

### Section 1:

#1 "His name was Bob. Everyone admired him and he would always get gifts from the villagers who lived below because he helped them do challenging things."

**Strengths:** Your writing establishes Bob as a helpful character that the villagers respect. The simple, clear sentences make it easy to follow the story.

**Weakness:** Vague character development → Your description of Bob doesn't give readers specific details about what makes him special or exactly how he helps the villagers. The phrase "challenging things" is too general and doesn't help readers picture what Bob actually does for the community.

**Exemplar:** *"Everyone admired him because he cast powerful spells to protect their crops from storms and heal their injured animals."*

#2 "He looked for hours, reading every page from top to bottom, bottom to top. He read the whole book from left to right, but still couldn't find it."

**Strengths:** Your writing shows Bob working hard to solve his problem. The repetitive structure creates a sense of his desperation and effort.

**Weakness:** Redundant phrasing → Your sentences repeat similar ideas about reading without adding new information. The phrases "from top to bottom, bottom to top" and "from left to right" don't actually show different ways of searching, making the writing feel unnecessarily wordy.

**Exemplar:** *"He searched through dozens of potion recipes, checking ingredient lists and studying complicated brewing instructions, but nothing matched what the mayor needed."*

#3 "Bob gave the mayor the potion and tried it. 'I feel like I will never get sick again. I just feel that good.' said the mayor."

**Strengths:** Your dialogue shows the mayor's satisfaction with Bob's solution. The story reaches a successful conclusion where the problem is resolved.

**Weakness:** Unclear sequence of events → Your writing doesn't explain whether Bob or the mayor tested the potion first. The phrase "Bob gave the mayor the potion and tried it" creates confusion about who actually drank the potion, making it difficult for readers to follow the action.

**Exemplar:** *"Bob handed the mayor the potion and watched nervously as the mayor drank it. 'I feel stronger already,' the mayor declared with a smile."*

■ Your piece tells an engaging story about problem-solving and creativity, which primary school readers will enjoy. The plot has a clear beginning, middle, and end with Bob facing a challenge and finding a clever solution. However, your writing needs more specific details to help readers picture the scenes and characters clearly. Additionally, many sentences could be combined or restructured to flow more smoothly. Your story would benefit from showing rather than telling—instead of saying Bob was "terrible at making potions," you could describe a time when his potion failed. Also, the connection between anti-sleep potions and healing potions needs clearer explanation so readers understand how Bob's solution actually works. Furthermore, adding more dialogue and character emotions would make your story more engaging and help readers connect with Bob's struggle and success.

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**Overall Score: 41/50**

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## Section 2:

~~Once there was~~ [Long ago, there lived] a wizard who lived in a ~~miniscule~~ [minuscule] hut at the top of a tall, rocky, mountain. His name was Bob. Everyone admired him ~~and~~ [, and] he would always ~~get~~ [receive] gifts from the villagers who lived below because he helped them ~~do challenging things~~ [solve difficult problems]. One day ~~the~~ [, the] mayor told him to make a potion to ~~make him~~ [ensure he would] never become ill again. The villagers thought this was an easy task ~~but~~ [, but] Bob had a secret: he was fantastic at spells but terrible at making potions ~~that were not anti-sleeping potions~~ [except for anti-sleeping potions,] which he always kept a bottle of in his pocket. Before Bob could tell the mayor, [this,] he had walked away. The mayor had told him that the deadline would be tomorrow evening. #1

It was still midday [, so] Bob got ready and looked for the right potion. He looked for hours, reading every page from top to bottom, bottom to top. He read the whole book ~~from left to right~~, but still couldn't find it. The closest thing to the required potion was a healing potion. It was ~~really~~ [very] late now and [, and] he was ~~really~~ [extremely] tired ~~so~~ [, so] he took a gulp of his ~~marvelous~~ [marvellous] anti-sleep potion and [, and] he felt like he had just woken up—] refreshed and ready for what lay ahead. #2

~~When he woke up the next day, an idea struck him~~ [The next morning, Bob had a brilliant idea]. He could use the ingredient that makes the anti-sleep potion last ~~long~~ [longer], and use it to make the healing potion last ~~long~~ [longer]. Before he could think of anything else to do, he made ~~an~~ [another] anti-sleep [-sleep] potion and put five sacks of Stardust [stardust] in it to make it last longer. Making the potion took many hard-working hours and [, and] it was almost evening so [, so] Bob used the rest of the time to make ~~the bottle work well~~ [sure the potion would be effective]. ~~Before long, it was evening so~~ [When evening arrived,] he went down the mountain and found the mayor at the centre

of the village. Bob gave the mayor the potion~~and tried it~~ [, who then tried it]. "I feel like I will never get sick again. I just feel that good[!]" said the mayor. Bob strolled home feeling delighted that he ~~could~~ [had successfully created another type of potion beyond his usual] make another potion. **#3**