

## Section 1:

### #1 - Opening paragraph describing the forest scene

**Strengths:** Your piece creates a vivid sense of place with descriptive language like "lush green trees" and "flamingos migrate." You effectively establish the setting of the Legendary Forest of The Red Salted Lake.

**Weakness:** Unclear sentence construction → The phrase "the afternoon cool air came here" is confusing because air doesn't travel to specific locations in this way. Additionally, "seeing the lush green trees with my own bare eyes" contains unnecessary words that make the sentence awkward.

**Exemplar:** *The cool afternoon breeze drifted through the Legendary Forest of The Red Salted Lake as we watched flamingos arrive during their migration.*

### #2 - Middle section about getting lost and feeling frightened

**Strengths:** Your writing effectively conveys the character's emotions through phrases like "fear flooded my body" and "legs slowly turn to jelly." You successfully build tension as the character realises they're lost.

**Weakness:** Repetitive sentence patterns → Many sentences begin with "I" which creates a monotonous rhythm. Phrases like "Is it north or is it south. Is it right or is it left" repeat the same structure without adding variety to your writing.

**Exemplar:** *North or south? Right or left? These questions spun through my mind as I tried desperately to remember my path.*

### #3 - Conclusion with the rescue and lesson learned

**Strengths:** Your piece ends with a clear resolution where the character is found by classmates. You include a moral lesson about listening to teachers, which gives the story purpose.

**Weakness:** Abrupt transition between despair and rescue → The shift from "trapped in a rainforest for the rest of my life" to suddenly seeing lights happens too quickly without building the discovery moment properly.

**Exemplar:** *Just when I thought I might never escape, a faint glow appeared through the trees, growing brighter with each step I took towards it.*

■ Your piece tells an engaging story about getting lost during a school excursion, and you've chosen an interesting setting with the forest and lake. The diary format works well for sharing personal thoughts and feelings. However, your writing would benefit from varying your sentence beginnings to create better flow. Many sentences start with "I" which makes the writing feel repetitive. Additionally, you could develop your descriptions more thoroughly - for example, explaining how the forest looks, sounds, and smells would help readers feel like they're there with you. Your dialogue could also be expanded to show conversations with friends and teachers rather than just mentioning them. The emotional journey from excitement to fear to relief is clear, but adding more specific details about what you saw, heard, and felt would make the experience more vivid for readers. Also, consider breaking up longer paragraphs into smaller ones to make your writing easier to follow.

---

**Overall Score: 39/50**

---

## Section 2:

**Dear Diary,**

As the sun rolled down and the sky began to be painted with red, orange and pink, the ~~afternoon cool air came here, in~~ [cool afternoon air drifted through] the Legendary Forest of The Red Salted Lake. ~~Seeing the lush green trees with my own bare eyes and watching~~ [Observing the lush green trees and watching] the flamingos migrate all the way ~~to here~~ [to this location] was a miracle. Our class stayed here until the colourful sky became a midnight black canvas with stars shimmering in the sky. The grey clouds came tumbling past us, shrieking in laughter of "Get off me." The inquisitive green vines wrapped ~~themselves~~ [themselves] up ~~to~~ [around] an ancient oak, forming a curtain of vines ~~and~~ [, and] the tree was covered with mosses and occasionally lichens.

#1 Subconsciously, I wandered off to see a spotted deer that was running past us ~~to the direction of~~ [towards the] North. Diary, I was tracking that deer for hours ~~that~~ [until] I didn't even ~~realize~~ [realise] that I had walked off the track I was supposed ~~to~~ [to follow]. It was a ~~traumatised~~ [traumatic] experience because this forest is 670000 [0,000] square metres. 670000 [0,000]! I ~~can~~ [could] feel my breath ~~hitched~~ [catch], my legs slowly ~~turn~~ [turning] to jelly and fear flooded my body, from my toes all the way to my head. Trembling, I slowly tried to remember which way I came from. Is it north or is it south [?] Is it right or is it left [?] That was all in my head, diary.

#2 I wandered in the cold night, starving and tired. The cold wind mercilessly beat me with its rod of cold leather. I felt like I could get hypothermia at any time. I thought about my class. ~~Are there~~ [Were they] already at the ~~centre~~ [centre], sipping hot cocoa before boarding the bus ~~or~~ [,

or] worse, ready to board the bus [?] The thoughts of my class ~~bring~~ [brought] me memories that I don't even understand ~~but~~ [, but] you see ~~in~~ [,] diary ~~my~~ [, my] teacher warned us about following the track ~~but~~ [, but] obviously I didn't listen. Now? [,] I was lost ~~but~~ [, and] I felt tears welling up in my eyes ~~and~~ [until] I eventually released them. Those tears felt cold yet hot and salty. ~~So when~~ [When] I opened my eyes, everything was foggy and blurry. I started to doubt my search forever, ~~trapped~~ [imagining myself trapped] in a rainforest for the rest of my life.

#3 But I saw light and torches. Could it be my class? Or could it be the night guards? But then I heard the worrying chatters of my friends about me. ~~HOpe~~ [Hope] filled me up when I saw the familiar silhouette of my teacher and friends. Rushing up to them, I shouted ~~up~~ [out] and they noticed me. We shared a group hug at the end, with the sun opening up with a ~~sun-beam~~ [sunbeam] that shone on us. Diary, I learned an important lesson from that experience. Listen to your teacher and you will avoid bad fortune.

**Yours, Sequoia K**