

Section 1

#1: Opening sentence and introduction

Strengths:

- You've created an attention-grabbing title that immediately tells readers what your writing is about
- Your piece has a clear purpose—warning others about different areas of the school

Lack of introductory context → Your advice sheet jumps straight into the first warning without setting the scene. Readers don't know why you're writing this advice or who it's meant for (new students? visitors? everyone?). Without an introduction, the reader might feel confused about the purpose and tone of your warnings. Consider starting with 1-2 sentences that explain who should read this and why the advice matters.

Exemplar: *Welcome to our school! If you're new here, there are a few spots you'll want to avoid. Here's what I've learned from my time at this school that might help you stay safe and comfortable.*

#2: "Never use the playground tunnels" section

Strengths:

- You've included a personal story that makes your advice memorable and believable
- Your description is vivid and helps readers picture the problem

Underdeveloped consequences → Whilst you mention getting stuck and having a bruise, you don't fully explain why this matters beyond your own experience. You mention "billions of spiders" but don't explain whether they're dangerous, just unpleasant. Your warning would be stronger if you explained how these problems could affect different students. For example, what happens to smaller students? Are the spiders harmful? Could someone get injured trying to help a stuck student?

Exemplar: *The tunnels are so narrow that students of all sizes can get stuck, and teachers have to pull them out, which can cause bruising and scrapes. The spiders inside create an unhygienic space that hasn't been cleaned in years, making it unsafe for anyone to enter.*

#3: "Never bring your own handballs to school" section

Strengths:

- You've identified a specific school rule and explained what happens when it's broken
- The comparison to tennis balls shows you understand the teachers' reasoning

Missing alternative solutions → Your advice tells readers what not to do but doesn't offer suggestions about what they should do instead. If students really enjoy handball, are there ways to request better equipment from the school? Can they speak to teachers about the policy? Your writing would be more helpful if you explained how students can still play handball or enjoy similar activities without breaking rules. Simply telling readers to avoid something without offering alternatives leaves them wondering what they can do.

Exemplar: *Instead of bringing your own handball, you could speak with your PE teacher about whether the school might purchase better handballs for everyone to share, or you could suggest handball as an activity during sports lessons.*

■ Your advice sheet contains useful warnings about specific school areas, and you've clearly thought about problems that affect students daily. However, your writing would benefit from deeper explanations about why these issues matter and what readers should actually do. Right now, your piece focuses heavily on describing the problems (broken locks, mouldy planks, confiscated handballs) but doesn't explore the broader impact or solutions.

To strengthen your content, think about adding more "so what?" information—why does each problem actually matter to students' daily lives? Additionally, your piece would be more balanced if you included at least one or two positive pieces of advice (places that ARE good to use, or helpful tips for navigating school). This would make your writing feel more like genuine advice rather than just complaints.

Your structure is quite simple—each section follows the same pattern of stating "don't do this" followed by reasons. Whilst this makes your writing easy to follow, it becomes repetitive. Try varying your approach: perhaps one section could offer an alternative, another could explain what the school is doing to fix the problem, and another could suggest how students might advocate for change. Also, consider adding an introductory paragraph that explains who this advice is for and a concluding paragraph that summarises your main message. These additions would give your piece a more complete feeling and help readers understand the bigger picture of staying safe and comfortable at school.

Overall Score: 41/50

Section 2

~~#1 Advice for our school~~ **[Advice for Our School: A Guide for New and Returning Students]**

~~Don't go into the 2nd floor boys bathrooms~~ **[1. Avoid the Second Floor Boys' Toilets]**

~~In the 2nd floor boys bathrooms both cubicles are broken.~~ [The second floor boys' toilets have significant maintenance issues that make them unpleasant and unhygienic to use.] ~~The locks have been smashed off the door~~ [The locks have been smashed off both cubicle doors], leaving a mark where they should be. [, which means there's no privacy when using these facilities.] ~~And the urinal~~ [The urinal] has many dents, where anything will bounce off, and go in ~~a random directions~~ [random directions]. The drain on the floor does not work, so when the ~~bathroom~~ [toilets are] is washed (which is not very often) ~~all~~ [, all] the water stays on the floor. [, creating puddles and potential slip hazards.] ~~Also on of the toilets~~ [Additionally, one of the toilets] does not flush, and anything in ~~them~~ [it] stays there. [, easily] ~~Easily~~ making it the most putrid ~~thing~~ [area] in the whole school. ~~So do not go into the 2nd floor boys bathroom.~~ [If possible, use the toilets on other floors instead.]

~~#2 2. Never use the playground tunnels~~ **[2. Stay Away from the Playground Tunnels]**

These monstrosities are made way too small, they [, they] constantly ~~throb~~ [press] against your body. I had to learn this the hard way, as on my first day of ~~year~~ [Year] 4 I tried to use ~~it~~ [them]. However, I got stuck and the teachers on duty had to climb in and pull me out (I had a bruise for weeks after that). After that incident ~~nobody~~ [, nobody] has ever gone in there, I [, I] once peeked inside, it [and saw that

the tunnels] had billions of spiders living in it [them]. ~~So never use the playground tunnels.~~ [The tunnels haven't been maintained or cleaned, making them both physically dangerous and unhygienic. I strongly recommend avoiding them entirely.]

~~#3 3. Never bring your own handballs to school~~ [3. **Don't Bring Your Own Handballs to School**]

My friend once tried to do this and on his first day of playing with it, it got confiscated. The teachers ~~hate it when people~~ [don't allow students to] bring their own handballs to school, as apparently ~~it~~ [they believe it] is unfair to the people who don't bring handballs and have to use the tennis balls provided by the school. ~~And the teachers~~ [The teachers] don't even give the handballs back after taking them, they [; they] just stay at the bottom of their drawers, rotting away. It is like the teachers of this school are trying to rid the world of handballs. So don't bring your own handballs to school. [. Instead, consider speaking with your PE teacher about whether the school might purchase better equipment for everyone to share.]

~~4. Never sit on the wooden planks surrounding the tree~~ [4. **Avoid Sitting on the Wooden Planks Surrounding the Tree**]

The planks surrounding the tree are old and mangled, a mess of mould and decay. Holes scatter the planks, some big ~~some~~ [, some] small ~~some~~ [, and some] big enough for a child to fall through. Rats, cockroaches and ~~whatnot~~ [other pests] climb up the holes frequently, constantly scaring the life out of anyone near it [them]. So do not sit on the wooden planks surrounding the tree [. If you need somewhere to sit during breaks, try the benches near the library or the grassed area by the oval instead.]