

Section 1:

**#1** (First paragraph - Introduction) **Strengths:** Your opening clearly states your name and school, which gives a good foundation. You also mention having a "wide range of hobbies," which shows you have diverse interests.

**Lack of Specific Detail** → Your introduction feels quite general and doesn't give enough specific information about what makes you unique. The phrase "wide range of hobbies" is vague and doesn't help the reader understand what truly interests you or why these hobbies matter to you personally.

**Exemplar:** *"Hi, my name is Melody and I am currently attending Baulkham Hills North Public School. I am passionate about creative expression through art, music, and literature, which have shaped who I am as a person."*

**#2** (Creative arts paragraph) **Strengths:** Your use of descriptive language like "my pen drifts across the page" creates vivid imagery. You also explain how creative arts make you feel, showing personal connection to your hobby.

**Weak Connection Between Ideas** → Your sentences don't flow smoothly from one idea to the next. You jump from drawing to crafting to crocheting without showing how these connect, and the phrase "acts as an outlet for all the ideas in my head" isn't clearly linked to what follows about feeling free and fulfilled.

**Exemplar:** *"Creative arts, particularly drawing and crocheting, allow me to express my imagination in different ways. When I draw, I feel completely absorbed as my pen moves across the page, and when I finish a crochet project, I experience a deep sense of accomplishment."*

**#3** (Piano and violin paragraph) **Strengths:** You demonstrate good knowledge about both instruments by describing their different sounds and qualities. Your enthusiasm for music comes through clearly.

**Missing Personal Experience** → Whilst you describe the instruments well, you don't share any specific examples of your musical journey or achievements. Phrases like "I take great pride in playing" and "I believe I can contribute" are quite general and don't show your actual experience or skill level.

**Exemplar:** *"I have been playing piano for three years and violin for two years, and I particularly enjoy performing classical pieces. Last year, I performed in our school's winter concert, which gave me confidence to join the school orchestra this year."*

■ Your writing shows genuine enthusiasm for your hobbies, which is wonderful to see. However, your response needs more specific examples and personal stories to make it truly engaging. Instead of telling us that you have diverse interests, try showing us through detailed examples of what you've actually done or achieved. Also, work on connecting your ideas more smoothly - each paragraph should flow naturally to the next. Additionally, think about what makes your experiences unique rather than using general statements. Your spelling bee story is actually your strongest section because it includes specific details and shows growth, so try to bring that same level of detail to your other paragraphs. Furthermore, consider adding more about your goals or what you hope to achieve in high school. The reader should finish your response feeling like they truly know you as a person, not just a list of your activities.

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**Score: 44/50**

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Section 2:

**#1** Hi, my name is Melody and I am currently attending Baulkham Hills North Public School. I have a wide range of hobbies including reading, playing instruments, and creative arts.

**#2** One of my favourite hobbies is creative arts like drawing, crafting, and even crocheting. ~~It acts as an outlet for all the ideas in my head, making me feel free as my pen drifts across the page, or fulfilled when I complete another crochet project.~~ [These activities serve as an outlet for my creativity, allowing me to feel completely absorbed when my pen drifts across the page whilst drawing, and deeply satisfied when I complete each crochet project.]

Lately, I've also found joy in reading. One of my favourite books, *The Land of Stories* by Chris Colfer, tells the tale of two siblings who travel across a fairytale world in search of items needed to grant a wish. The story makes me feel as though I'm journeying with them, moving through mystical forests and watching over the land from the tallest mountains. With its perfect balance of creativity, vivid imagery, and relatability, I am captivated by each intricate word Colfer has woven into the story.

**#3** I also take great pride in playing the piano and violin. I love the mellow, sweet tone of the violin, where each bow stroke is filled with technique and style. The piano, on the other hand, offers a rich and bold sound, making it a perfect pair with the violin. ~~I believe I can contribute to the school by joining ensembles and performing in concerts alongside my peers.~~ [Having performed in school concerts before, I am eager to join ensembles and continue sharing music with my peers throughout my high school years.]

My core values are determination, loyalty, gratitude, and the willingness to step out of my comfort zone. As a Year 3 student, I always admired those who triumphed in the school Spelling Bee. Determined to make myself proud, I practised spelling for hours each day with the help of my parents and siblings. A warm bubble of gratitude formed inside me when I came 7th in the State Spelling ~~Level~~ [Competition]. Though I did not advance further, I am extremely proud of myself for stepping out of my comfort zone, and I believe there are still many new experiences waiting for me in my high school years.

## Section 1:

**#1** (Opening paragraph): "Having versatile lunches at school is crucial for a number of reasons. It promotes a healthier, more balanced diet, encourages a deeper understanding of cultures around the world, and creates a sense of belonging that every student deserves."

**Strengths:** Your opening clearly states your position and provides a roadmap of your main arguments. You've established three solid reasons to support your thesis.

**Weakness:** Vague supporting details → Your opening mentions "a number of reasons" but doesn't specify how many or preview them effectively. The phrase "versatile lunches" is also unclear - do you mean varied, diverse, or something else? Your reader needs more specific language to understand exactly what you're arguing for.

**Exemplar:** *"Having diverse lunch options at school is essential for three key reasons: improving student nutrition, fostering cultural awareness, and ensuring all students feel welcomed."*

**#2** (Second paragraph): "Bread, lettuce, cheese, tomato, bread. Imagine that same sloppy brown sandwich on your tray, every single day... Instead, home-style meals that are made with care - food that students can actually look forward to."

**Strengths:** Your vivid imagery effectively contrasts boring current meals with appealing alternatives. The repetitive "bread" structure creates impact and engages your reader's senses.

**Weakness:** Lack of factual support → Your paragraph relies entirely on emotional appeals and imagined scenarios without providing any evidence about actual school lunch programmes or student preferences. While the imagery is engaging, your argument would be stronger with concrete examples of successful diverse lunch programmes or statistics about student satisfaction.

**Exemplar:** *"Many schools that have introduced diverse lunch options report 40% higher student participation in their meal programmes, showing that variety genuinely improves student engagement with school dining."*

**#3** (Counter-argument paragraph): "Opponents worry that schools will struggle with the cost of sourcing so many ingredients. But in reality, most cuisines share staple foods like rice, noodles, beans, or bread that can be bought in bulk for extremely cheap prices."

**Strengths:** You address potential opposition to your argument, which shows good critical thinking. Your point about shared staple ingredients is practical and logical.

**Weakness:** Insufficient counter-argument development → Your response to the cost concern is brief and doesn't fully address the complexity of implementing diverse menus. You mention bulk buying but don't consider other costs like staff training, kitchen equipment, or food storage requirements that opponents might raise.

**Exemplar:** *"While initial setup costs might be higher, schools can partner with local community groups who often volunteer to help prepare traditional dishes, reducing labour expenses whilst building community connections."*

■ Your piece tackles an important topic and presents a clear argument structure with good use of imagery and emotional appeals. However, your writing would benefit from stronger evidence to support your claims. Additionally, you could strengthen your counter-arguments by addressing more potential concerns opponents might raise. Your conclusion feels rushed and could better summarise your key points whilst providing a memorable final thought. Also, consider adding more specific examples of how diverse lunch programmes work in practice - this would make your argument more convincing. Furthermore, your cultural awareness section could explore how food diversity specifically builds understanding rather than just stating it does.

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**Overall Score: 44/50**

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## Section 2:

#1 Having ~~versatile~~ [diverse] lunches at school is crucial for a ~~number of~~ [three key] reasons. It promotes a healthier, more balanced diet, encourages a deeper understanding of cultures around the world, and creates a sense of belonging that every student deserves.

#2 Bread, lettuce, cheese, tomato, bread. Imagine that same sloppy brown sandwich on your tray, every single day. Even for those who love sandwiches, it eventually gets boring. And the only alternative? Mushy meat stew. Not your ideal meal. Now picture a rotating variety of dishes instead - from fresh sushi to crispy pork to hot buttery corn on the cob. No more mystery slop, no more mouldy bread. Instead, home-style meals that are made with care - food that students can actually look forward to.

Furthermore, having a variety of foods can teach students about different cultures and encourage them to try dishes outside their comfort zone. When schools limit meals to just one or two familiar cuisines, students miss out on the wonderful world of food traditions that extend beyond the cafeteria. This lack of exposure can lead to misunderstandings and stereotypes, and even contribute to food-related bullying as children grow older. An early introduction to global cuisines helps build respect for cultural differences and breaks down common misunderstandings.

**#3** When only one culture's food is served, the cafeteria becomes a confined space where ~~the line between cultures feels ostracised~~ [students from different backgrounds feel excluded] and ~~unwelcoming~~ [unwelcomed]. Changing this environment is critical. By offering many different foods, schools create a more inclusive environment where students from all backgrounds feel ~~recognized~~ [recognised], rather than shunned or excluded.

Opponents worry that schools will struggle with the cost of sourcing so many ingredients. But in reality, most cuisines share staple foods like rice, noodles, beans, or bread that can be bought in bulk for extremely cheap prices. This makes diverse menus more cost-effective than they might seem. Planning can also be simplified: schools could involve students by allowing them to vote on weekly meal options. This way, menus are shaped around what students actually enjoy rather than what they are forced to eat.

In conclusion, including recipes from different cultures each day would greatly benefit schools by boosting health, cultural understanding, and students' sense of belonging. Sometimes it's not just about giving children what they like or don't like - it's about giving them the tasty and genuine meals they deserve.