

Section 1:

#1 "The winds were howling as the pupils tried to spot penguins paddling in the vast ocean. "How many times have I told you to not to stick your leg in the water?" the teacher said impatiently. George exclaimed, "Twelve times." "Don't do it again," she said. "Alright." George responded."

Strengths: Your dialogue effectively reveals character personalities. The interaction between George and the teacher immediately establishes their relationship and George's mischievous nature.

Repetitive dialogue structure → Your dialogue exchanges follow a basic pattern without varied speech tags or emotional nuances. "George exclaimed" is a good start, but other dialogue is tagged simply with "said" or "responded". ***"Don't do it again," she warned, folding her arms across her chest.***

#2 "Is this really the worlds coldest continent?!" James shouted in anticipation, "It has to be. This is the best day of my life! This is Antarctica everyone! This is Antarctica!" The whole class started screaming in excitement, wondering what they'd do there."

Strengths: Your enthusiasm comes through clearly in this section. The excitement and anticipation of the students is well-conveyed through James's exclamations.

Underdeveloped setting details → The paragraph mentions Antarctica but offers minimal sensory details about the environment. We don't get a strong sense of what Antarctica looks, sounds, or feels like beyond it being cold. ***"Is this really the world's coldest continent?!" James shouted, his breath forming clouds in the frigid air as he gazed across the endless white landscape.***

#3 "They saw lots of amazing things when they were there. One of them was a dolphin that jumped over their heads and sprayed everyone with freezing water. Another was a penguin that slid up to the class an actually was touched by all of the students when they put their hands out."

Strengths: Your imagination creates interesting wildlife encounters. The dolphin and penguin interactions show creativity and understanding of what would excite students on such a trip.

Telling rather than showing → The opening sentence tells readers that they "saw lots of amazing things" instead of directly showing these experiences through specific sensory details and student reactions. ***The class gasped as a sleek dolphin arched through the air just metres above them, showering everyone with icy droplets that made them squeal and laugh despite their chattering teeth.***

■ Your Antarctic adventure has a solid foundation with engaging moments of excitement and wonder. To strengthen your piece, focus on creating a more immersive setting by including sensory details—how the bitter cold feels against skin, the crunch of snow underfoot, or the dazzling brightness of sunlight on ice. Also, consider developing your characters further by showing their unique

personalities through their actions and reactions. Your wildlife encounters are creative, but adding more realistic details would make them more believable. Additionally, try varying your sentence structures to create rhythm in your writing. Some paragraphs start with similar patterns that could be restructured for greater impact. You might also consider adding a challenge or problem for the students to overcome during their Antarctic adventure to create tension and a more satisfying resolution.

Score: 39/50

Section 2:

The frosty desert

The winds were howling as the pupils tried to spot penguins paddling in the vast ocean. "How many times have I told you ~~to not to~~ [not to] stick your leg in the water?" the teacher said impatiently. George exclaimed, "Twelve times." "Don't do it again," she said. "Alright." George responded. #1

"Is this really the ~~worlds~~ [world's] coldest continent?!" James shouted in anticipation, "It has to be. This is the best day of my life! This is Antarctica everyone! This is Antarctica!" The whole class started screaming in excitement, wondering what they'd do there. #2

~~They saw lots of amazing things when they were there.~~ [During their expedition, the class witnessed incredible Antarctic wonders.] One of them was a dolphin that jumped over their heads and sprayed everyone with freezing water. Another was a penguin that slid up to the class ~~an~~ [and] actually was touched by all of the students when they put their hands out. One of the most incredible ~~ones~~ [experiences] though was when a whale swam with a ~~scholar~~ [student] and Ryan got to ride the whale. Everyone wanted to have a go but the annoying teacher said it was ~~to~~ [too] dangerous. The whole class including the teacher had ~~a~~ [an] amazing time. They all even needed convincing that they had to go but still got an extra night so they could stay. #3

When they had to leave, they were very sad but were thankful for the memories that they will never forget. All the students arrived safely back and when they saw their other friends, they told them all about it.