

## Section 1:

#1 (Opening paragraph - "Envision stepping into the school cafeteria...")

**Strengths:** Your opening creates a vivid picture that draws readers in immediately. You've used excellent sensory details like "rich aroma of freshly baked naan" and "sizzling sound of stir-fried vegetables" that help readers imagine the scene.

**Weakness: Limited connection to main argument** → Whilst your opening is engaging, it doesn't clearly link to why schools should serve cultural foods every day. The paragraph focuses more on creating excitement rather than introducing your main reasons for the change.

**Exemplar:** *"This daily cultural food experience would not only excite students but also provide educational and health benefits that transform lunchtime into valuable learning."*

#2 (Second paragraph - "Firstly, food is one of the most enjoyable ways...")

**Strengths:** You provide specific examples like Japanese sushi and Mexican tacos that make your point clear. Your connection between food and cultural learning is well-established.

**Weakness: Surface-level analysis** → Your examples stay quite basic and don't explore how deep cultural learning actually happens through food. You mention that sushi "could spark curiosity" but don't explain how schools would build on this interest.

**Exemplar:** *"When students try sushi, teachers could share stories about Japanese respect for nature and seasonal eating, helping students understand values behind the food traditions."*

#3 (Fourth paragraph - "Finally, variety is exciting...")

**Strengths:** Your weekly menu example is specific and helps readers visualise how the programme would work. You address a real problem that students face with boring school lunches.

**Weakness: Repetitive reasoning** → This paragraph repeats ideas from your introduction about excitement and variety rather than adding new supporting reasons. The argument feels circular instead of building stronger evidence.

**Exemplar:** *"Additionally, exposure to diverse cuisines would develop students' palates and reduce fussy eating habits, preparing them for adult dining experiences."*

■ Your piece shows strong writing skills with engaging descriptions and clear structure. The topic choice is relevant and interesting for your audience. However, your arguments need deeper development to be truly convincing. Currently, your reasons stay quite surface-level - you mention that food creates cultural awareness but don't explain the process thoroughly.

Also, you could strengthen your piece by addressing potential challenges schools might face, such as cost or dietary restrictions. Your second paragraph about health benefits works well because you provide specific examples like Mediterranean dishes, but your other paragraphs would benefit from similar concrete details. Additionally, consider how schools would actually implement this programme - would teachers need training? How would kitchens handle the variety? Your conclusion effectively summarises your points, but the piece would be stronger if each body paragraph explored different aspects more thoroughly rather than overlapping with similar ideas about excitement and variety.

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**Overall Score: 45/50**

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## **Section 2:**

**#1** Envision stepping into the school cafeteria and being greeted not by the same plain sandwiches and soggy chips, but by the rich aroma of freshly baked naan, the vibrant colours of a Mediterranean salad, or the sizzling sound of stir-fried vegetables. Imagine the excitement of opening your lunch tray to find a dish that transports you across the globe – one day to Mexico with a warm tortilla, the next to Japan with delicately rolled sushi. Food has the power to tell stories, to share traditions, and to connect people who may seem completely different at first glance. If schools served a recipe from a different culture every day, lunchtime would no longer be an ordinary routine. Instead, it would be a journey of discovery, teaching students lessons about the world that stretch far beyond the classroom walls.

**#2** Firstly, food is one of the most enjoyable ways to experience another culture. By eating meals from around the world, students are introduced to traditions, flavours, and stories that they might never have known otherwise. For example, trying Japanese sushi could spark curiosity about Japanese history, or enjoying a Mexican taco might lead to an interest in the Spanish language. Food connects people, and when students share a meal from a different culture, they also share respect and understanding for

diversity. In today's globalised world, developing cultural awareness is an essential skill, and schools should use lunch as an opportunity to teach it.

Secondly, recipes from different cultures often provide healthier alternatives to the typical Western lunch options. Many traditional cuisines are based on fresh vegetables, lean meats, rice, and legumes, rather than processed food. For instance, Mediterranean dishes include olive oil, fish, and fresh vegetables, which are proven to support long-term health. Asian stir-fries often combine colourful vegetables with small portions of meat, making them both tasty and nutritious. By introducing these meals, schools can encourage students to expand their food choices and make healthier decisions, reducing their reliance on fast food.

**#3** Finally, variety is exciting, and school lunches can sometimes feel repetitive. Eating the same sandwiches and chips each week quickly becomes boring. A cultural lunch programme would break this cycle by offering new tastes and textures every day. Imagine starting the week with Italian pasta, then enjoying Indian curry, followed by Greek salad, Chinese dumplings, and finishing with Moroccan couscous. Students would look forward to lunch instead of dreading it, and parents would be reassured that their children are eating well-balanced meals.

In conclusion, including recipes from different cultures in school lunches every day would provide powerful benefits. It would help students develop respect for diversity, improve their health, and make school meals far more enjoyable. Food is one of the best teachers, and by embracing it, schools can nourish both the bodies and minds of their students.

## Section 1:

**#1** "One of my passions is playing the viola. I used to play violin, but once I joined my school orchestra, I, for the first time, heard the rich sound of a viola. I enjoy its unique timbre, which is much more full-bodied and resonant than my old instrument, while still being able to play the melodies that I could play on the violin."

**Strengths:** Your comparison between violin and viola shows good musical knowledge, and you've used sophisticated vocabulary like "timbre" and "resonant" effectively.

**Weakness: Sentence complexity** → Your sentence starting with "I enjoy its unique timbre" becomes quite long and contains multiple ideas that could be separated. The phrase "while still being able to play the melodies that I could play on the violin" makes the sentence harder to follow.

**Exemplar:** *I enjoy its unique timbre, which is much more full-bodied and resonant than my old instrument. The viola also allows me to play familiar melodies from my violin days.*

**#2** "Another interest I have is rhythmic gymnastics. I enjoy it as I love the thrill of trying new skills, risks and elements. Every time I master a routine, I feel something inside of me spark like a fire."

**Strengths:** Your metaphor "spark like a fire" creates a vivid image of your excitement, and you've shown personal reflection about what motivates you.

**Weakness: Repetitive language** → You've used "I enjoy" and "I love" very close together, which sounds repetitive. The phrase "skills, risks and elements" also feels quite general rather than specific.

**Exemplar:** *Rhythmic gymnastics excites me because of the thrill I experience when attempting challenging new moves and routines.*

**#3** "I also like public speaking and debating. I enjoy the feeling of stepping in front of an audience to express my opinion on a matter in public speaking. In debating, I am allowed to keep arguing with the other team as well as cooperating with my own teammates to win a topic."

**Strengths:** You've clearly distinguished between public speaking and debating, showing you understand they're different skills.

**Weakness: Unclear expression** → The phrase "express my opinion on a matter in public speaking" is awkward and unclear. Your explanation of debating as "keep arguing with the other team" doesn't capture the structured nature of formal debate.

**Exemplar:** *In public speaking, I enjoy presenting my views confidently to an audience. Debating allows me to construct logical arguments whilst working strategically with my teammates.*

■ Your response demonstrates genuine enthusiasm for your activities and shows impressive vocabulary for your age. You've successfully covered multiple interests, which gives a well-rounded picture of who you are. However, your writing would benefit from clearer sentence structure and more specific details. Instead of saying you enjoy "skills, risks and elements" in gymnastics, you could mention particular apparatus like ribbon or hoop work. Additionally, your transitions between topics could be smoother - rather than starting each paragraph with "Another interest" or "I also like," you might connect your hobbies thematically. For instance, you could link how both viola and rhythmic gymnastics require practice and dedication. Also, consider adding more specific examples of your achievements, such as pieces you've performed or debate topics you've tackled. This would make your response more memorable and engaging for your audience.

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**Overall Score: 42/50**

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## **Section 2:**

Hi my name is Suri and I'm 11 years old. #1

I'm a Gifted and Talented Student at St Ives North Public School with a variety of hobbies and interests.

~~One of my passions is playing the viola. I used to play violin, but once I joined my school orchestra, I, for the first time, heard the rich sound of a viola. I enjoy its unique timbre, which is much more full-bodied and resonant than my old instrument, while still being able to play the melodies that I could play on the violin.~~ [One of my passions is playing the viola. I used to play violin, but once I joined my school orchestra, I first heard the rich sound of a viola. I enjoy its unique timbre, which is much more full-bodied and resonant than my old instrument. The viola also allows me to play familiar melodies from my violin days.] I now play in my school's String Orchestra alongside one other viola player my age. #2

~~Another interest I have is rhythmic gymnastics. I enjoy it as I love the thrill of trying new skills, risks and elements.~~ [Rhythmic gymnastics is another passion of mine. I love the thrill of attempting new skills, challenging routines and technical elements.] Every time I master a routine, I feel something inside of me spark like a fire. I relish rhythmic gymnastics as I not only get to perform dance and skills, but also have to never stop working to do well, and this gives me a drive that I don't feel in many other sports that I do, like tennis, soccer and swimming. #3

~~I also like public speaking and debating. I enjoy the feeling of stepping in front of an audience to express my opinion on a matter in public speaking. In debating, I am allowed to keep arguing with the other team as well as cooperating with my own teammates to win a topic.~~ [Public speaking and debating are activities I'm passionate about. In public speaking, I enjoy presenting my views confidently to an audience. Debating allows me to construct logical arguments whilst working strategically with my teammates to win a topic.] I currently represent my school in an ANVDC (Australia Nation Virtual Debating Competition) team.