

Section 1:

**#1 "At the crack of dawn in Central Station, Tom unpacked his cello from its case. His callused fingers fumbled as he unlocked the case and his hood and cloak draped his body. With bated breath, he looked around the station at the starring eyes of people standing around waiting for him to start his performance."**

Strengths:

- Excellent use of the phrase "at the crack of dawn" sets the scene effectively.
- Good character introduction with physical details about Tom's "callused fingers."

Sentence flow → Your first paragraph has several sentences that follow the same structure, making the writing sound repetitive. "His callused fingers fumbled..." and "his hood and cloak draped..." both use the same pattern.

*Perhaps try: "At the crack of dawn in Central Station, Tom unpacked his cello from its case with fumbling, callused fingers. A hood and cloak draped his body as he looked around with bated breath at the starring eyes of onlookers waiting for his performance to begin."*

**#2 "The music coming from Tom's cello told its own story, and the sunny weather mirrored the music. Tom was overjoyed at his accomplishment of playing the first half of his song. It all changed when he beamed at the audience absentmindedly, and lost track of the song. His finger hit the wrong note, and his eyes flew open like two full moons. The next part of the piece was a pandemonium. Many of his audience lost interest in his song and contemptuously walked away."**

Strengths:

- Vivid imagery with the simile "his eyes flew open like two full moons."
- Good build-up of tension when Tom makes a mistake during his performance.

Cause and effect connection → Your paragraph jumps quickly from Tom's mistake to the audience's reaction without fully exploring his emotional reaction in that moment.

*Perhaps try: "It all changed when he beamed at the audience absentmindedly and lost track of the song. His finger hit the wrong note, and his eyes flew open like two full moons as panic seized him. Each subsequent note felt clumsy and wrong, turning the piece into pandemonium. Many audience members lost interest and contemptuously walked away, each departing footstep adding to Tom's distress."*

#3 "Just at that moment, a small voice whispered, "don't stop, you can do it." Surprised, Tom turned to see his best friend Jon beside him. When Jon encouraged Tom, Tom's heart seemed to spark with determination. He picked up his cello and strummed the rest of his song, attracting more audience. At the end of the song, he bowed and was showered in a round of applause. When Tom left Central Station, he realized that even the greatest performers made mistakes, and the thought of it encouraged him to become a more confident and braver cellist."

Strengths:

- Positive resolution with Tom overcoming his mistake.
- Good message about learning from errors and developing resilience.

Character development → Your ending resolves the situation quickly without showing how Tom specifically changes his playing.

*Perhaps try: "Just at that moment, a small voice whispered, 'Don't stop, you can do it.' Surprised, Tom turned to see his best friend Jon beside him. Tom's heart sparked with determination. Taking a deep breath, he adjusted his posture, repositioned his fingers with newfound precision, and continued his piece with renewed focus. His playing grew stronger with each note, attracting a larger audience than before. When he finished with a flourish and bowed, he was showered in applause. As Tom left Central Station, he realised that even the greatest performers made mistakes, but it was how they recovered that truly mattered."*

■ Your piece tells a compelling story about overcoming adversity and the importance of friendship. I particularly like how you've built up the scene at Central Station and created tension when Tom makes a mistake. To improve your writing, try varying your sentence structures more. Notice how some of your paragraphs have several sentences starting with "His" or following similar patterns. Additionally, you could develop Tom's emotions more deeply throughout the story. How did his fingers feel when they hit the wrong note? What thoughts raced through his mind? Adding these details would help readers connect more with Tom's experience. Also, consider expanding the resolution at the end to show more specifically how Tom improved after his mistake. What exactly did he do differently? How did his playing change? These details would make your message about learning from mistakes even stronger. Try reading your story aloud to catch repetitive sentences and places where you could add more sensory details.

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**Overall Score: 43/50**

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Section 2:

**Tom's Performance**

At the crack of dawn in Central Station, Tom unpacked his cello from its case. His callused fingers fumbled as he unlocked the case and ~~his hood and cloak draped his body~~ [a hood and cloak draped his body]. With bated breath, he looked around the station at the ~~starring~~ [staring] eyes of people standing around waiting for him to start his performance. #1

As Tom carefully pulled his cello from its case, his teeth chattered, and his body started to tremble. He unpacked his case, stand and sheet of music while cautiously looking at the audience. His fingers quivered and turned pale as he began to play his well-rehearsed piece of music and ~~beautiful music flowed through the air like a waterfall~~ [beautiful melodies cascaded through the air like a waterfall].

The music coming from Tom's cello told its own story, and the sunny weather mirrored the music. Tom was overjoyed at his accomplishment of playing the first half of his song. It all changed when he beamed at the audience absentmindedly, and lost track of the song. His finger hit the wrong note, and his eyes flew open like two full moons. ~~The next part of the piece was a pandemonium~~ [The next part of the piece descended into pandemonium]. Many of his audience lost interest in his song and contemptuously walked away. #2

Tom's heart beat as if he had just run a long marathon. A bead of sweat trickled down his face. His whole body turned a ghostly pale pink, and his cheeks reddened with embarrassment. Those left standing snickered and turned away disdainfully. A small tear escaped his eye, and his bottom lip trembled.

Just at that moment, a small voice whispered, "don't stop, you can do it." Surprised, Tom turned to see his best friend Jon beside him. When Jon encouraged Tom, Tom's heart seemed to spark with determination. He picked up his cello and ~~strummed~~ [played] the rest of his song, attracting more audience. At the end of the song, he bowed and was showered in a round of applause. When Tom left Central Station, he realized that even the greatest performers made mistakes, and the thought of it encouraged him to become a more confident and braver cellist. #3