

DAY 1

Section 1

#1: "Monday morning, the classroom was filled with the sound of ball point pens clicking in harmony as everyone frantically scribbled notes on their pages."

Strengths:

- You've created a vivid sensory experience by focusing on sound, which immediately draws readers into the classroom setting.
- The word "harmony" contrasts nicely with "frantically," showing the organised chaos of a working classroom.

Repetitive sentence structure → Your opening relies heavily on one long sentence with multiple clauses joined together. This pattern appears throughout your piece, making the writing feel rushed. Notice how "the classroom was filled with the sound of ball point pens clicking in harmony as everyone frantically scribbled notes" packs several ideas into one breath. Breaking this into shorter, punchier sentences would create better rhythm and give important details more impact.

Exemplar: *Monday morning. The classroom buzzed with activity. Ball point pens clicked in harmony as students frantically scribbled notes across their pages.*

#2: "Sunlight streamed through the windows from the left side of the room casting a vibrant glow. Dust particles lazily floated in the air as the smell of the pen ink flowing on the pages lingered in the warm air."

Strengths:

- Your sensory descriptions work well here, combining sight (sunlight, dust particles) with smell (pen ink) to build atmosphere.
- The word "lazily" effectively captures the peaceful mood before the alarm disrupts everything.

Unclear spatial details → You've mentioned "from the left side of the room," but this creates confusion about whose perspective we're following. Since you're writing in third person, this directional detail doesn't clearly connect to any character's viewpoint. Additionally, phrases like "the smell of the pen ink flowing on the pages" become tangled—ink doesn't really have a strong smell that would fill a room, and "flowing" describes the action rather than the scent itself. These unclear details distract from the atmosphere you're trying to create.

Exemplar: *Sunlight streamed through the windows, casting a warm glow across the desks. Dust particles drifted lazily through the light beams.*

#3: "The fire alarm blared through the speakers. The students nearly jumped out of their seats as the piercing sound of the alarm signalled everyone to exit. Jack's ears rang and his heart pounded against his heart."

Strengths:

- You've effectively shown the sudden shift from calm to chaos, which creates good dramatic tension.
- Introducing Jack by name grounds the scene in a specific character's experience.

Underdeveloped character response → Jack appears suddenly without any prior introduction, which makes his reaction feel disconnected from the rest of the scene. You've also written "his heart pounded against his heart," which is a repetition error. Beyond fixing this mistake, your description of Jack's reaction stays at the surface level. Rather than simply stating his ears rang and his heart pounded, you could show us what Jack does, thinks, or notices in this moment. Does he freeze? Does he look around at his classmates? What specific thoughts race through his mind? These details would make the panic feel more real and help readers connect with Jack as a character.

Exemplar: *Jack's ears rang from the piercing alarm. His heart hammered against his ribs as he gripped the edge of his desk, unsure whether to move.*

■ Your piece captures the basic sequence of events during a fire alarm, and you've included several sensory details that help readers picture the scene. However, the writing would benefit from deeper development in key areas. First, consider varying your sentence lengths—right now, most of your

sentences follow similar patterns, which creates a repetitive rhythm. Short sentences can build tension, whilst longer ones can slow down moments that need more description. Additionally, your sensory details sometimes lack precision. For instance, pen ink doesn't usually have a noticeable smell in a classroom, and describing its smell as "lingering in the warm air" doesn't feel authentic to the experience. Choose sensory details that readers can genuinely connect with from their own memories.

The most significant area for improvement lies in the depth of your character work. Jack appears in the middle of the scene without warning, and we don't learn anything meaningful about him beyond his physical reactions. Think about showing us Jack's specific thoughts, fears, or observations during the fire drill. Does he remember previous fire drills? Is he worried about a friend? Does he notice something unusual? These internal moments would transform your piece from a simple description of events into a story readers care about. Also, examine your dialogue and character actions—the teacher's response feels quite generic. What specific words would she use? How would her facial expression or body language show both calm and urgency? Finally, consider what makes this particular fire alarm different or memorable. Right now, it reads like any routine drill, but adding unique details or unexpected moments would give your piece a clearer purpose and theme.

Overall Score: 37/50

Section 2

#1 Monday morning, ~~the~~ [The] classroom was filled with the sound of ~~ball-point~~ [ballpoint] pens clicking in harmony as everyone frantically scribbled notes on their pages. The teacher pointed at the whiteboard with her pen, explaining different concepts and ideas ~~on the board~~.

Sunlight streamed through the windows ~~from the left side of the room~~ [,] casting a vibrant glow. Dust particles lazily floated in the air ~~as the smell of the pen ink flowing on the pages lingered in the warm air~~.

#2 The aroma of sausage rolls drifted into the classroom, stirring hunger amongst the children.

Then ~~suddenly~~ without warning -

BEEP! BEEP! BEEP!

#3 The fire alarm blared through the speakers. The students nearly jumped out of their seats as the piercing sound ~~of the alarm~~ signalled everyone to exit. Jack's ears rang ~~and~~ [, and] his heart pounded ~~against his heart~~ [against his ribs]. Red lights flashed and screeched from the ~~ceiling~~ [ceiling].

"Leave everything in the class and carefully line up in front of the door!" the teacher ordered in a calm ~~and~~ [but] urgent voice.

Panic and chaos erupted as the children pushed their chairs back and scrambled ~~to~~ [into] the hallway. The teacher stood ~~in~~ [at the] front of the line ~~leading~~ [, leading] them to the front of the school.

Setting: School classroom

Perspective: Third person

Theme: ~~disruption~~ [Disruption]

School

Audience: Any age

Section 1

#1: "The sunlight shimmered across the surface like scattered jewels, glittering with every wave."

Strengths:

- Your use of a simile comparing sunlight to jewels creates a clear, sparkling image
- The word "shimmered" effectively shows the movement of light on water

Vague Setting → Your opening doesn't tell us where Jack is standing or how he got to this location. Readers need to understand the scene better before Jack jumps in. You mention "the wharf" later, but it would be stronger to establish this at the beginning. Adding details about whether Jack is alone, what time of day it is, or why he's at the ocean would help readers connect with the moment more deeply.

Exemplar: *Jack stood at the end of the old timber wharf, watching the morning sunlight shimmer across the surface like scattered jewels.*

#2: "A huge wave as tall as a tower formed above Jack's head and crashed into him, engulfing his body completely."

Strengths:

- Your comparison of the wave to a tower helps readers picture its size
- The verb "engulfing" powerfully shows how completely the wave covered Jack

Repetitive Wave Structure → Your writing follows the same pattern twice: wave forms, wave hits Jack, Jack reacts. This makes the middle section feel predictable. The phrases "huge wave" and "another wave" don't show how these two waves are different from each other. Each wave encounter could reveal something new about Jack's experience or his feelings, but instead they tell us similar information.

Varying how you describe each wave and what Jack learns from them would make this section more engaging.

Exemplar: *When a second wave rose up, Jack tried to dive under it, but the current pulled him backwards.*

#3: "Melodic sounds of the whales echoed in the sea as Jack's body drifted further into the ocean. A school of rainbow coloured fish of various shapes and sizes glided past."

Strengths:

- Your description of whale sounds as "melodic" gives them a peaceful, musical quality
- Including multiple sea creatures shows the richness of the ocean environment

Underdeveloped Conclusion → Your final realisation happens very suddenly without showing us how Jack arrived at this understanding. The peaceful images of whales and colourful fish don't clearly connect to the idea that the ocean is dangerous. You've shown the danger earlier with the waves, but these calm moments at the end make the conclusion feel disconnected. Building a bridge between what Jack experiences and what he learns would strengthen your ending. Additionally, your last sentence tells us Jack's realisation rather than showing it through his actions or more specific thoughts.

Exemplar: *As a whale's song echoed beneath him and the current tugged at his tired legs, Jack understood he was no match for the ocean's strength, even in its calmest moments.*

■ Your piece shows good descriptive skills, particularly in creating vivid images of the ocean setting. Your sensory details—the taste of salt, the icy water, the sound of whales—help readers experience the scene alongside Jack. However, your writing would benefit from developing Jack as a character more fully. We don't learn why he's jumping into the ocean, how he feels about it beforehand, or what makes this experience meaningful to him personally.

Additionally, your middle paragraphs focus heavily on the physical actions of waves hitting Jack, but they don't show his thoughts or emotional journey clearly. Consider slowing down key moments to explore what's happening in Jack's mind. For instance, when panic rushes through his body, what specific thoughts does he have? Does he remember something, or does a particular image flash through his mind?

Your conclusion needs more development to feel earned. The realisation about the ocean being both beautiful and dangerous is a good insight, but it arrives too quickly. Think about adding a paragraph between the peaceful fish scene and the final sentence where Jack reflects on everything that's happened. This would help readers understand his thinking process. Also, consider showing how this realisation might change Jack or affect what he does next, rather than simply stating what he learned. Your writing demonstrates solid technical skills, so focusing on deepening the emotional and thoughtful aspects of your story will take it to the next level.

Overall Score: 39/50

Section 2

#1 The sunlight shimmered across the surface like scattered jewels, glittering with every wave. The waves crashed against the rocks at the bottom of the wharf, splashing sprinkles of water on Jack's face. On one of the rocks was a gargantuan mud crab with its sharp ~~blazer-like~~ [blade-like] claws clinging ~~onto~~ [to] the rock tightly ~~so as not to be~~ [to avoid being] swept away by the waves.

Jack took a deep breath, filling his lungs with the scent of salt and seaweed. He carefully slid down the slippery rocks and took a big leap into the water. Icy cold water soaked his body, wrapping around him like a blanket of ice, sending shivers down his spine.

#2 A huge wave as tall as a tower formed above Jack's head and crashed into him, engulfing his body completely. As Jack surfaced to the top and gasped for air, he could taste the saltiness of the water in his mouth.

Just then, another wave struck him. This time, the wave was so strong that it tossed him about like a ragdoll. Panic rushed through his body as he desperately kicked and pushed to return to the top. At last, all of the waves had eased, and Jack managed to pull his head above the water.

#3 Melodic sounds of the whales echoed in the sea as Jack's body drifted further into the ocean. A school of rainbow-coloured fish of various shapes and sizes glided past.

In that moment, Jack realised that the ocean was not just a beautiful, breathtaking place, but powerful and potentially dangerous.

Section 1

#1: Introduction (First paragraph)

Strengths:

- Your opening grabs attention by mentioning the long-standing debate between dog and cat lovers, which helps readers feel interested straight away.
- You clearly state your main argument with three reasons, which helps readers know exactly what to expect in your essay.

Missing Supporting Details → Whilst you mention the saying "dogs are a man's best friend," you don't explain why this saying exists or what it means. Your introduction jumps quickly to listing your three reasons without helping readers understand the background of why people believe this. Adding one or two sentences about what makes dogs special (perhaps mentioning their history with humans or giving a brief example) would help readers connect with your topic before you present your arguments.

Exemplar: *"Dogs have lived alongside humans for over 15,000 years, helping us hunt, guard our homes, and provide companionship. This long partnership is why people often say 'dogs are a man's best friend.'"*

#2: Body paragraph about stress (Second paragraph)

Strengths:

- You include a specific statistic ("over 84% of dog owners") which makes your argument sound more convincing and factual.
- Your examples of activities like playing fetch and going for walks are relatable and easy for readers to picture.

Undeveloped Explanation → When you write "Statistics show that over 84% of dog owners experience less stress levels," you don't tell readers where this information comes from or how dogs actually lower stress. Your paragraph would be stronger if you explained the connection more clearly. For instance, you could describe what happens in a person's body when they spend time with dogs, or

explain why physical activity with a pet helps anxiety decrease. Right now, readers might wonder why dogs specifically help with stress and whether other pets could do the same thing.

Exemplar: *"When people pat dogs or play with them, their bodies release special chemicals called endorphins that make them feel calm and happy. This is one reason why spending time with dogs helps reduce stress and worry."*

#3: Body paragraph about disabilities (Fourth paragraph)

Strengths:

- You provide a concrete example of guide dogs helping blind people, which makes your point clear and specific.
- You reference the Australian Health Organisation, which shows you're trying to support your ideas with evidence.

Narrow Focus → Your paragraph only discusses guide dogs for blind people, but you claim that "dogs can help people with disabilities in ways we can never imagine with cats." This statement is quite broad, but you only explore one type of assistance. To match your strong opening claim, you should include at least one or two more examples of how dogs help people with different disabilities. You could mention hearing dogs for deaf people, therapy dogs for children with autism, or dogs that help people in wheelchairs retrieve dropped items. By giving more varied examples, your paragraph would better prove that dogs truly can help in many different ways.

Exemplar: *"Dogs assist people with many different disabilities. Guide dogs help blind people navigate safely, hearing dogs alert deaf people to important sounds like doorbells or alarms, and therapy dogs provide comfort to children with anxiety or autism by staying calm during stressful situations."*

■ Your piece presents a clear argument with organised paragraphs that each focus on one main reason. The structure is easy to follow, and you've included some supporting details like statistics and examples. However, your writing would benefit from deeper explanations throughout. When you make claims, try to spend more time explaining the "how" and "why" behind your ideas rather than just stating facts. For instance, in your stress paragraph, you could explore what actually happens when people interact with dogs that makes them feel better. Additionally, your paragraphs sometimes feel a bit short and could use more development. Try adding two or three more sentences to each body

paragraph that dig deeper into your point or provide additional examples. This will make your arguments more persuasive and thorough. Also, think about your introduction—it moves very quickly from the debate to your reasons without giving readers much context or making them care about the topic. Spending a few sentences building up to your argument would create a stronger foundation. Finally, whilst you've included some evidence (like the 84% statistic), you could strengthen your writing by explaining where your information comes from and why readers should trust it. Your conclusion does a good job of summarising your main points, but you might consider ending with a memorable final thought that leaves readers thinking about why the dog-human bond is so special.

Overall Score: 38/50

Section 2

Dogs Are Better Than Cats

#1 ~~For decades people have debated over~~ [For decades, people have debated] whether dogs are better than cats. Have you heard of the saying "dogs are a man's best friend"? As the saying goes, the truth is that dogs have been known for centuries as being much better than cats. They help lower stress levels, are loyal to their owners, ~~[owners and can train them]~~ [and can be trained] to help people with disabilities.

#2 Firstly, dogs are better than cats as they can reduce stress levels. Statistics show that over 84% of dog owners experience ~~less~~ [lower] stress levels by spending time with dogs. Activities such as playing fetch and going for a walk can help your anxiety to decrease. In order to help lower your stress levels, [levels,] you should consider having a dog as a pet.

In addition, dogs are loyal to their owners. In the movie, ~~[movie,]~~ [*Superman*,] the hero's dog, Krypto, stands side by side with him, fighting crime no ~~matter~~ [matter] what happens. Similarly, dogs will show the same loyalty to ~~the dog owners~~ [their owners,] being by their side even during tough times. If you are after a loyal companion, dogs are the best choice ~~to go with~~ [for you].

#3 Furthermore, dogs can help people with disabilities in ways we can never imagine with cats. According to ~~Australian~~ [the Australian] Health Organisation, dogs can support people with

disabilities. For instance, guide dogs help ~~assist~~ ~~[help assist]~~ [assist] blind people to walk safely, [safely] and ~~when they are~~ [to cross] ~~crossing~~ the road ~~to avoid collision~~ [safely, avoiding collisions] with vehicles. If you are after a safe pet to guide you at home, [home,] a dog is the better choice ~~to go with~~ ~~than cats~~ [than a cat].

In conclusion, ~~dog~~ [dogs] are ~~the~~ better than cats as they help lower stress levels, are loyal to their owners, [owners] and you can train them to help people with disabilities.