

Section 1:

#1 "My eyes soared up as I hesitated every single time I went a step with my weighty 10kg backpack. My mind shattered with thoughts about what's causing my bag to feel like holding 5 tonnes."

Strengths:

- You've created a vivid opening that immediately establishes a sense of physical struggle.
- Your use of specific weight (10kg) adds realism to the scene.

Awkward phrasing → Your sentence structure in this section needs refinement. Phrases like "my eyes soared up" and "my mind shattered" don't quite connect with the physical action being described.

My shoulders ached as I trudged forward, each step a struggle with my weighty 10kg backpack. My mind raced with questions about why it felt as heavy as five tonnes.

#2 "I then forgot all about that key thing and walked to class. " Nature is important to help our ecosystem and the society we are living in, " said Ms Hudson." The only thing I was hearing was, " look inside your bag." I trembled silently in my tummy as I faked a smile, pretending I was concentrating."

Strengths:

- You've created an effective contrast between the external classroom setting and the internal thoughts of your character.
- The internal voice urging "look inside your bag" builds suspense effectively.

Dialogue integration → The transition between narrative and dialogue feels abrupt, and the formatting of quotation marks is inconsistent.

I tried to forget about the key and focus on class. "Nature is important to help our ecosystem and the society we live in," said Ms Hudson. But all I could hear was an inner voice urging, "Look inside your bag." My stomach fluttered nervously as I forced a smile, pretending to concentrate.

#3 "Our school has since transformed into a more vibrant and conducive environment for learning. This experience opened my eyes to the struggles others faced; what I once dismissed as odd, I now understand completely!"

Strengths:

- You've shown character growth and a positive resolution to the story.

- The ending effectively ties back to the theme of understanding others.

Underdeveloped conclusion → The transformation of the school happens too quickly without showing the process of change.

Our school gradually transformed over the following months. What began as small acts of kindness grew into genuine connections. This magical experience opened my eyes to the struggles others faced; what I once dismissed as odd behaviour, I now understand as silent cries for help and friendship.

■ Your story has a compelling magical element with the golden key that reveals hidden struggles. This concept shows great imagination! To improve the substance of your writing, consider developing the middle section where you discover the stories of the bullied students. Rather than listing their problems briefly, show us one encounter in detail - perhaps a conversation with Paula after discovering her secret. Also, the transition from discovering secrets to starting anti-bullying campaigns happens too quickly. Add a paragraph showing your character's thought process and initial small actions. Your story touches on important themes about empathy and understanding others, but would benefit from showing more of how these relationships develop. The golden key is a brilliant metaphor for seeing others' hidden stories - expand on this idea by describing how it physically changes or glows when revealing truth.

Score: 41/50

Section 2:

My eyes ~~soared up~~ [looked up] as I hesitated every single time I went a step with my weighty 10kg ~~bagpack~~ [backpack]. My mind ~~shattered with~~ [was flooded by] thoughts about what's causing my bag to feel like holding 5 tonnes.

As soon as I made it to the school gate, my mouth ~~soared up~~ [fell open], leaving it with an unquestionable feeling. I zipped open my bag, not expecting an astonished look glued to my face. I tried not to panic and hid the object in the far end of my bag.

Maybe it was a key? Oh, don't be stupid! Why would a golden blemished key stand in the front section of my unpleasant, hideous bag. Two different things that would never go together.

I then forgot all about that key thing and walked to class. "~~Nature is important to help our ecosystem and the society we are living in,~~" said Ms Hudson. ["Nature is important to help our ecosystem and the society we are living in," said Ms Hudson.] The only thing I was hearing was, "~~look inside your bag.~~" ["look inside your bag."] I trembled silently in my tummy as I faked a smile, pretending I was concentrating.

After what felt like an eternity of convincing, I slid my hand into the back pocket of my bag. It was then I realized the key had grown ten times its original size.

"Use the key for the object beside you." It was Paula's locker. No one ever dared to speak a word to her. I unlocked her locker, and it gleamed with a golden, vibrant light, revealing her backstory.

She struggled with a common issue: an inability to express herself. The bullying she endured at her previous school continued unabated in her new environment.

The struggles faced by Leah, Mia, and Tady—such as Leah's mother passing away just before her birthday, Mia's secret financial difficulties, and Tady's adoption by an unfriendly family—shed light on the reasons behind their social isolation and experiences with bullying.

Tears welled up, and I tried to hide them, but they revealed a lifetime of buried stories. I couldn't hold back my quiet sobs.

I arrived the next day in good spirits, with the key readily accessible in my pocket. I initiated anti-bullying campaigns highlighting their impact on individuals. I displayed posters encouraging people to offer a smile or a hug. Additionally, I posted messages promoting open communication, ensuring that if anyone felt isolated, a group of four elected individuals would be available to listen and help them through their difficulties.

Our school has since transformed into a more vibrant and conducive environment for learning. This experience opened my eyes to the struggles others faced; what I once dismissed as odd, I now understand completely!