

Section 1

#1: Opening paragraph – "When 17-year-old Ethan Moore opened his social media... but with awareness."

Strengths:

- Your opening grabs attention by showing us exactly how cyberbullying feels through Ethan's eyes with the detail about "his world shrink to the phone he was holding"
- You create a clear turning point in the story when Ethan decides to take action, which makes readers want to know what happens next

Vague transition and incomplete explanation: → The phrase "but something had changed, not in the online world, but in himself" feels rushed and doesn't explain what actually changed about Ethan. Your readers need to understand what shift happened inside him that made him ready to start this club. The sentence "Instead of crying about it he bounced back" also doesn't connect smoothly to the previous ideas – it feels like two separate thoughts pushed together without explanation.

Exemplar: *"When he returned to school as a Year 12 student, Ethan felt different. Rather than hiding from his experience, he felt ready to use it to help others. He decided to..."*

#2: Third paragraph – "Ethan's story represents a growing struggle... 'I've been there too.'"

Strengths:

- Your use of real statistics from the eSafety Commissioner adds trustworthiness to the writing
- The direct quote from Ethan helps readers understand why peer-to-peer support works better than adult-led programmes

Missing context about the silence: → You mention that teenagers "remain silent due to shame or fear of escalation in the bullying" but your piece doesn't explore why Ethan himself broke that silence or what helped him feel brave enough to speak up. This gap makes it harder for readers to understand the journey from victim to activist. Additionally, the phrase "escalation in the bullying" sounds awkward – escalation already means the bullying gets worse, so adding "in the bullying" is unnecessary.

Exemplar: *"While many teenagers stay quiet about cyberbullying because they feel ashamed or worry the harassment will get worse, Ethan found strength in sharing his story with trusted friends first, which gave him confidence to speak more publicly."*

#3: Fourth paragraph – "At the heart of CyberAware lies... not position."

Strengths:

- Your examples of what the club actually does (anonymous Q&A boxes, film competitions) help readers picture the activities clearly
- The quote from Principal Karen adds an adult perspective that shows the club's impact

Unclear metaphor and weak explanation: → The phrase "bridges the connects the distance between authority and youth culture" contains a mistake ("bridges the connects") and the idea itself needs clearer explanation. Your readers might not understand what "distance between authority and youth culture" means or why this matters. You also say teachers praised the club for creating a "safe space" but don't explain what makes it safe or how students use this space.

Exemplar: *"Teachers have praised the club because it creates a place where students feel comfortable talking about cyberbullying without fear of punishment, something that's difficult when only adults lead the conversation."*

■ Your piece tells an inspiring story about a student taking action against cyberbullying, and you've included good details like statistics and quotes that make the writing feel real. However, your writing would be stronger if you explained the "why" behind Ethan's actions more deeply. For example, what specific moment made him decide to start the club instead of just moving on? How did he convince his first two friends to join him? Your fourth paragraph mentions that technology isn't the enemy but "the misuse of it" – this idea deserves more explanation with concrete examples of misuse versus good use. Additionally, your second paragraph about the club's growth feels rushed. Slow down and tell us about one or two specific workshops or guest speakers so readers can picture what actually happens at CyberAware meetings. Also, your conclusion mentions "government policies or big organisations" but this is the first time you've mentioned these things – it feels like a new idea appearing suddenly. Try connecting your ending back to ideas you've already discussed earlier in the piece. Finally, several sentences throughout your writing have small grammar problems or awkward phrasing that interrupt

the flow, so reading your work aloud might help you catch these spots where the words don't sound quite right.

Overall Score: 41/50

Section 2

#1 Breaking the Silence: One Man's Mission to End Cyberbullying

When 17-year-old Ethan Moore opened his social media one morning to find dozens of mean and offensive comments about his looks, he felt his world shrink to the phone he was holding. Months later, when he returned to his school as a Year 12 ~~student but~~ [student,] something had changed [—] not in the online world, but in himself. Instead of ~~erying about it he bounced back,~~ [letting the experience defeat him,] Ethan decided to stop the bullies, not with insults or anger, but with awareness. What started with a single lunchtime discussion has ~~now become~~ [now become] CyberAware, his school's first student-led cyberbullying awareness club.

#2 The club's beginnings were small. 'At first, it was just me and two friends sitting in the library,' Ethan says. ~~"We~~ ['We] made posters about online safety and talked about our ~~times daily life.~~ [own experiences.] Then people started coming.' Within a few months, CyberAware grew to more than 40 members, hosting workshops and inviting guest speakers to share their thoughts on safe digital experiences. The initiative has since expanded beyond the school gates, partnering with local youth organisations and libraries to deliver community talks across the region.

#3 Ethan's story represents a growing struggle facing young Australians. According to the eSafety Commissioner, one in five teenagers has experienced cyberbullying, yet many remain silent due to shame or fear of ~~escalation in the bullying~~ [escalation]. While national campaigns raise awareness, Ethan believes local action can make the biggest difference. 'When someone your age talks about it, it feels real,' he says. 'It's not just a poster or a rule [—] it's someone saying, 'I've been there too.'

At the heart of CyberAware lies a blend of empathy and kindness. The group uses methods such as anonymous Q&A boxes, digital awareness challenges, and even a short film competition encouraging students to depict the effects of online cruelty. Teachers have praised the club for creating a safe space

that ~~bridges the connects the distance~~ [bridges the gap] between authority and youth culture. 'Ethan has turned a painful experience into a platform for positive change,' says Principal Karen. 'He's showing that leadership can come from compassion, not position.' [.]

The club's success has also brought up discussion about the evolving relationship between technology and wellbeing. While social media is often criticised, CyberAware shows that digital spaces can be used for good. The group's Instagram page, filled with empathetic messages and resources, has become a digital haven rather than a source of harm. It's a reminder that technology itself isn't the ~~enemy it~~ [enemy—it] is the misuse of it.

As Ethan prepares to graduate, he hopes CyberAware will continue long after he leaves. 'If even one person thinks twice before posting something hurtful, it's worth it,' he says with pride. His initiative proves that meaningful change doesn't always start with government policies or big organisations. ~~Just~~ ~~sometimes,~~ [Sometimes,] it begins with one student and the courage to turn pain into purpose.

From a small library meeting to a community movement, CyberAware stands as a reminder ~~to~~ [of] what happens when awareness turns into action. And in a world where online words can hurt deeply, Ethan Moore's message is simple [—] kindness clicks louder.