

Section 1:

#1 - Opening paragraph: "Need a cook? Look no further, new chefs are coming to town: Local school starts a cooking program for young, innovative students!"

Strengths: Your opening uses an engaging question to grab the reader's attention, and you clearly introduce the main topic of the cooking programme.

Weakness: Lack of clear introduction structure → Your opening jumps straight into the announcement without providing essential background information. You haven't told us which school this is, where it's located, or why this programme was created. The phrase "new chefs are coming to town" doesn't clearly connect to students learning to cook.

Exemplar: *"Riverside Primary School has launched an exciting new cooking programme called 'Class Kitchen', designed to teach students aged 10-16 essential culinary skills whilst building confidence in the kitchen."*

#2 - Middle section: "This program started off 1 month ago, with Mrs Kay, a retired chef, leading the trial run. Ever since then, students have made signature dishes, favourite foods, and just a few cooking catastrophes!"

Strengths: You include specific details about the instructor's background and provide a realistic balance of successes and challenges in the programme.

Weakness: Insufficient programme details → Your writing doesn't explain how the programme actually works or what students specifically learn. The phrase "signature dishes, favourite foods" is quite vague and doesn't help readers understand the educational value or curriculum structure.

Exemplar: *"During each session, Mrs Kay teaches students fundamental cooking techniques such as measuring ingredients, knife safety, and basic food preparation methods."*

#3 - Final paragraph: "Class kitchen is an amazing idea, as students learn how to cook and make food. Plus it'll save the parents from teaching kids to cook!"

Strengths: Your conclusion attempts to highlight the benefits of the programme for both students and families.

Weakness: Weak conclusion development → Your ending doesn't summarise the key information effectively or provide a strong final impression. The phrase "learn how to cook and make food" is repetitive, and the comment about parents not needing to teach cooking oversimplifies the programme's educational value.

Exemplar: *"Class Kitchen not only develops practical life skills but also encourages teamwork, creativity, and healthy eating habits that will benefit students throughout their lives."*

■ Your piece shows enthusiasm for the Class Kitchen programme and includes some engaging quotes from participants. However, your writing would benefit from stronger organisation and more substantial content. The article lacks important details that readers would want to know, such as specific skills being taught, safety measures, or how the programme fits into the school curriculum. Additionally, you could strengthen your writing by developing each paragraph more fully rather than jumping between different aspects quickly. Also, consider adding more specific examples of what students have learned or achieved. Your conclusion needs to be more impactful by summarising the main benefits rather than making casual comments about parents. Furthermore, you might expand on future plans for the programme with concrete details rather than vague possibilities.

Overall Score: 42/50

Section 2:

#1 Need a cook? Look no further, new chefs are coming to town: Local school starts a cooking ~~program~~ [programme] for young, innovative students!

Flour, eggs, and sugar are brought into the classrooms, with students parading their fresh food from the newly renovated food tech rooms. "Class Kitchen," a concept made by Principal Sakura to keep the students motivated and on their toes. Every Wednesday, students rush into the "kitchen", with light in their eyes, waiting to see what the class is cooking up this week. And the best part? You get to eat what you make! That's right! With the exception of a few allergies, students get to devour their own meals! This cooking ~~program~~ [programme], made for grades 5-10, will let students learn the art of cooking, making, and most importantly, eating!

#2 This ~~program~~ [programme] started off 1 month ago, with Mrs Kay, a retired chef, leading the trial run. Ever since then, students have made signature dishes, ~~favourite~~ [favourite] foods, and just a few

cooking catastrophes! "Cooking is something we do in our everyday lives," Principal Sakura states. "Even if the way there involves a few burnt dishes." Even students have their own mishaps to tell! Last week in class kitchen, Coquina in year 8 accidentally spilled dry ice everywhere while trying to make vanilla ice cream. "There was fog EVERYWHERE," Coquina exclaimed, quite dramatically. "I thought I would be better at cooking, but right now it's kind of a trust the process thing."

#3 So, what's next for the "Class Kitchen" ~~program~~ [programme]? Well, Principal Sakura says the school might be able to take students suggestions on what foods we should make, and she might even introduce "Cooking duels," where the class is split into two teams, and your classroom teacher will judge on which dish is better, with the help of Mrs Kay. "I think it will be a wonderful way for students to bond with their peers," Mrs Kay says. "As long as they don't make horrible foods for me to taste test, I think it would be a great idea." Class kitchen is an amazing idea, as students learn how to cook and make food. Plus it'll save the parents from teaching kids to cook! And who knows, maybe "Class Kitchen" will be coming to YOUR school next!