or monuments he sees.

**Score: 39/50**

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Section 2:

Deep beneath the city, where no light ever touched, Aiden discovered a hidden door that pulsed with an eerie blue glow. ~~He debated whether to go in or not. He chose to go in.~~ [After a moment of internal debate, he stepped forward.] When he walked closer to the glow, the door slowly creaked open. ~~The doorknob came loose, making a loud crash as it echoed through the tunnel.~~ [The loose doorknob crashed to the ground, its echo reverberating through the tunnel.] He was scared but yearning for adventure at the same time. ~~He slowly crept closer and closer and when he got to the door his eyes widened.~~ [He crept forward until he reached the doorway, his eyes widening at the sight before him.] #1

~~Behind the spooky door was a lustrous city. Aiden thought he recognized it, but he just couldn't put his finger down where.~~ [Beyond the doorway stretched a lustrous city, stirring memories that Aiden couldn't quite grasp.] He walked some more to find even more wonders. On every building was a patch of art. Mosaic tiled woven together, serpentine patterns scaled the walls. #2

Suddenly he realised that he was floating. He was so caught up in the wonderous world that he didn't realise it at all. ~~He was in a bubble, a colourful one, not one you'd see normally. He shoved, kicked and punched but the bubble didn't pop.~~ [He found himself suspended in an extraordinary, colourful bubble, and though he shoved, kicked and punched, the sphere remained intact.] #3 He soon realised why. A school of rainbow fish swam past him gracefully. He was underwater. He

wanted to stay here, it was magical. The monuments and artworks were kaleidoscopic, but he knew he had to return home. He finally realised where he was, at why it was so magical. As he walked out the door, the glow slowly faded behind him. He turned around to get one more glimpse of the beautiful city. "Goodbye Atlantis, I'll be back."

## INTERVIEW

Section 1:

#1 (Money usage response): Strengths:

- Shows thoughtfulness in considering multiple ways to help the community
- Demonstrates awareness of local economic impact

Weaknesses: Limited development of ideas → Your ideas about donating to hospitals and shopping locally need more details. When you mention "lots of things," you could explain specific ways hospitals help people. Your writing would be stronger if you described exact ways local shopping benefits the community.

Exemplar: *I would donate money to hospitals to fund essential medical equipment and support free health screenings for low-income families in our area. Additionally, I would support local shops by creating a community marketplace where small business owners could sell their products.*

#2 (Conflict resolution): Strengths:

- Good use of specific example with the rover project
- Shows understanding of compromise

Weaknesses: Repetitive phrasing → You use "solve it" multiple times in your opening sentences. The structure needs more variety. "I would solve it or could solve it" makes your writing less clear and confident.

Exemplar: *When facing a conflict with a classmate, I would first listen to their perspective and then work together to find a solution that incorporates both of our ideas.*

#3 (Teaching approach): Strengths:

- Clear step-by-step teaching plan
- Thoughtful inclusion of student support through help desk

Weaknesses: Lack of specific art activities → Your teaching plan needs more details about what art techniques you would teach. Instead of just mentioning "tips and pointers," you could describe specific art activities.

Exemplar: *I would teach watercolour painting techniques, starting with basic colour blending exercises, then guide students through creating their own landscape artwork.*

■ Your answers show good basic ideas but need more specific examples and details. You could strengthen your community improvement answer by explaining exactly how your actions would help people. For your conflict resolution, try adding more examples of different types of conflicts and solutions. In your teaching answer, include specific art projects and skills you would teach.

**Actionable Task:** Rewrite your community improvement answer focusing on specific projects you would create and explain exactly how each project would benefit different groups in your community.

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**Score: 40/50**

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Section 2:

#1 If I had a large sum of money, I would improve my community by doing a few things. ~~One of those things are~~ [One of those things would be to] donate some of the money to places that need it. For example, hospitals. Hospitals do lots of things to help the community and to keep people healthy. I would also shop locally. That way I can also support the local community and keep the money in the area. I would use some of the money to buy ingredients to make food that I can give to homeless shelters and other places that need it more than me.

#2 If I had a conflict with a classmate or a teammate, ~~then I would solve it or could solve it~~ [I would resolve it] in a few different ways. The way I would solve a conflict can also depend on the type of conflict. For example, if it was a group project and we had to come up with an idea for it and say I wanted to do something but someone else wanted to do something else. ~~I would try and compromise.~~ [I would try to find a compromise.] If we had to build a rover for example, I would say "I think that maybe we can compromise, we can do your design for the rover but change or add a few things," that way it has both ideas at the same time.

#3 If I were to teach a class for a day, I would choose to teach art. I would teach art because I think art is really inspiring as there's always no right or wrong way to do it. I would teach the class like this: I would first introduce myself and the project that we'd be doing. Next, I would give some tips and pointers on the techniques. Then I'd let them try doing it. I'd also set up like a small help desk so that if the students need help, then they can always come to me. I would tell the students to start packing up 10 minutes before the class would finish so that the art room would be ready for the next class.