

Section 1:

#1 "Long before the bell and long after! The canteen was awake at 6:30 am, long before the first locker slams, laughter echoes through the corridor and the school's metal gates even open. The cooks moved in a fast and quiet way. The biting of the chilly morning breeze bundled them in hats, jackets and scarves in the -2 degrees weather. The fought it off by the steam of the delicious food in the air."

Strengths: Your sensory details create a vivid morning scene. The contrast between the cold outside and warm canteen is effectively established.

Weakness: Disconnected imagery → Your descriptions jump between different elements without smooth transitions. For example, you mention "The fought it off" without clearly connecting how the steam helps with the cold. You've included interesting details, but they don't flow naturally from one to the next.

Exemplar: *The cooks, bundled in hats, jackets and scarves against the biting -2 degree morning chill, found warmth in the rising steam of delicious food as they worked quickly and quietly.*

#2 "In the menu, it said that the food is too good that you might want 1000000 of each dish. What's even more impressive? They serve high quality food for a low price like 50 cents to a dollar! Cute little creatures like ants came to join in eating the food. They sneakily take little munches of bread, cheese and sauces. That is exactly why some of the bread is munched up, or a little bit of your sauce has gone missing."

Strengths: You've included humorous elements about the ants that show creativity. Your details about pricing make the canteen feel realistic.

Weakness: Undeveloped ideas → You introduce interesting elements like the menu and the ants, but don't fully develop either concept. The mention of ants appears suddenly without connection to the previous sentences about food quality and pricing. The explanation about missing food feels disconnected from the main narrative.

Exemplar: *The colourful menu boasted that their high-quality food was so delicious you'd want seconds and thirds, yet everything cost between 50 cents and a dollar. Even the school's tiniest visitors agreed—ants sometimes crept in to sample the irresistible offerings, leaving behind evidence of their feast in munched bread crusts and disappearing sauce.*

#3 "Everyone had something delicious. Some had hot dogs, some had creamy mac and cheese, and a few lucky ones got pizza the size of a teachers face— all to themselves. Every student, including me had lots of flavor in each bite, always mouthwatering for more. The gooeyness of

the mac and cheese put cheese sauce on student's faces. All the food looked so good, even the teachers were so tempted to take a bite."

Strengths: Your use of specific food examples creates a relatable lunchtime scene. The phrase "pizza the size of a teachers face" creates a vivid visual image.

Weakness: Limited perspective → Your description focuses mainly on listing food items rather than capturing the full lunchtime experience. You mention students enjoying the food but don't include specific reactions, conversations, or the atmosphere of the lunchroom during this busy time.

Exemplar: *At lunch, the canteen transformed into a bustling hub of activity as students eagerly collected their meals—some choosing steaming hot dogs loaded with toppings, others digging into creamy mac and cheese that stretched in gooey strings from fork to mouth, and the luckiest few carrying pizzas so enormous they rivalled the size of a teacher's face. Around me, the room filled with satisfied sighs and animated conversations as cheese sauce occasionally found its way onto delighted faces.*

■ Your piece paints a colourful picture of a school canteen, but could be strengthened by adding more depth to your descriptions. Consider focusing on fewer sensory details but exploring them more thoroughly. For example, when describing the morning preparations, you could spend more time on how the cooks interact with each other or their specific movements and tasks. Additionally, think about including more of the emotional atmosphere—how do students feel as they anticipate lunch? What conversations happen during mealtime? Your writing would also benefit from clearer transitions between paragraphs and ideas. Try connecting your thoughts with linking phrases like "Meanwhile" or "As the morning progressed" to guide your reader through the day. Remember to vary your sentence length—mix shorter sentences with longer ones to create rhythm in your writing. Your final paragraph feels rushed compared to the detailed descriptions earlier. Consider expanding this conclusion to leave readers with a stronger final impression of the canteen experience.

Overall Score: 41/50

Section 2:

Long before the bell and long after!The canteen was awake at 6:30 am, long before the first locker slams, laughter echoes through the corridor and the school's metal gates even open. The cooks moved in a fast and quiet way. The biting of the chilly morning breeze bundled them in hats, jackets and scarves in the -2 degrees weather. ~~The~~ [They] fought it off by the steam of the delicious food in the air. The aroma of hot dogs, burgers, fries, soda, pizza and cheesy mac and cheese made the air smell exactly like what a canteen should be like—warm, tasty, and alive. The scent was so ~~aromantie~~ [aromatic], it ~~makes~~ [made] your mouth water. The pan sizzling near the fire kind of sounded like fireworks in New Year Eve. The sparks below the pan looked like shooting stars with each making a

silent wish. The tiled walls seemed smooth like the canteen cooks ~~cooking~~ [movements]. It even had a colourful canteen menu with lots of different types of food. #1

In the menu, it said that the food is too good that you might want 1000000 of each dish. What's even more impressive? They serve high quality food for a low price like 50 cents to a dollar! Cute little creatures like ants came to join in eating the food. They sneakily take little munches of bread, cheese and sauces. That is exactly why some of the bread is munched up, or a little bit of your sauce has gone missing. Now you know who to blame. It's not just a canteen that prepares food. They do hard work, making the most delicious food ever. So, when the school gates creak open and footsteps echo down the hallway, the canteen is already alive — a place where the day begins long before the gates open. #2

The school gates creaked at 9 am sharp. ~~Student's~~ [Students'] laughter and chatting bounced and echoed in the hallways. They put their bags down and were ready for class to begin. The bubbling in the ~~student's~~ [students'] tummies reminded them about lunchtime. A couple hours later of waiting, it was the ~~student's~~ [students'] favorite part_ Lunch time!

Everyone had something delicious. Some had ~~had~~ [hot] dogs, some had creamy mac and cheese, and a few lucky ones got pizza the size of a teachers face— all to themselves. Every student, including me had lots of flavor in each bite, always mouthwatering for more. The gooeyness of the mac and cheese put cheese sauce on ~~student's~~ [students'] faces. All the food looked so good, even the teachers were so tempted to take a bite. The hot dog had three different sauces: ketchup, mustard and mayonnaise. Some kids even said that it's the best food ever. The pizza had lots of different toppings that the students loved. There were lovely ~~peperoni~~ [pepperoni], creamy cheese, juicy tomato, sweet pineapple and a hint of chicken. The crust was so crunchy while the actual pizza was the right type of chewiness like it should be. Everyone was chatting and eating. #3

~~To~~ [Too] soon, it was the end of the lunch break. But we know everyone enjoyed the lunch break and it's something we will have tomorrow again.