Term 4 - 2025: Week 1 - Writing Homework | Year 5 RW

Section 1:

#1: "Curiosity has always been what drives people to learn, explore, and create. But today, in a world where almost every question can be answered in seconds, many wonder if the internet is helping our curiosity grow or quietly taking it away."

Strengths:

- Your opening immediately captures attention by connecting a timeless idea (curiosity) to modern concerns, making readers want to keep going
- The contrast you've created between helping and taking away curiosity sets up an interesting question for your whole piece

Vague Opening Statement → Whilst your first sentence makes a broad claim about curiosity, it would benefit from being more specific. What particular aspects of learning, exploring, or creating does curiosity drive? When you write "what drives people," you're covering such a massive topic that it becomes difficult for readers to connect with a concrete idea. Consider narrowing your focus: perhaps curiosity drives us to ask questions when we don't understand something, or pushes us to try new experiences even when we're nervous.

Exemplar: *"Curiosity has always pushed humans to ask 'why' when faced with the unknown, leading to every major discovery in history."*

#2: "When I researched volcanoes for a school project, online videos and articles helped me understand things my textbook couldn't explain. In that moment, the internet felt like an endless library that made learning exciting and fun."

Strengths:

- Your personal example about the volcano project helps readers understand your point through a real experience rather than just ideas
- The phrase "endless library" creates a vivid picture of how vast the internet's resources feel

Lack of Depth in Example → Your volcano example mentions that the internet helped you understand things your textbook couldn't, but you haven't told us what those things actually were.

What specific information did you discover? Did you watch a video of an actual eruption? Did you learn about different types of volcanoes? Without these details, your example feels incomplete, and readers can't fully appreciate how the internet enhanced your learning. Specific details would transform this from a general statement into a memorable moment that proves your point.

Exemplar: *"When I researched volcanoes for a school project, I watched videos of lava flows in real time and explored interactive diagrams showing how tectonic plates collide beneath the Earth's surface—details my static textbook diagrams couldn't bring to life."*

#3: "So how can students keep their curiosity alive in a digital world? Maybe it's about slowing down, asking why instead of just what, and exploring topics beyond the first website that appears."

Strengths:

- Your suggestion to ask "why" instead of "what" offers practical, actionable advice that students can immediately apply
- The conversational "maybe" tone makes your conclusion feel like you're thinking alongside the reader rather than lecturing them

Underdeveloped Solutions → Whilst you've raised the question about keeping curiosity alive, your answers remain quite surface-level. "Slowing down" and "exploring topics beyond the first website" are good starting points, but they lack specific guidance. How exactly should students slow down? What does that look like in practice—spending five extra minutes on a topic, writing down questions before searching, or something else? Similarly, exploring beyond the first website is sensible advice, but you could strengthen it by explaining why this matters or providing a concrete method, such as comparing information from three different sources or following links to related topics.

Exemplar: *"So how can students keep their curiosity alive in a digital world? Perhaps it starts with setting a timer for ten minutes to explore a topic without searching for answers first, jotting down every question that comes to mind, then using those questions as a roadmap rather than accepting the first explanation we find."*

■ Your piece tackles a genuinely important question about how technology affects our natural desire to learn and discover. The structure flows logically from introducing the problem to sharing a personal

experience to offering solutions, which helps readers follow your thinking. However, your writing would benefit from digging deeper into your ideas rather than staying at the surface level. For instance, your discussion about algorithms showing us only what we like could expand to explain how this actually happens—perhaps describing how you've noticed your own search results or video recommendations becoming repetitive. Additionally, your paragraph about how we "scroll, skim, and move on" presents an observation but doesn't fully explore the consequences. What do we miss when we skim? How does this differ from the deeper thinking you mention? Your conclusion offers good starting points for solutions, but these need development. Consider adding a paragraph between your problem description and your conclusion where you explore one specific strategy in detail—perhaps describing what happened when you deliberately chose to spend twenty minutes following your curiosity down an unexpected path online. Your writing demonstrates clear thinking and good organisation, yet it reads more like an outline of ideas rather than a fully developed exploration. Each paragraph introduces a concept worth discussing, but then moves on before you've truly unpacked it for your readers.

Overall Score: 42/50

Section 2:

#1 Curiosity has always been what drives people to learn, explore, and create. But today, in a world where almost every question can be answered in seconds, many wonder if the internet is helping our curiosity grow or quietly taking it away.

#2 There's no denying that the internet has changed how we learn. We can explore the universe, study ancient history, or watch science experiments from the comfort of our rooms. When I researched volcanoes for a school project, online videos and articles helped me understand things my textbook couldn't explain. In that moment, the internet felt like an endless library that made learning exciting and fun.

#3 But there is another side to this story. Because answers are always just a click away, we sometimes stop thinking deeply. We scroll, skim, and move on. Algorithms often show us only what we already like, so we don't challenge ourselves to look beyond our comfort zones. Real discovery, the kind that comes from asking big questions and exploring without knowing the answer, can fade when everything feels instant.

So how can students keep their curiosity alive in a digital world? Maybe it's about slowing down, asking why instead of just what, and exploring topics beyond the first website that appears. The internet gives us the tools to learn anything, but it's up to us to keep the spark of curiosity burning.