

Section 1

#1: "Derby is a small town in Western Australia. It's far from big cities, and life there can be hard. But something good is happening in Derby. It's called the Derby Good Life Project, and it's helping people in quiet but powerful ways."

Strengths:

- Your opening clearly introduces the setting and creates interest by mentioning something positive is happening in a challenging place.
- The phrase "quiet but powerful ways" creates a nice contrast that makes readers curious about the project.

Underdeveloped Introduction → Your opening paragraph sets the scene but doesn't give readers enough specific information about what makes Derby's challenges unique or what the project actually does. You mention "life there can be hard" but don't explain *why* it's hard – is it because of the distance, the weather, limited services, or something else? This leaves readers without a clear picture. Additionally, "helping people in quiet but powerful ways" is vague. What does "quiet" mean in this context? Instead of building anticipation, it creates confusion about what the project involves.

Exemplar: *Derby is a small town in Western Australia, over 2,400 kilometres from Perth. With few services and limited opportunities, life can be challenging for the community. However, the Derby Good Life Project is changing this by bringing cultural programmes, skills training, and health services directly to the people who need them most.*

#2: "One part of the project helps elders share stories with children. These stories teach kids about their culture and where they come from. The children then paint pictures of the stories on walls around town. It makes the town more colourful and helps everyone feel proud."

Strengths:

- Your description of the intergenerational storytelling shows a specific example of how the project works.

- The connection between stories and art makes the programme easy to visualise.

Lack of Depth in Examples → While you describe *what* happens (elders tell stories, children paint), you don't explain *why* this matters beyond making the town "more colourful" and making people "feel proud." What kinds of stories are being shared? Are they Dreaming stories, historical accounts, or family histories? Why is preserving these specific stories important for the community? Your writing treats this as a simple art activity rather than exploring its deeper cultural significance. The phrase "helps everyone feel proud" is quite general – proud of what exactly? Without these details, readers can't fully understand the value of this programme.

Exemplar: *Through the project, Aboriginal elders share Dreaming stories and historical accounts with young people, passing down knowledge that connects children to their ancestors and Country. The children then transform these stories into vibrant murals around Derby, creating a living record of their culture that educates the whole community about their heritage.*

#3: "Even though the project is small, it makes a big difference. There are still problems, like not enough money and being far from other towns. But the people in Derby are strong. They work together and help each other."

Strengths:

- Your writing acknowledges that challenges remain, which makes your piece more balanced and realistic.
- The emphasis on community strength shows respect for the people of Derby.

Simplistic Problem Discussion → Your paragraph mentions "not enough money and being far from other towns" but doesn't explore how these problems actually affect the project or the community. Does lack of funding mean some programmes can't run as often as needed? Does the distance make it hard to get materials or trained staff? You've listed problems without explaining their real impact. Additionally, saying "the people in Derby are strong" and "they work together" sounds nice but doesn't show *how* they overcome difficulties. What specific actions do they take? What strategies has the project developed to work around these limitations? Without concrete details, this paragraph feels like you're glossing over real challenges rather than addressing them thoughtfully.

Exemplar: *Whilst the project operates on limited funding, organisers have found creative solutions, such as partnering with local businesses for supplies and using volunteer mentors from within the community.*

The town's isolation, nearly 200 kilometres from the nearest regional centre, means staff must carefully plan resources and schedule visiting specialists months in advance.

■ Your piece presents the Derby Good Life Project in a warm, accessible way that primary school readers can easily follow. However, your writing would benefit from adding more specific details and deeper explanations throughout. Currently, many of your paragraphs tell readers *that* something is good without fully explaining *why* it's good or *how* it works. For instance, when you write about Levi learning skills, you could include what specific skill changed things for him or describe a project he completed. Your paragraph about health vans and job help is only two sentences – this deserves more attention. What health services do the vans provide? How has access to these services changed people's lives? Additionally, some of your paragraphs feel disconnected from each other. You could improve the flow by adding sentences that link ideas together. For example, after discussing the storytelling programme, you could add a sentence explaining how this connects to the youth skills training. Also, your conclusion repeats ideas from earlier without adding new insights. Instead of restating that the project helps people, you could end with a forward-looking statement about the community's hopes for the future or a specific goal they're working towards.

Overall Score: 42/50

Section 2

#1 Derby is a small town in Western Australia. It's far from big cities, and life there can be hard. But something good is happening in Derby. It's called the Derby Good Life Project, and it's helping people in quiet but powerful ways.

The project started by asking people in Derby what they needed. Instead of bringing in big plans from outside, the project listened to the locals. Then, together, they created **programs** [programmes] that really fit the town. That's why it works so well.

#2 One part of the project helps elders share stories with children. These stories teach kids about their culture and where they come from. The children then paint pictures of the stories on walls around town. It makes the town more ~~colourful~~ [colourful] and helps everyone feel proud.

Young people also get help from the project. They learn new skills like cooking, painting, and using computers. Some even learn how to make videos and tell their own stories. One boy named Levi used to feel bored and unsure. Now he helps teach others and feels proud of what he can do.

The project also brings health vans to Derby. These vans help people stay healthy without needing to travel far. There's also help for finding jobs and places to live. It's all about making life better, step by step.

#3 Even though the project is small, it makes a big difference. There are still problems, like not enough money and being far from other towns. But the people in Derby are strong. They work together and help each other.

At the end of the day, the community centre is full of smiles. Kids laugh, elders tell stories, and the walls are full of bright paintings. The Derby Good Life Project shows that even in a quiet town, big changes can happen when people care and work together.

This project is not just about ~~programs~~ [programmes]. It's about people. It's about listening, sharing, and growing. And in Derby, it's helping the whole town feel more hopeful, more connected, and prouder of who they are.