

WRITING PIECE 1 - FEEDBACK

Section 1:

#1: "The beautiful, warm carpet stood still on the ground, since nobody had stood on it, or laid themselves on it. It was soft like a male lion's mane, and fluffy like a transparent, white cloud."

Strengths:

- Good use of similes to describe the carpet's texture
- Vivid sensory details that help readers imagine the carpet

Weaknesses: Repetitive word choice → You've used "stood" twice in the first sentence. The comparison to a "transparent" cloud doesn't match well with "fluffy".

The plush carpet lay motionless on the ground, untouched by footsteps. Its fibres were as soft as a lion's mane and as fluffy as summer clouds.

#2: "Then, the fluffy carpet noticed his owner coming towards it and started meditating on it."

Strengths:

- Creative idea of giving the carpet awareness
- Clear sequence of events

Weaknesses: Unclear subject → The sentence structure makes it unclear who is meditating - the owner or the carpet.

The fluffy carpet sensed its owner approaching, who then settled down to meditate upon its surface.

#3: "This magical carpet was enchanted by Mr Larry, who was a wizard that only other wizards could see."

Strengths:

- Interesting magical element introduced
- Good background information about the carpet's origin

Weaknesses: Limited development → The introduction of Mr Larry comes too late in the story and needs more details about his role.

The carpet's extraordinary powers came from the mysterious Mr Larry, an invisible wizard whose presence could only be detected by others who practised magic.

■ Your story has a creative magical element that captures interest. However, you could develop the relationship between the carpet and its owner more deeply. Try adding details about why the owner uses the carpet for meditation and how the carpet feels about its magical abilities. Your piece would benefit from being longer to fully explore these interesting elements you've introduced.

Actionable task: Rewrite your story focusing on developing the background of how Mr Larry enchanted the carpet and why he chose to give it these specific magical powers.

Score: 35/50

Section 2:

#1 The beautiful, warm carpet ~~stood~~ [lay] still on the ground, since nobody had ~~stood on it, or laid themselves on it~~ [yet stepped upon its surface]. It was soft like a male lion's mane, and fluffy like a ~~transparent, white~~ [pristine white] cloud.

#2 Then, the fluffy carpet noticed ~~his~~ [its] owner coming towards it and ~~started meditating on it~~ [watched as he settled down to meditate]. As he was sitting peacefully in the middle of the carpet, the carpet seemed to know what to do.

#3 ~~This magical carpet was enchanted by Mr Larry, who was a wizard that only other wizards could see~~ [The carpet's magical powers were bestowed by Mr Larry, a wizard visible only to others who wielded magic]. It lifted itself and the owner up like a Harrier jump-jet, and flew itself around the country 3 times before the owner said to land, as his meditation was over and he didn't like the supersonic speed, forcing a strong breeze that would've knocked him out cold.

WRITING PIECE 2 - FEEDBACK

Section 1:

#1: "The golden, lion engraved doorknob that stuck onto a large, oak door that had its hinges polished the night before."

Strengths:

- Good use of descriptive details about the door's features
- Creates a clear visual image of the entrance

Weaknesses: Word Choice → The word "stuck" suggests something temporary or unintended, which doesn't match the permanent nature of a doorknob

Exemplar: *The golden doorknob, engraved with a lion, adorned the large oak door with its freshly polished hinges.*

#2: "*The way it looks is just spectacular, *thought Aiden while he was processing that thought through his mind."

Strengths:

- Shows character's reaction to the door
- Attempts to convey internal dialogue

Weaknesses: Redundancy → "thought" and "processing that thought through his mind" say the same thing

Exemplar: *'This is spectacular,' Aiden thought, gazing at the magnificent door.*

#3: "When he opened it, a bright light closed in on him, teleporting him into a different world full of wizards."

Strengths:

- Introduces fantasy element effectively
- Creates suspense with the transition

Weaknesses: Pacing → The transition happens too quickly without building enough anticipation

Exemplar: *As Aiden turned the handle, a brilliant golden light spilled through the gap, enveloping him in its warm glow before whisking him away to a realm where robed figures wielded shimmering wands.*

■ Your piece has a promising start with magical elements, but it moves too quickly through important moments. You could slow down the pacing and add more details about Aiden's feelings and what he sees. Try describing the sounds, smells, and textures around the door. Your story would be better if you wrote more about what the wizard world looks like and how Aiden feels about being there. Try to make your story a bit longer by adding the suggested details that I've mentioned.

Actionable task: I want you to rewrite the last paragraph focusing on Aiden's first glimpse of the wizard world - include three specific details about what he sees, hears, or smells.

Score: 35/50

Section 2:

#1 ~~The golden, lion engraved doorknob that stuck onto a large, oak door that had its hinges polished the night before.~~ [The golden doorknob, engraved with a lion, adorned the large oak door with its freshly polished hinges.] Overall, when Aiden approached the door looming over his tiny head, he gasped at it.

#2 ~~*The way it looks is just spectacular, *thought Aiden while he was processing that thought through his mind.~~ ['This is spectacular,' Aiden thought, gazing at the magnificent door.]

#3 ~~When he opened it, a bright light closed in on him, teleporting him into a different world full of wizards.~~ [As Aiden turned the handle, a brilliant golden light spilled through the gap, enveloping him in its warm glow before whisking him away to a realm where robed figures wielded shimmering wands.] Aiden had left his mouth open to at least say something, but no words came out.

INTERVIEW - FEEDBACK

Section 1:

#1 "Firstly, I would like to spend some money on supporting schools, childcare centres and some money on libraries, as education is priority for children..." Strengths:

- Shows care for education and community welfare
- Identifies multiple areas for improvement

Weakness: Limited elaboration on implementation → Your response mentions supporting schools but doesn't specify how the money would be used. The phrase "some money" is repeated and lacks detail about specific improvements or programs you would implement.

Exemplar: ***I would allocate £2 million to upgrade school facilities, including new computer labs and sports equipment, while £1 million would go towards expanding library collections and creating after-school reading programmes.***

#2 "I would usually ignore what he'll be saying in the argument, and after a few days..." Strengths:

- Shows awareness of seeking help when needed
- Recognises the value of cooling-off period

Weakness: Passive conflict resolution → Your approach of ignoring the problem initially might not be the best solution. The phrase "ignore what he'll be saying" suggests avoiding rather than addressing the issue directly.

Exemplar: ***I would first try to speak calmly with my classmate about what's bothering us, listening to their point of view, and working together to find a solution that makes us both happy.***

#3 "I would start off the day with a little math Kahoot quiz to warm up their minds..." Strengths:

- Includes interactive learning elements
- Shows consideration for student engagement

Weakness: Limited teaching strategy → Your teaching plan focuses mainly on quizzes and revision but lacks variety in teaching methods. The phrase "start doing the activity" is unclear about what specific learning activities would follow.

Exemplar: ***After the warm-up quiz, I would use colourful blocks for hands-on learning of fractions, followed by group problem-solving challenges where students can work together and explain their thinking.***

■ Your answers would benefit from more specific examples and detailed explanations. For the community improvement question, try breaking down exactly how much money you would spend on each project. When discussing conflict resolution, include more active steps you would take to solve problems. For the teaching question, think about different ways to help students understand maths concepts, like using real-life examples or games.

Actionable Task: Rewrite your answer about improving the community by creating a detailed budget plan that specifies exact amounts and explains how each project would benefit different groups in your community.

Score: 39/50

Section 2:

#1 Imagine you are given a large sum of money to improve your community—how would you use it? ~~Firstly,~~ [First,] I would like to spend some money on supporting schools, childcare centres and some money on libraries, as education ~~is priority~~ [is a priority] for children. Next, I would like to donate money to charities, and to the people who are in need ~~for~~ [of] help. As mostly everybody in my community has a house (or at least a place to stay in), I would like to say that ~~the people who don't have a house, don't worry,~~ [to those without homes,] I will get you all settled into your new homes. This is the last part of my spending, and it is on improving facilities and other recreation activity places. ~~Many complaining people say some our facilities aren't good enough~~ [Many people have expressed concerns about the quality of our facilities], and that situation will eventually be fixed.

#2 How would you handle a conflict with a classmate or teammate? ~~I would usually ignore what he'll be saying~~ [I would take some time to cool down from] in the argument, and after a few days, my classmate/teammate and I will try to sort this problem out. If it turns out to be unsuccessful, and there's another argument happening ~~with him and I~~ [between us], then we would go tell the teacher and let the teacher help us resolve this situation with apologies (usually) or ~~he/she~~ [they] can just tell us to ignore each other for a matter of time until everything goes back to normal.

#3 If you were asked to teach a class for a day, what subject would you choose and how would you teach it? If I were to be a teacher and teach a subject, I would teach ~~Math~~ [Maths] because usually my parents would say, '~~Math~~ [Maths] is fun, Blake,' whenever I struggle to solve the problem, and therefore I have chosen ~~Math~~ [Maths] to be my teaching subject. I would start off the day with a little ~~math~~ [maths] Kahoot quiz to warm up their minds, then the first, second and

third winners of the quiz will receive a little prize. I would also start off with some revision questions of what we've gotten up to for maths, and ~~did send~~ [would send] off students, one by one, and start doing the activity.