

Section 1:

#1: Opening Paragraph

Strengths:

- Your direct address to the principal establishes a clear purpose for the letter immediately
- You've outlined multiple concerns about the metal plates, showing you've thought carefully about the issue

Lack of Cohesion → Your opening jumps between ideas without smooth connections. The phrase "claiming that it can cook food without breaking a sweat" introduces the plates' function, but then you immediately shift to "However, you might or might not know what damage you did" without explaining what damage you're referring to. The list of concerns ("it is hot, it can rust easily...can harm the environment") appears suddenly without building your argument step by step. This makes your opening feel rushed rather than persuasive.

Exemplar: "Recently, our school has replaced organic plates with self-cooking metal plates. Whilst these plates may seem efficient, I am writing to express serious concerns about their safety and environmental impact."

#2: Second Paragraph (Body Paragraph 1)

Strengths:

- You've included specific evidence by mentioning student reports of hand burns
- Your use of metaphorical language with "threw our trust into an abyss of chaos" shows creative expression

Vague Reasoning → Your connection between the plates and learning enthusiasm isn't clearly explained. When you write "Without proper plates that serve proper lunches, our enthusiasm in learning will slowly fade away," you haven't shown *why* the plates would affect learning. What's the actual link between lunch plates and classroom motivation? The jump from tasting "rust and burnt materials" to losing trust in the entire school is also too large without explaining the steps in between.

Exemplar: "When students worry about burning their hands or eating contaminated food, they cannot concentrate properly in class. A safe lunch environment is essential for maintaining focus throughout the afternoon."

#3: Third Paragraph (Body Paragraph 2)

Strengths:

- You've attempted to use an analogy to explain your point
- You're trying to address the cause of the problem

Confusing Analogy → Your tissue metaphor doesn't help your reader understand the actual problem. When you write "Imagine the plates are a piece of tissue, the food is the water that weakens it and then add a layer of soap," it's unclear what you mean. Tissues getting wet doesn't relate to how metal plates

rust or cook food. The phrase "Auto cooking metal plates might be hard but they can certainly harm the student body" also contradicts the tissue comparison, since you've just called the plates vulnerable like tissue, but now you're saying they're hard.

Exemplar: "Metal plates rust when acidic liquids from soups and sauces sit on them for extended periods during the cooking process. This rust then contaminates the food students consume."

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Your letter addresses an important school issue and demonstrates passion for student safety, which is commendable. However, your argument needs stronger logical development. Currently, you make claims without fully explaining *how* or *why* the problems occur. For instance, you mention environmental harm but never explain what "basically burning it" means or provide evidence. Your letter would be more convincing if you developed each concern in a separate paragraph with clear explanations and specific examples. Additionally, your tissue analogy in the third paragraph actually confuses rather than clarifies your point—consider using simpler, more direct explanations instead. Also, your conclusion states "they banned auto cooking metal plates" as if this has already happened, but you're writing to *request* this change, so your ending should restate your appeal to the principal rather than announce a decision that hasn't been made yet.

Score: 41/50

Section 2:

Dear Principal of Balmain Public School,

Good morning,

#1 Recently, I have heard that you have swapped organic and ~~environment~~ [environmentally] friendly plates for metal plates that automatically cook food, claiming that ~~it can~~ [they can] cook food without breaking a sweat. However, you might or might not know what damage you ~~did~~ [have done] and how severe it is. Firstly, ~~it~~ [they are] ~~is~~ hot, ~~it~~ [they] can rust easily from ~~the~~ [a] long period of ~~making~~ [preparing] soup or other ~~liquid~~ [liquids] sitting inside, [them,] and most importantly, ~~can~~ [they can] harm the environment by basically burning it. In this letter, I hope ~~that I will~~ [to] convince you to switch back from self-cooking metal plates to organic and ~~environment~~ [environmentally] friendly plates.

#2 The new system of lunch being served in auto-cook metal plates is concerning, with more and more students reporting having more hand burns than usual, proving that ~~it~~ [this system] ~~can be served as~~ [pose] a safety hazard. Personally, I can taste more rust and burnt materials than the delicious food that was once served. With the system serving lunches on metal plates, it ~~broke~~ [has broken] our trust with the food, threw our trust into an abyss of chaos, and ~~lastly~~, eroded the trust ~~for~~ [in] our school, the school that we once looked up to. Without proper plates that serve proper lunches, our enthusiasm ~~in~~ [for] learning will slowly fade away.

#3 The reason why this happens might vary in different ways, but the main reason ~~that~~ this might happen is the washing process and the quality of the food. Imagine the plates are a piece of tissue, the food is the

water that weakens it, and then add a layer of soap. Just as everyone expected, the tissue will crack open, showing its vulnerability. Auto-cooking metal plates might be hard, but they can certainly harm the student body.

However, here is a quick and easy way to solve it. You can get organic plates that don't harm the student body, so that way, [so that] we can maintain a fullish [full] stomach while [whilst] making sure that we don't harm them. While [Whilst] the term, ['] auto-cooking' [.,'] might sound cool, it certainly doesn't sound safe. So, [Therefore,] I suggest you better be [would be better] safe than sorry with organic plates, rather than self-cooking ones.

In conclusion, they [I urge you to] banned [ban] auto-cooking metal plates. With that, we can make sure we have a healthy body, a fullish [full] mind, and most importantly, staying [stay] safe.

~~Your regards,~~ **[Yours sincerely,]**

A very concerned student.