

Section 1:

#1 "Max, have you finished your homework form last week?" asked my teacher. "No," I claimed. "Then you have to bring it in twomorrow, OK?". I never get to finish my homework on time. It always refuses to fit into my schedule. The teacher said that it only takes 1 hour, but there are 50 school weeks in a school year, and that means 50 hours of homework. We spend more than 2 day to do our homework! Who has time for that?

Strengths: You've created a relatable conflict that many readers will connect with. Your use of dialogue effectively introduces the problem.

Spelling and word choice → Your paragraph contains several spelling errors that affect the flow of your writing. Words like "form" instead of "from", "twomorrow" instead of "tomorrow", and "2 day" instead of "2 days" distract the reader from your message. These small errors make your writing seem rushed.

"Have you finished your homework from last week?" asked my teacher. "No," I replied. "Then you need to bring it in tomorrow, OK?" I never seem to finish my homework on time. It simply won't fit into my busy schedule.

#2 The next day, I went to school, and like always, I didn't finish my homework. The teacher asked me if I have finished. I told her that I had not. She was furious, and as punishment, like always, again, made me stay in at lunch to finish. She started complaining about why I didn't have time to finish at home. I tried explaining to her about my tight schedule, but her ears weren't interested in my talk. Finally, I finished. She told me that I had to finish on time next time.

Strengths: You've built tension well in this paragraph, showing the growing conflict between the teacher and student. Your narrative shows clear progression.

Repetitive phrasing → You use "like always" and "again" close together, which creates redundancy. Phrases like "her ears weren't interested in my talk" need refinement for clarity and accuracy. The tense shifts between past and present ("asked me if I have finished" versus "I told her I had not").

The next day at school, I hadn't finished my homework as usual. When the teacher questioned me, I admitted I hadn't completed it. Furious, she made me stay in during lunch to finish. She demanded to know why I couldn't complete it at home. I attempted to explain my packed schedule, but she wouldn't listen to my reasons. After completing the work, she warned me to finish on time next week.

#3 As the weeks flew by, my teacher could not hold her anger anymore. She asked in a deafening volume, "WHY DON'T YOU HAVE ANY TIME!!!". This time, she was keen on my answer. I finally got to tell her why, I could not do the homework. I can do it in a giffy if I had time, which is what I lacked. The teacher filally understood the conflict between me and time manegment. She from then on,

let everyone have 30 minutes to do the homework in class, and finish the rest at home. Luckily for me, 30 is double the time I need to finish my homework. From then on, my teacher was not furious with me, and saw the potential inside of myself.

Strengths: Your resolution shows character growth and a positive outcome. The conclusion demonstrates how communication can solve problems.

Unclear transition and spelling errors → The resolution happens too abruptly without enough development. Spelling errors like "giffy" instead of "jiffy", "filally" instead of "finally", and "manegment" instead of "management" reduce the impact of your conclusion. The phrasing "saw the potential inside of myself" needs refinement.

As weeks passed, my teacher's patience wore thin. "WHY DON'T YOU HAVE ANY TIME?" she shouted. This time, she actually waited for my answer. I explained that I could complete the homework quickly if given the chance—time was my only obstacle. The teacher finally understood my time management struggles. From that day forward, she allowed everyone 30 minutes to work on homework in class, with any remaining work to be finished at home. For me, this was perfect as I needed only 15 minutes to complete the tasks. My teacher no longer became angry with me and began to recognise my true abilities.

■ Your piece tells an interesting story about a student's struggle with homework and time management. You've created a character that many readers can relate to, which helps engage your audience. The narrative has a clear beginning, middle and end structure, showing the problem, conflict and resolution.

To improve your writing, focus on developing the main character's feelings more deeply. How does Max feel when the teacher gets angry? What exactly makes homework so difficult to complete at home? Adding these details would create a richer story. Also, the resolution comes quite suddenly—showing more of the conversation between Max and the teacher would make the teacher's change of heart more believable.

Your dialogue helps move the story forward, but you could make it sound more natural. People rarely speak in complete, perfect sentences. Additionally, you could add some setting details to help readers picture where the story takes place. Is the classroom bright and cheerful or dull and boring? These small details can make your story come alive.

Try reading your work aloud before submitting it to catch spelling mistakes and awkward phrases. This simple step can dramatically improve your final draft.

Score: 38/50

Section 2:

~~"Max, have you finished your homework form last week?" asked my teacher.~~ ["Max, have you finished your homework from last week?" asked my teacher.] "No," I ~~elaimed~~ [said]. "Then you have to bring it in ~~twomorrow~~ [tomorrow], OK?". I never get to finish my homework on time. It always refuses to fit into my schedule. The teacher said that it only takes 1 hour, but there are 50 school weeks in a school year, and that means 50 hours of homework. We spend more than ~~2-day~~ [2 days] to do our homework! Who has time for that? #1

The next day, I went to school, and like always, I didn't finish my homework. The teacher asked me if I ~~have~~ [had] finished. I told her that I had not. She was furious, and as punishment, like always, ~~again,~~ made me stay in at lunch to finish. She started complaining about why I didn't have time to finish at home. I tried explaining to her about my tight schedule, but her ears ~~wern't~~ [weren't] interested in my talk. Finally, I finished. She told me that I had to finish on time next time. #2

As the weeks flew by, my teacher could not hold her anger anymore. She asked in a deafening volume, "WHY DON'T YOU HAVE ANY TIME!!!". This time, she was keen on my answer. I finally got to tell her why I could not do the homework. I can do it in a ~~giffy~~ [jiffy] if I had time, which is what I lacked. The teacher ~~finally~~ [finally] understood the conflict between me and time ~~manegment~~ [management]. ~~She from then on,~~ [From then on, she] let everyone have 30 minutes to do the homework in class, and finish the rest at home. Luckily for me, 30 is double the time I need to finish my homework. From then on, my teacher was not furious with me, and saw the potential ~~inside of myself~~ [in me]. #3