

## Section 1:

#1: "Dear diary, in 1899 London, as the world nears on the brink of a new century, a group of enthusiastic children uncovers a mind-blowing secret, which is certain plants can control time. This new idea is linked to an historical society of chrono botanists, and a close threat could possibly change the course of history. The children must navigate a dangerous world of the Victorian era science and international espionage to prevent a temporal danger."

### a. Strengths:

- Engaging premise that immediately captures the reader's attention
- Effective establishment of setting and time period

b. Weaknesses: Lack of Specificity Your opening paragraph, while intriguing, lacks specific details that could ground the reader more firmly in the story. Phrases like "mind-blowing secret" and "close threat" are vague and don't provide a clear picture of the conflict or stakes.

c. Exemplar: "Dear diary, in 1899 London, as the world teeters on the brink of a new century, a group of inquisitive children uncovers an astounding secret: certain plants possess the ability to manipulate time. This revelation is tied to the clandestine Society of Chronobotanists, and a looming threat from rival factions threatens to alter the course of history itself."

#2: "On the foul-smelling banks of the Thames, young Cockney urchin Jack 'The Ghost' Sullivan Pocketed the unusual vibrating seed he had nicked from an innocent gentlemen's coat. That night, he awoke to a bell slowly ringing and the room overgrown to the fullest with foliage and a window viewing outside out onto ancient Rome. 'Blimey' he breathed I've gone crazy, or the world has."

### a. Strengths:

- Vivid sensory details that bring the scene to life
- Effective use of dialogue to convey character and surprise

b. Weaknesses: Inconsistent Pacing Your pacing in this section feels rushed. You quickly move from Jack pocketing the seed to him waking up in a transformed room without giving the reader time to process the events or understand their significance.

c. Exemplar: "On the foul-smelling banks of the Thames, young Cockney urchin Jack 'The Ghost' Sullivan pocketed the unusual vibrating seed he had nicked from an

innocent gentleman's coat. That night, as he lay in his threadbare bed, the seed pulsed with an eerie glow. Slowly, vines began to creep across the floor, walls, and ceiling. Jack awoke to the slow tolling of a bell, his room now a verdant jungle, the window beyond revealing the sprawling expanse of ancient Rome."

#3: "Then we all went down to a secret underground bunker and saw a tree. It looked something like a family tree but why was it here? There were countless different time eras on the branches. If we entered any of these eras, we could create a paradox! We were slowly super positioning all the clues. Then Nikola tesla mentioned" You kids may have to be the guardians until I figure this out". Then the kids headed to the Museums roof."

a. Strengths:

- Introduction of an intriguing concept with the time tree
- Inclusion of a historical figure (Nikola Tesla) adds credibility to the story

b. Weaknesses: Underdeveloped Scene Your description of the underground bunker and the time tree lacks detail and emotional impact. The scene feels rushed, and the potentially awe-inspiring moment of discovery is not fully realised.

c. Exemplar: "We descended into a secret underground bunker, our footsteps echoing in the cavernous space. At its centre stood an enormous tree, its branches etched with glowing lines representing countless time eras. As we studied the intricate patterns, the gravity of our situation became clear – one misstep into any of these eras could create a catastrophic paradox. Nikola Tesla, his eyes gleaming with a mixture of wonder and concern, turned to us. 'You children,' he said solemnly, 'may have to become the guardians of time itself until I can unravel this mystery.'"

Actionable Task: Rewrite the opening paragraph, focusing on providing more specific details about the plants' time-controlling abilities and the nature of the threat the children face. Ensure you clearly establish the main characters and their motivations.

Overall Score: 40/50

## Section 2: Revision Guidelines

~~Dear diary, in 1899 London, as the world nears on the brink of a new century,~~ [Dear diary, In 1899 London, as the world nears the brink of a new century,] a group of enthusiastic children uncovers a mind-blowing secret, which is certain plants can control time. This new idea is linked to ~~an historical~~ [a historical] society of chrono botanists, and a close threat could possibly change the course of history. The children must

navigate a dangerous world of the Victorian era science and international espionage to prevent a temporal danger. #1

Me Thirteen-year-old Ada Lovelace II, great granddaughter of the ~~prominence~~ [prominent] mathematician, glared at the abnormal data on my flash card. The growth rate of the creature was unobtainable unless ~~'Oh no!' I whispered.~~ ['Oh no,' I whispered.] It's not growing faster ~~its~~ [it's] skipping through time.

On the other hand, Zahi, a young Egyptian archeologist sensation, traced the complex hieroglyphics with shaking fingers. An Egyptian archeologist that does sometimes use counterfactual facts. 'This isn't a prophecy~~~ [,]' he realised, with excitement boiling inside of him. It's a warning from the future of possible threats. Behind him, hidden in the dark shadows of the British ~~museum's~~ [Museum's] dusty storage room~~,~~ raised a figure in a top hat~~,~~ smiled coldly, reaching for his telegram marked ~~'Urgent Temporal breach detected'.~~ ['Urgent: Temporal breach detected'].

On the foul-smelling banks of the Thames, young Cockney urchin Jack 'The Ghost' Sullivan ~~Pocketed~~ [pocketed] the unusual vibrating seed he had nicked from an innocent ~~gentlemen's~~ [gentleman's] coat. That night, he awoke to a bell slowly ringing and the room overgrown to the fullest with foliage and a window viewing outside ~~out~~ onto ancient Rome. ~~'Blimey' he breathed I've gone crazy, or the world has.~~ ['Blimey,' he breathed. 'I've gone crazy, or the world has.'] #2

My greenhouse hummed with temporal energy, each and every plant a window to a different era and possible to retrograde but the times flux every minute. "Remarkable~~~ [,]" contemplated Nikola Tesla, the children's unlikely mentor. ~~"But why do they all seem on one chronology date?"~~ ["But why do they all seem to focus on one chronological date?"] Before I could have a chance to respond, the door was smashed open. "Step away from ~~everywhen~~ [the Everywhen] Fern!" ~~He~~ [he] shouted. ~~"By order of the queen!"~~ ["By order of the Queen!"]

Then we all went down to a secret underground bunker and saw a tree. It looked something like a family tree but why was it here? There were countless different time eras on the branches. If we entered any of these eras, we could create a paradox! We were slowly ~~super-positioning~~ [superimposing] all the clues. Then Nikola ~~testa~~ [Tesla] mentioned~~~ [,] "You kids may have to be the guardians until I figure this out". Then the kids headed to the ~~Museums~~ [Museum's] roof. #3

As the new century came upon them, ~~me plus everyone~~ [everyone and I] gathered on top of the British ~~museum~~ [Museum] roof. All looking at the ~~gorge's~~ [gorgeous] sunset up ahead. Then I addressed ~~"A year ago we were all focused on exams but now we are the Guardians of the plants. Maybe God determinized this happening?"~~ ["A year ago,

we were all focused on exams, but now we are the Guardians of the Plants. Maybe God determined this would happen?"] Then Zahi busted out in laughter. Jack ~~Pulled~~ [pulled] out our especially tailored watch he had kindly gifted us. Soon we headed out for ~~their~~ [our] meeting with A.G about time machines.