

Section 1

#1: Opening paragraph (from "I am writing this letter" to "also very destructive")

Strengths:

- Your letter demonstrates a clear purpose from the outset, immediately identifying the problem with the automated system
- You establish your authority effectively by mentioning your role on the Student Committee

Vague terminology → Your writing uses imprecise language that weakens the impact of your complaint. Phrases like "strange and annoying quirks" and "very destructive" are too general and don't give the reader a clear picture of what's actually happening. When you write "The school has seen many annoying things controlled and created by the system," you're not explaining what these things are. This makes your complaint sound less serious than it should be. Specific examples and clearer descriptions would make your argument much stronger.

Exemplar: *"The automated system has caused significant disruptions to our daily schedule, including bells ringing at incorrect times and lights malfunctioning during lessons, which has negatively affected our learning environment."*

#2: Middle section (from "For instance, last week" to "using up a lot of time")

Strengths:

- You provide concrete examples of the system's failures, which helps support your complaint
- The connection between the system malfunction and student exam results shows real consequences

Confusing sentence construction → Your sentences become difficult to follow because you've packed too much information into them without proper breaks. The sentence about the fire alarm ("last Friday, the lunch bell rang at 10:37 a.m., with the fire alarm interrupting period eight with teachers only to find out that it was a false alarm...") tries to describe multiple events at once, making it hard to understand what happened first. Additionally, saying "the lunch bell rang at 10:37 a.m." without explaining why this timing is wrong assumes the reader already knows the normal lunch time. Breaking these ideas into separate, clearer sentences would help your reader understand the problems better.

Exemplar: *"Last Friday, the lunch bell rang incorrectly at 10:37 a.m., nearly two hours earlier than the scheduled time. Later that same day, the fire alarm interrupted Period 8, causing a full school evacuation. Staff discovered it was a false alarm, but classes were halted for thirty minutes."*

#3: Closing paragraphs (from "I'm on the student committee" to end)

Strengths:

- You clearly state what action you want the Board to take
- Your tone remains respectful whilst making a firm request

Inconsistent register → Your closing shifts between formal and informal language in a way that doesn't match the rest of your letter. Writing "I have asked my 'colleagues' on the committee" with quotation marks around 'colleagues' suggests you don't take your position seriously, which undermines your credibility. Then ending with "Hope you are well" is too casual for a formal complaint letter to the Board of Directors. This inconsistency makes your request seem less professional and might reduce the likelihood that the Board will take your complaint seriously.

Exemplar: *"As a member of the Student Committee, I have consulted with my fellow committee members and am representing the entire student body in respectfully requesting that the Board deactivate this automated system and restore manual control of the bells and lights."*

■ Your piece presents a genuine concern that clearly affects the school community, but it needs stronger substance to be truly persuasive. The main issue is that your writing tells the reader problems exist without showing exactly how serious they are. When you mention that "half the class failed the examination," this is a powerful point, but you need to develop it further—explain how losing thirty minutes of revision time directly caused this outcome. Additionally, your second paragraph tries to cover too many separate incidents (lunch bell, fire alarm, light issues) all at once, which makes each problem seem less important. Focus on developing two or three detailed examples rather than listing many brief ones. Also, strengthen your closing by explaining what manual control would achieve—don't just ask for the system to be removed, explain why the old system worked better. This will make your argument more convincing.

Overall Score: 38/50

Section 2:

[Anonymous Student

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Mr - Clarke

North Sydney Public School Board of Directors

1 Bay Road

Waverton

Sydney, NSW

2060

Date: 3rd March, 2021

Dear Mr Clarke,

~~#1~~ I am writing this letter to complain about the situation ~~going on~~ [occurring] at North Sydney Public School. The problem is that our school's newly implemented ~~system, which now controls~~ [automated system, which controls both] the lights and ~~also when the bell rings,~~ [the bells,] has created ~~some strange and annoying quirks~~ [significant disruptions to our daily operations]. I'm writing ~~from~~ [on behalf of] the Student Committee of NSPS, but the ~~complete extermination~~ [removal] of the system is down to the School's Board of Directors. ~~The school has seen many annoying things controlled and created by the system, but it is also very destructive.~~ [This system has caused numerous disruptions that have negatively affected both our learning environment and academic performance.]

~~#2~~ For instance, last week, the Year 10 Biology and Geography classes were cut short by half an hour. Seeing that their exams were only two days away, half the class failed the examination. ~~Not to mention,~~ ~~last~~ [Last] Friday, the lunch bell rang ~~at 10:37 a.m., with~~ [incorrectly at 10:37 a.m. Additionally,] the fire alarm ~~interrupting~~ [interrupted] ~~period~~ [Period] ~~eight with teachers~~ [8. Staff] only to find out that it was a false alarm, causing students to evacuate to the playground, [and] halting classes for half an hour, therefore using up a lot of time. ~~The chaos within the school made by the system is unbelievable. One might go so far as to call it creativity, but it is a large problem for many students and sometimes, teachers.~~ [These malfunctions have created considerable disruption for students and teachers alike.]

~~#3~~ ~~I'm on the student committee,~~ I [As a member of the Student Committee, I] have ~~asked~~ [consulted with] my "~~colleagues~~" [fellow committee members] ~~on the committee,~~ and am representing the ~~whole body of students~~ [entire student body] to respectfully ask the Board to deactivate this automated system and permanently restore manual control of the bells and lights. The current technology has proven it cannot be trusted, and its failures are negatively affecting our grades and our school environment.

We hope you will consider our request and take swift action to resolve this pressing issue.

~~Hope you are well.~~ [I trust this matter will receive your prompt attention.]

Yours ~~Sincerely,~~ [sincerely,]

Anonymous