

Section 1

#1 - Opening paragraph establishing character introductions and family dynamics

Strengths: Your piece effectively introduces the three main characters and establishes their distinct personalities. The contrast between Hugo's curiosity and Sophie's fearfulness creates an interesting dynamic that drives the story forward.

Weakness: Unclear sentence structure → The opening sentences contain grammatical errors and unclear phrasing that make the relationships between characters confusing. For example, "The eldest child, Hugo liked to expand his curiosity" lacks proper punctuation, and "Sophie is directly opposite to Hugo as she was scared of even a small ant 50 centimetres away from her" mixes present and past tense awkwardly.

Exemplar: *In the family, there were three children: one girl and two boys. The girl's name was Sophie, and the boys were called William and Hugo. Hugo, the eldest child, loved expanding his curiosity by exploring something new every day.*

#2 - The discovery scene in the attic with the mysterious lunchbox

Strengths: Your writing builds suspense well through the storm setting and mysterious discovery. The detail about the "storm-lashed tin lunchbox" creates vivid imagery that engages readers.

Weakness: Inconsistent narrative flow → The sequence of events jumps around without smooth transitions, making it difficult to follow the action. Phrases like "Excited, Hugo decided to forcefully open the lunchbox and inside, they observed at a rectangular plate" contain awkward phrasing and unnecessary words that disrupt the reading flow.

Exemplar: *Hugo, filled with excitement, carefully opened the lunchbox. Inside, they discovered a rectangular plate with three buttons labelled 'Kiribati', 'Marshall Islands', and 'Montserrat'.*

#3 - The volcanic eruption scene and escape sequence

Strengths: Your piece creates genuine tension during the volcanic eruption scene. The urgency in William's dialogue effectively conveys the danger the characters face.

Weakness: Lack of descriptive detail → The volcanic eruption, which should be the most dramatic part of your story, lacks specific sensory details that would help readers visualise and feel the danger. The phrase "there were a few little rumbles and finally, the volcano erupted" understates what should be a terrifying experience.

Exemplar: *The ground beneath them began to tremble violently. Suddenly, the volcano exploded with a deafening roar, sending hot rocks and ash shooting into the sky.*

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Your piece shows creativity in combining adventure elements with educational content about Pacific islands. The concept of time travel through magical buttons is engaging for young readers. However, your writing would benefit from stronger sentence construction and clearer organisation of ideas. Focus on making each sentence complete and grammatically correct before moving to the next one. Additionally, your story moves too quickly through exciting events without giving readers time to experience the tension and danger. Try expanding your descriptions of important moments, particularly the volcanic eruption scene, to help readers feel like they're experiencing the adventure alongside Hugo and William. Also, consider developing Sophie's character more throughout the story, as she disappears after the first paragraph despite being introduced as one of the main characters. Your ending feels rushed and could be expanded to show how the boys' experience changed them or what they learned from their adventure.

Overall Score:41/50

Section 2

#1 In ~~a family~~ [one family], there were three children [—] one girl and two boys. The girl's name was Sophie [and] ~~and~~ the boys' names were William and Hugo. ~~The eldest child, Hugo liked~~ [Hugo, the eldest child, loved] to expand his curiosity by exploring something new ~~everyday~~ [every day]. The youngest child, Sophie [was] ~~is~~ directly opposite to Hugo as she was scared of even a small ant 50 ~~centimeters~~ [centimetres] away from her. William was somewhere in between.

#2 One cloudy, dim day at Vanuatu Primary School, the three students were working on a science project in the ~~Homes Room~~ [Home Room] when they suddenly heard a lightning and thunder in the attic. ~~Immediately~~ [Immediately], Hugo was eager to persuade Sophie ~~into~~ [to go to] the attic but she would not budge. So, Hugo and William left her behind and went into the attic by themselves. Inside, they found themselves gazing at a storm-lashed tin lunchbox.

Excited, Hugo decided to ~~forcefully~~ [carefully] open the lunchbox [.] ~~and inside~~ [Inside], they ~~observed~~ ~~at~~ [discovered] a rectangular plate that had three buttons on it. The buttons said: 'Kiribati', 'Marshall Islands'; and 'Montserrat'. ~~Each of them did a vote that which one they should press~~ [They voted on which button to press]. Hugo insisted ~~to press~~ [on pressing] 'Montserrat'; but William said that they should press 'Kiribati'. William's second favourite button ~~is~~ [was] Montserrat. So, they both agreed on pressing it.

"3, 2, 1!"

Both ~~of the students~~ [boys] pressed it at the same time. Then they were teleported to ~~this~~ [a] tropical-looking island but it seemed like they ~~travelled~~ [had travelled] back in time [—] ~~To the time~~ ~~were~~ [to when] the volcano on Montserrat ~~erupted~~ [erupted]! The two children obviously didn't know that.

#3 They waded to shore and walked to the mountain (~~this was the volcano~~ [the volcano]) and rested on the edge of it. About one minute later, there were a few little rumbles [.] ~~and finally~~ [Finally], the volcano erupted! William told Hugo that the volcano ~~is~~ [was] erupting and ~~says~~ [said] that they must go south for their survival. They ran as fast as they ~~can~~ [could] and jumped into a hole which teleported them back to the buttons.

Hugo might be the bravest but certainly not the smartest. Back at the buttons, they now had two choices: Kiribati and Marshall Islands. Hugo knew that Kiribati was used for bombing by both ~~US~~ [the US] and UK. They agreed to press the other one. After they pressed it, ~~it was back to normal~~ [they found themselves back in their normal classroom], working on their science project with Sophie.