

Section 1:

#1 - Your introduction paragraph **Strengths:** You've created an engaging hook with the imaginary lunch menu scenario that immediately draws readers in. Your thesis statement clearly presents your three main arguments about cultural understanding, new foods, and health benefits.

Weakness: Lack of smooth connection → Your opening questions don't flow naturally into your main argument. The phrase "I adamantly believe" feels too sudden after the imaginative scenario, creating a jarring shift in tone that weakens the overall impact of your introduction.

Exemplar: *After experiencing this diverse menu, students would gain valuable cultural understanding, discover exciting new foods, and improve their overall health.*

#2 - Your second body paragraph about trying new foods **Strengths:** You use vivid imagery with the child tasting curry, which helps readers visualise your point. You support your argument with a reference to studies about people liking different cultural foods.

Weakness: Repetitive phrasing → You repeat similar ideas using phrases like "handful of new cultural foods," "handful of new daily specials," and "medley of foods" without developing each point further. This repetition makes your paragraph feel less organised and weakens your argument's progression.

Exemplar: *Students could discover Mediterranean dishes rich in olive oil and herbs, or explore the complex spice blends found in Middle Eastern cuisine.*

#3 - Your third body paragraph about health benefits **Strengths:** You provide specific examples like butter chicken and tacos to support your health claims. Your point about different countries using various ingredients is logical and relevant.

Weakness: Vague explanations → Your health claims lack specific details about nutrients and benefits. Phrases like "abundant in most vitamins and minerals" and "more spread out" don't give readers concrete information about how these foods actually improve health.

Exemplar: *Indian cuisine often includes turmeric, which contains anti-inflammatory properties, whilst Japanese dishes feature omega-3 rich fish that support brain development.*

■ Your piece demonstrates enthusiasm for cultural diversity and shows good organisation with clear paragraphs supporting your main idea. However, your arguments would benefit from more specific

examples and deeper development of your points. Rather than repeating similar phrases, try expanding each idea with unique details and concrete evidence. Additionally, your transitions between ideas could be smoother - consider using connecting words like "furthermore" or "moreover" to link your thoughts more effectively. Your conclusion does wrap up your main points well, but you could strengthen it by briefly explaining how schools might implement this idea practically. Also, work on varying your sentence structures to make your writing more engaging and sophisticated.

Overall Score: 41/50

Section 2:

~~School Lunches Should Include a Recipe From a Different Culture Everyday~~ [School Lunches Should Include a Recipe From a Different Culture Every Day]

~~Would you like to eat a unique diet each day? Imagine your lunch menu changing every day - on Monday it's dumplings from China, Tuesday it's Butter Chicken from India, Wednesday, it's tacos from Mexico, and so on. I adamantly believe that we should implement a different food from a different culture every day as it would help students understand the world, enjoy new foods and become more healthy.~~ [#1 Would you like to eat a unique diet each day? Imagine your lunch menu changing every day - on Monday it's dumplings from China, Tuesday it's butter chicken from India, Wednesday it's tacos from Mexico, and so on. After experiencing this diverse menu, students would gain valuable cultural understanding, discover exciting new foods, and improve their overall health.]

~~Eating food from different cultures can help students understand the world better. By eating lots of different food, students can understand cultures better, helping with inclusion, history and respect.~~ [Eating food from different cultures can help students understand the world better. By experiencing diverse cuisines, students develop greater cultural awareness, promoting inclusion, historical understanding, and mutual respect.] Many experts say: "Food is part of who we are - it's our culture; it's what binds us together." ~~We developed culture, a tapestry woven from threads, food one of them.~~ [Culture develops like a tapestry woven from many threads, with food being one of the most significant.] ~~Sharing these cultures at school is helpful for students to understand each other and learn more about other cultures, and also share their own cultures.~~ [Sharing these diverse cultures at school helps students understand each other whilst learning about different traditions and celebrating their own heritage.] Imagine a Japanese child when sushi rolls made in the traditional Japanese way are

served - his face would light up, ~~maybe even enlighten others about his own culture!~~ [perhaps inspiring him to share stories about his own cultural traditions!] ~~Therefore, a diverse lunch menu would be attained because it helps students understand different cultures.~~ [Therefore, implementing a diverse lunch menu would significantly enhance students' cultural understanding.]

~~Multicultural meals from different countries can introduce students to lots of different meals.~~ [#2 Multicultural meals can introduce students to an exciting variety of cuisines.] Imagine a child, cautiously biting a ~~snippet~~ [small piece] of ~~his~~ [her] curry, and suddenly, ~~his~~ [her] face lights up. In the blink of an eye, ~~he~~ [she] has ~~made~~ [discovered] a new ~~favourite~~ [favourite] food from another culture. ~~That is what could happen if we introduce a handful of new cultural foods to the school lunch menu.~~ [Students could discover Mediterranean dishes rich in olive oil and herbs, or explore the complex spice blends found in Middle Eastern cuisine.] Studies have proven that ~~a person~~ [people] can ~~like~~ [appreciate] foods from different cultures, so adding new foods to the school menu will be an enormous benefit ~~to the students~~ [for students]. ~~Also, it can help student get a taste of other cultures; imagine getting a handful of new daily specials to the school menu; even just 10 more recipes would have a huge effect.~~ [Furthermore, this exposure allows students to experience authentic flavours whilst broadening their culinary preferences beyond familiar foods.] ~~Thus, a medley of foods in the lunch menu is essential as students get to try new things and step out of their comfort zone.~~ [Consequently, incorporating diverse cuisines encourages students to embrace new experiences and expand their comfort zones.]

~~Having food from a different culture every day can dramatically improve your health.~~ [#3 Including food from different cultures daily can significantly improve students' health.] Experts say that since cultures originate from ~~basically~~ [virtually] every part of the world, there will be a wide variety of ingredients, which leads to more nutrients; countries like India include lots of vegetables in their recipes, while Chinese recipes ~~are more spread out~~ [incorporate diverse cooking methods and ingredients]. For example, butter chicken is ~~abundant in most vitamins and minerals that your body needs~~ [rich in protein and contains various vitamins], ~~if~~ [when] served with ~~some~~ [fresh] vegetables or fruits, and tacos contain ~~lots of~~ [significant amounts of] Vitamin C, ~~with the abundance of~~ [due to their] vegetables and tomatoes. ~~So, having food from a different culture every day can be beneficial for a student's health.~~ [Indian cuisine often includes turmeric, which contains anti-inflammatory properties, whilst Japanese dishes feature omega-3 rich fish that support brain development.]

~~Ultimately, the school lunch menu should be tweaked to include a dish from each culture every day, as it would help students understand the world, enjoy new foods and become more healthy.~~ [Ultimately, schools should modify their lunch menus to include daily cultural dishes, enabling students to develop global awareness, discover exciting cuisines, and improve their nutritional intake.] Try seeing what's on

the lunch menu, and try something from another culture - maybe a burrito or sushi roll - and you just might find your new favourite food!

Section 1:

#1 - "I like tennis because it's like the hole where I let my compressed energy out. If I'm frustrated, I can let my anger out - I slam the ball with my tennis racquet."

Strengths: Your writing shows good emotional awareness and uses a creative metaphor with the "hole" comparison. You connect tennis to managing feelings effectively.

Weakness: Unclear metaphor → The phrase "like the hole where I let my compressed energy out" is confusing and doesn't make clear sense. Additionally, your sentence structure could be smoother with better connections between ideas.

Exemplar: *"Tennis helps me release my built-up energy and emotions, especially when I'm feeling frustrated."*

#2 - "I also like it as I play a match, it creates a flow that I follow - a rhythm that guides me along, connecting my arms and legs, cooperating them to eventually win or lose."

Strengths: You demonstrate good understanding of tennis technique and use descriptive language about coordination. Your vocabulary shows effort with words like "cooperating."

Weakness: Awkward sentence construction → The sentence runs on with too many ideas connected by commas and dashes, making it hard to follow. The phrase "cooperating them" is grammatically incorrect.

Exemplar: *"When I play a match, I feel a natural rhythm that connects my movements and helps coordinate my arms and legs."*

#3 - "I like violin because it's flexible, as I can play a fast and vigorous Vivaldi solo when I'm annoyed and angry but play something slower and calmer when I'm in a normal mood."

Strengths: You make a good connection between music and emotions, showing understanding of how different pieces suit different moods. Your reference to Vivaldi shows musical knowledge.

Weakness: Missing punctuation and run-on structure → The sentence lacks proper punctuation between contrasting ideas and runs too long without breaks, making it difficult to read clearly.

Exemplar: *"I like violin because it's flexible. I can play fast, vigorous pieces like Vivaldi when I'm feeling energetic, or slower, calmer music when I'm relaxed."*

■ Your response shows genuine passion for your hobbies and demonstrates good self-awareness about how activities help manage emotions. You've included specific details about each hobby, which helps the reader understand why they matter to you. However, your writing would benefit from clearer sentence structure and better organisation. Additionally, your introduction could be stronger by mentioning what makes you unique beyond just listing hobbies. Consider adding more specific examples or achievements in each area to make your response more memorable. Also, think about connecting your hobbies to skills or qualities that might be valuable, such as patience from chess or discipline from violin practice. Your conclusion could tie everything together by explaining what these hobbies reveal about your character.

Overall Score: 40/50

Section 2:

~~Hello, my name is Zac, and I am currently attending the OC class at Waitara Public School. I like several hobbies, explicitly tennis, chess and violin.~~ [Hello, my name is Zac, and I am currently attending the OC class at Waitara Public School. I enjoy several hobbies, particularly tennis, chess and violin.] #1

~~I like tennis because it's like the hole where I let my compressed energy out. If I'm frustrated, I can let my anger out - I slam the ball with my tennis racquet.~~ [I like tennis because it helps me release my built-up energy and emotions. When I'm frustrated, I can channel my feelings by hitting the ball with my tennis racquet.] ~~It helps me let out my energy. I also like it as I play a match, it creates a flow that I follow - a rhythm that guides me along, connecting my arms and legs, cooperating them to eventually win or lose.~~ [This physical activity helps me manage my emotions effectively. I also enjoy how playing a match creates a natural flow that I follow—a rhythm that guides me, connecting my arms and legs and coordinating my movements as I compete.] #2

~~I like chess because there are almost infinite outcomes. did you know that there are more possible chess games than atoms in the observable universe?~~ [I like chess because there are almost infinite outcomes. Did you know that there are more possible chess games than atoms in the observable universe?] I love watching others play as well as playing, as [because] it's amazing how ~~the high elo~~ [ELO] players can calculate so quickly and not make ~~a mistake~~ [mistakes].

~~I like violin because it's flexible, as I can play a fast and vigorous Vivaldi solo when I'm annoyed and angry but play something slower and calmer when I'm in a normal mood.~~ [I like violin because it's flexible. I can play fast and vigorous pieces like Vivaldi when I'm feeling energetic, but I can also play something slower and calmer when I'm in a relaxed mood.] #3