

## Section 1:

#1 - Opening paragraph describing the sunflower scent and autumn memory

**Strengths:** Your opening creates a lovely sensory experience with the "soft vanilla scent" and connects beautifully to a warm family memory. The contrast between past happiness and present loneliness is effective.

**Weakness: Unclear narrative structure** → The paragraph jumps between different time periods without clear transitions, making it difficult to follow when events are happening. The shift from "two years ago" to "My first months" to "last year" creates confusion about the timeline.

**Exemplar:** *Two years ago, I had helped Mum tidy our yard at home, with the smell of pork wafting from Dad's barbecue. Now, as I breathed in the vanilla scent of my sunflower's leaves, those happy memories felt very far away.*

#2 - Middle section about Gracie's lies and the office visits

**Strengths:** Your dialogue feels natural and shows character relationships well. The mystery element of Gracie's behaviour creates good tension in the story.

**Weakness: Insufficient character development** → Gracie's motivations aren't explored deeply enough, making her actions seem sudden rather than understandable. The phrase "slightly confused" doesn't capture the emotional impact this betrayal would have.

**Exemplar:** *My heart sank as I realised my closest friend had been lying to me, choosing to sneak around rather than simply telling me she wanted to play with others.*

#3 - Resolution section with the sunflower blooming and confrontation

**Strengths:** The symbolism of the sunflower growing stronger alongside your courage works well. Your dialogue in the confrontation scene shows good conflict resolution skills.

**Weakness: Rushed conclusion** → The resolution happens too quickly without showing the emotional journey of forgiveness and rebuilding trust. Phrases like "we could have worked something out" oversimplify the hurt feelings.

**Exemplar:** *Although I felt hurt by Gracie's lies, I understood her fear of losing her family's support, and we agreed to rebuild our friendship slowly.*

■ Your piece shows strong potential with its relatable theme of friendship changes and the creative use of the sunflower as a symbol for personal growth. The story tackles real issues that many

students face when friendships shift. However, the narrative would benefit from clearer time organisation and deeper exploration of emotions. Additionally, you could strengthen the middle section by showing more of your internal thoughts and feelings rather than just describing events. The dialogue sections work particularly well and feel authentic. Also, consider expanding on how the characters process their emotions after conflicts are resolved, as this would make the story more realistic and satisfying for readers.

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**Overall Score: 42/50**

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## Section 2:

#1 I breathed in the soft vanilla scent of the leaves of my sunflower. A gentle breeze rustled the leaves I had placed into a neat pile ~~on the side of~~ [beside] the school greenhouse, ready [that were ready] to be put in the bin. The crisp leaves reminded me of an autumn day two years ago at home with my family. Mum and I had been tidying up the ~~yard~~ [garden], with the smell of pork wafting from the barbecue, [while] ~~as~~ Dad cooked. There were no delicious barbecue smells here. My first months at Virtue Valley College weren't great. I had no friends. My parents sent me to ~~a~~ [this] boarding school so they could work. They work as flight attendants, so they don't have much time to look after me. My name is Adria. My best friends Haili and Gracie are twins. We all played together at recess and lunch last year. This year everything changed. Haili was introduced to a new friend group. She doesn't play with Gracie and ~~I~~ [me] anymore. I was really annoyed at Haili at first but [, but] then I learnt that people change. Not everyone stays the same and [, and] that doesn't mean they don't like you, it [; it] just means that they have other people ~~that~~ [whom] they want to play with more.

Around the time when Haili stopped playing with us, I planted a sunflower seed. It took my mind off my friendship worries. I have been watering my sunflower continuously. As little buds started to grow on the stem, I began to get used to not having Haili play with us. Just like my sunflower, I was growing and learning.

#2 Recently, it feels like Gracie wants to play with others now too. She's always looking over at Haili and her friends and [, and] sometimes, Haili looks at her too.

One day, at recess, I asked Gracie if she wanted to play [, but] she said she felt unwell and needed to go ~~the~~ [to the] office.

"Do you want me to come with you?" I said.

She shook her head and hurried off towards the office. When I got back into class ~~Gracie~~ [, Gracie] was there.

"How's your headache?" I asked.

"What do you mean headache?" She looked at me with a clueless expression.

"Didn't you go to the office at recess?"

"Oh, my headache, it's [—it's] all better now. Mrs. ~~Laurier~~ [Lawrence] told me to check back in with her at lunch [, though]."

"Oh~~OK~~ [, OK]," I said, slightly confused.

At lunch, Gracie headed to the office. ~~Weirdly~~ [Strangely], I thought that I saw her talking to Haili on the library steps a few minutes later. I ran over but [, but] by the time I got there, she had completely disappeared. It was Friday [, so] we got to go to our dormitory rooms early. I share a dorm with Tricia, Zoë~~and~~ [,] and Akira. Later, I told them how Gracie had a headache during recess and went back to the office at lunch. They told me that Gracie hadn't actually been at the office. She had been playing with Haili and her friends.

I ~~laid~~ [lay] in bed wide awake that night, still thinking about how Gracie had changed her friend group. I hadn't done anything wrong had [, had] I? The next morning I thought about confronting Gracie~~but~~ [, but] my nerves held me back. When I went to water my plant the [, the] leaves were all droopy and dry. My plant was feeling sad and alone, like me.

At recess, it was harder than ever. I really wanted to confront her but [, but] something held me back. I sat on the library steps alone.

**#3** The next morning, when I went to water my plant, I was surprised to see that it had bloomed. The petals were a bright, buttery yellow and [, and] every single part of the plant looked stronger than ever. I decided that since my sunflower was stronger, I would be too. At lunchtime, I saw ~~Grace~~ [Gracie] walking towards her friends. I decided this would be the best time to talk to her, before she got to Haili and their friends.

"Why did you just drop me? Did I do something wrong?"

Gracie looked at me, paused and [,] and replied. [,] "No~~you~~ [, you] didn't do anything wrong, I just, [, I just...] Haili threatened to throw a tantrum, but I realised[I shouldn't have just left you like that."

"You could have just told me and [, and] we could have worked something out."

"I was too scared to tell you. Haili threatened to tell our parents that we weren't getting along. They are already thinking about removing us from boarding school to be closer to our family." Gracie cried.

"Should we tell a ~~well-being~~ [wellbeing] officer about Haili? She can't control who you want to play with and can't keep threatening you to get what she wants." I responded.

We both told Mrs ~~Clare~~ [Clare] about the incident and [, and] she told us she would have a chat with Haili about threatening other people. What was most important was that I ~~learned~~ [learnt] how to stand up to others. Back in the dorms [, my] sunflower looked stronger than ever. Was this a sign?