

Section 1:

#1 (Opening paragraph): "Imagine when the lunch bell rings students walk into the cafeteria not predicting the same boring lunch but curious wondering what the food will be today. Will they be transported to a cosy kitchen in Italy helping themselves to some wonderful lasagne or perhaps maybe to the vibrant bustling streets of India eating their naan with butter chicken?"

Strengths: Your opening creates vivid imagery that helps readers picture the exciting cafeteria you're describing. You've used engaging examples from different cultures that make your vision clear and appealing.

Weakness: Run-on sentences → Your first sentence is quite long and tries to include too many ideas at once, making it difficult to follow. The phrase "not predicting the same boring lunch but curious wondering" creates confusion because it mixes different sentence structures together.

Exemplar: *"Imagine when the lunch bell rings, students walk into the cafeteria feeling curious about what food awaits them today."*

#2 (Second paragraph): "As told by Mr Marti a kid's nutritionist, 'When one loses interest for food one loses the desire to eat it.' This extremely detrimental for children's health as going hungry all the days they're at school (five days a week) can cause children to get headaches and not concentrate in class ruining their grades."

Strengths: You've included a quote from an expert to support your argument. Your point about the connection between hunger and poor concentration shows good logical thinking.

Weakness: Grammatical errors and unclear referencing → The sentence "This extremely detrimental" is missing the word "is," and your quote needs clearer introduction. The phrase "all the days they're at school" sounds awkward and unclear.

Exemplar: *"This is extremely detrimental to children's health, as going hungry during school days can cause headaches and poor concentration."*

#3 (Third paragraph): "Food is a massive part of culture and by simply tasting dishes around the world students can learn about traditions, histories and values. For example, Margherita can tell us about Italy past and about Quenn Margherita herself."

Strengths: You've made a strong connection between food and cultural learning. Your specific example about Margherita pizza shows you understand how food connects to history.

Weakness: Grammatical inaccuracies → The phrase "about Italy past" should be "about Italy's past," and "Quenn Margherita" contains a spelling error. Your example needs more development to clearly show how the pizza relates to the queen's story.

Exemplar: *"For example, Margherita pizza can teach us about Italy's history and Queen Margherita, who the dish was named after."*

■ Your piece presents a creative and engaging argument for improving school lunches through cultural diversity. The main strength lies in your enthusiasm for the topic and your ability to connect food to broader issues like health, education, and belonging. However, your writing would benefit from clearer sentence structure and more developed examples. Additionally, you could strengthen your argument by explaining more specifically how schools could implement these changes practically. Your conclusion effectively summarises your main points, but the body paragraphs need more detailed evidence to support your claims. Also, consider adding smoother transitions between your ideas to help readers follow your argument more easily.

Overall Score: 41/50

Section 2:

~~#1 Imagine when the lunch bell rings students walk into the cafeteria not predicting the same boring lunch but curious wondering what the food will be today.~~ [Imagine when the lunch bell rings, students walk into the cafeteria, not expecting the same boring lunch but instead wondering curiously what the food will be today.] Will they be transported to a cosy kitchen in Italy helping themselves to some wonderful lasagne or perhaps maybe to the vibrant bustling streets of India eating their naan with butter chicken? Now imagine the opposite – the same meal of chicken nuggets or jam sandwiches. This daily culinary dullness doesn't only represent boredom but also a missed opportunity. I strongly believe lunch times should no longer be an ordinary routine but a journey around the globe.

#2 Firstly, by repeating the same food every day students lose interest and many start skipping lunch. They no longer feel excited about food [;] instead they treat food as a burden, something to ~~get~~ simply ~~get~~ [simply] past. Therefore, many will start skipping school lunches. ~~As told by Mr Marti a kid's~~

~~nutritionist~~ [According to Mr Marti, a children's nutritionist], "When one loses interest ~~for~~ [in] food one loses the desire to eat it." ~~This~~ [This is] extremely detrimental ~~for~~ [to] children's health as going hungry ~~all the days they're at school~~ [during school days] (five days a week) can cause children to get headaches and not concentrate in class [, ultimately] ruining their grades. This tiny difference improves the grades and health of many in the school.

Additionally, food isn't just about taste. Food is a great way to learn. School isn't only about maths, English and science – it's also about learning about the world around us. And there is no better way to do that ~~then~~ [than] food. Food is a massive part of culture and by simply tasting dishes around the world students can learn about traditions, histories and values. #3 For example, Margherita ~~can tell us about Italy past and about Queen Margherita herself~~ [pizza can tell us about Italy's past and about Queen Margherita herself]. This simple change in school lunches can help students learn about different cultures and their past.

Finally, the emotional benefits of rotating cultural meals are quite significant. Imagine the pride of a student seeing their culture's traditional dish served to everyone in the school. This fosters a sense of belonging in the child's mind, making them want to attend school. This miniscule alteration can even reduce our school's truancy levels.

In conclusion, our school cafeteria must have a different recipe from a different culture every day. It makes our ~~students~~ [students'] grades and health better, ~~educate~~ [educates] students about cultures and their past and even ~~foster~~ [fosters] a sense of belonging [—] ~~All~~ [all] by just making a small change in our cafeteria.

Section 1:

#1 "I'm an 11-year-old student currently in the Year 5 of Opportunity Class at Dural Public School. I would describe myself as curious, kind, and respectful."

Strengths: You clearly establish who you are and your current situation. Your choice of character traits shows self-awareness.

Weakness: Abrupt transition → Your introduction jumps too quickly from basic facts to describing yourself without connecting these ideas smoothly. The sentence structure feels disconnected when you move from stating your age and school to listing personality traits.

Exemplar: *"As an 11-year-old Year 5 student in the Opportunity Class at Dural Public School, I've discovered that I'm naturally curious, kind, and respectful in my approach to learning and friendships."*

#2 "I love the outdoors and amongst other sports, I am extremely passionate about cricket and I have been playing club cricket since year 3. Cricket is a fun team sport and I love the dynamic of the game."

Strengths: Your passion for cricket comes through clearly. You provide specific details about how long you've been playing.

Weakness: Repetitive phrasing → You use "I love" three times in quick succession, and the sentences feel choppy rather than flowing together. The phrase "amongst other sports" doesn't add meaningful information to your response.

Exemplar: *"While I enjoy various outdoor activities, cricket has captured my heart since Year 3 when I began playing club cricket, drawn to its exciting team dynamics."*

#3 "My favourite subjects are probably English and writing. I love English and writing as I love reading exciting stories as I feel it takes me to a different world."

Strengths: You connect your love of reading to your academic preferences, showing how your interests link together.

Weakness: Circular reasoning → Your explanation becomes repetitive when you say you love English and writing because you love reading, without clearly explaining what specifically appeals to you about these subjects beyond the basic enjoyment.

Exemplar: *"English and writing rank as my favourite subjects because literature allows me to explore different worlds, whilst writing gives me the freedom to express my own ideas and creativity."*

■ Your response demonstrates genuine enthusiasm for your interests and provides good specific details about your activities. You've shared personal information that helps create a clear picture of who you are as a person. However, your writing would benefit from smoother connections between ideas and less repetitive language. Additionally, you could strengthen your response by explaining more deeply why these activities matter to you rather than simply stating that you enjoy them. Consider varying your sentence beginnings to create better flow throughout your piece. Also, focus on connecting your different interests to show how they work together to shape who you are as a student and person. Your travel experiences deserve more detailed explanation about how they've influenced your perspective, rather than just listing the countries you've visited.

Overall Score: 41/50

Section 2:

My name is Aarav, and I I'm an 11-year-old student currently in ~~the~~ [my] Year 5 ~~of~~ [in the] Opportunity Class at Dural Public School. I would describe myself as curious, kind, and respectful. I have a strong love for learning and enjoy diving deep into topics ~~of my interest~~ [that interest me]. #1 I'm an avid reader and find that books can take me to different worlds and help me understand new perspectives. I also like keeping up with current affairs by reading the news. #2 I love the outdoors and ~~amongst other sports,~~ [while participating in various sports,] I am extremely passionate about cricket ~~and~~ [.]. I [I] have been playing club cricket since ~~year~~ [Year] 3. Cricket is a fun team sport ~~and~~ [, and] I love the ~~dynamic~~ [dynamics] of the game. I love the thrill of hitting a boundary, taking a wicket, or diving for a great catch. Some people argue that cricket is not a true team sport [, but] ~~But~~ [but] for me it is. I especially enjoy the way everyone works together towards a common goal. It has helped me become more confident, disciplined, and determined. The cricket pitch is where I belong. #3 My ~~favourite~~ [favourite] subjects are probably English and writing. I love English and writing as I love reading exciting stories ~~as~~ [because] I feel ~~it takes~~ [they transport] me to ~~a~~ [different worlds]. I also enjoy discussing books with my classmates ~~different world~~ [, which helps me understand various perspectives]. ~~I also enjoy discussing books with my classmates which helps me understand different~~

~~perspectives.~~ Writing also helps me express myself better. I have a loving younger brother called Viaan. We're very close and often play card games and board games together. One of my favourite things to do with my family is travel. I love exploring new places and learning about different cultures. Together, we've travelled to the United States, several European countries, Thailand, India, and most recently, Canada. These experiences have made me even more curious about the world and helped me grow in many ways.