

## Section 1:

### #1 (Opening paragraph): Strengths:

- Creates intrigue by introducing an innovative invention
- Establishes main characters and their relationship effectively

**Weaknesses: Unclear Context and Purpose** → The introduction of the "translating gloves" lacks clear explanation of their purpose and function. The sentence "Its job is to translate a plant from one place to another" is vague and doesn't effectively communicate the gloves' actual purpose.

*Exemplar: "Rick and his cousin Peter had finally completed their revolutionary gardening gloves. These specially designed gloves would allow gardeners to transplant plants safely and efficiently, preserving their delicate root systems."*

### #2 (Competition announcement - middle section): Strengths:

- Good build-up of excitement through character reactions
- Natural progression of events leading to the competition

**Weaknesses: Repetitive Sentence Structure** → Your sentences follow similar patterns, particularly when describing their response to the poster: "They ran to their mothers who were drinking tea. 'Mum! There is a competition...'" Multiple sentences begin with "they," making the passage feel monotonous.

*Exemplar: "Excited by their discovery, the boys rushed to find their mothers, who were enjoying afternoon tea. 'Mum! We've found a competition for the most efficient plant removal method!'"*

### #3 (Competition scene): Strengths:

- Creates tension and excitement through pacing
- Effectively contrasts the two teams' approaches

**Weaknesses: Inconsistent Tense Usage** → Your writing shifts between past and present tense: "The boys stand in their places wait for the microphone to speak while their mums wave and cheer in the crowd." This creates confusion and disrupts the flow.

*Exemplar: "The boys stood in position, waiting for the announcement, while their mums waved and cheered from the crowd."*

Actionable Task: Rewrite the **opening paragraph** focusing specifically on explaining how the translating gloves work and why they're important. Include specific details about their design and function.

**Score: 40/50**

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Section 2:

#1 As the sunset faded, Rick and his cousin Peter finished the gloves. ~~Its job is to translate a plant from one place to another effectively and efficiently so they named in the translating gloves~~ [The gloves were designed to transplant plants effectively and efficiently, which inspired their name: the translating gloves]. For a whole six months, they ~~have been~~ [had been] testing and experimenting, trying to achieve making these gloves.

At first in the park, they didn't want to touch any of the tools because they thought everything was fragile. They just watched their mums plant trees in the forest. It was their job, ensuring that there ~~is~~ [was] ~~an~~ [a] safe ecosystem for endangered species to live in. As they came more frequently, they tried planting some saplings. Most of the time they failed but it didn't stop them. For weeks they ~~have been~~ [had been] planting the delicate saplings in the soil.

They gradually started to get better and at the end of the month, they succeeded ~~on~~ [with] their first plant. Just then Peter's mum walked by. "Good job you two! Keep it up!" She exclaimed as she started to plant another oak tree sapling. The boys hi fived and smiled at each other.

#2 For the whole afternoon, they planted lots of trees until they saw a poster near a stump. The colourful sheet of paper attracted their eyes, allowing them ~~read~~ [to read] through the text with excitement. It was a contest for the best way to move plants from the soil. ~~They ran to their mothers who were drinking tea. "Mum! There is a competition for most efficient and effective plant remover,"~~ [Rushing to their mothers, who were enjoying tea, they exclaimed, "Mum! There's a competition for the most efficient and effective plant remover!"] they said enthusiastically. Rick and Peter's ~~mum~~ [mums] nodded and told them that they should give it ~~ago~~ [a go]. Rick and Peter agreed and at once, they started to work. For quite a while, they tried many different ideas but none of them worked. One day they were walking around the street, trying to come up with another idea.

A gloves shop was nearby that inspired Rick to make translating gloves. With only a month left they asked for advice from familiar experts and worked really hard every day. They took all their free time just to do this project.

On the 5th last day, they presented their final product to their mums. They put ~~a glove each~~ [on their gloves] and went to their backyard. At a steady pace, they each pulled out a weed perfectly with all of its roots in one piece. The women showed thumbs up, making the boys happy.

#3 ~~The boys stand in their places wait for the microphone to speak while their mums wave and cheer in the crowd~~ [The boys stood in their places, waiting for the announcement, while their mums waved and cheered from the crowd]. "Attention everyone, welcome to the pick the weed contest where contestants use their chosen object to pull weeds. The best quality and efficiency will win a golden trophy! ~~Let's me~~ [Let me] introduce our participants, on the left we have Peter and Rick," the microphone announced. The pair ~~wave~~ [waved] and ~~smile~~ [smiled] as best as they could. "On the right we have Chad and Sam." The crowds ~~cheers~~ [cheered] for both teams as loud as a lion roaring to protect his young.

"We will begin the minute in 3 seconds, 3...2...1...start!" The contestants ~~run~~ [ran] to the weeds and ~~start~~ [started] pulling from opposite sides. Chad and Sam ~~pull~~ [pulled] as fast as they ~~can~~ [could] with their object and it ~~is~~ [was] quick but ~~it not~~ [not] that neat! Rick's team ~~pulls~~ [pulled] at a steady pace to conserve energy. They ~~pull~~ [pulled] out perfect roots unlike Chad and Sam. The crowd ~~chant~~ [chanted] for the team they ~~go~~ [went] for, clapping the syllables with their hands. In the last 10 seconds, ~~the~~ Rick and Peter ~~start~~ [started] to speed up. They ~~go~~ [went] as fast as they ~~can~~ [could] while the other team ~~is~~ [was] too tired and they ~~stop~~ [stopped] pulling. Sweat ~~cover~~ [covered] the right team and they sat down tiredly.

"5,4,3,2,1!" The boys ~~stop~~ [stopped] and the participants ~~count~~ [counted] the weeds and ~~record~~ [recorded] how many ~~are~~ [were] perfect on a big piece of cardboard. The crowd ~~cheers~~ [cheered] when both teams ~~show~~ [showed] their pieces of cardboard. The right team got 69 weeds but only 13 ~~are~~ [were] perfect and the left team got 87 weeds and all of them ~~are~~ [were] perfect! Peter and Rick fist bump to celebrate their victory. The boys ~~walk~~ [walked] to the trophy and ~~hold~~ [held] it up together. They ~~give~~ [gave] everyone one last wave and ~~head~~ [headed] to Rick's home. At home they ~~have~~ [had] a party celebrating the victory of the boys.

Rick and Peter ~~hand~~ [handed] in their invention to a gardening company and they decided they will sell their products. The pair ~~tell~~ [told] the company how they did it and soon after, these gloves were viral. The boys ~~have-came~~ [had come] so far. From observers to experts, they learned many things about nature and also made something very useful to lots of people. Peter and Rick also learned that it is the growth that counts not the winning.