

Section 1

#1: Opening paragraph (from "James woke up..." to "...blur of movement")

Strengths:

- You've created an engaging start by showing James's grogginess and the contrast between wanting more sleep and suddenly discovering something important is missing
- The pacing builds nicely from slow morning tiredness to sudden panic when he notices the necklace is gone

Confusion in the timeline → Your writing shifts between James waking up twice, which makes it hard to follow what's happening. You wrote "when he woke up, Ring Ring! The peal of his alarm blared" but earlier he already woke up at 6:45am. This makes readers wonder: did the alarm go off the first time? Did he fall back asleep and wake up again? The connection between waking up and discovering the missing necklace isn't clear because the alarm suddenly appears without explanation.

Exemplar: *James woke to his 6:45am alarm. "Ughh! Too early," he mumbled, hitting snooze. When he finally dragged himself up an hour later, he noticed something was wrong—his gold necklace that lay on the bedside table was gone!*

#2: Living room scene with the roommate (from "He ran into the living room..." to "...replied calmly")

Strengths:

- The dialogue shows James's panic well through his interrupted speech and screaming
- You've created a contrast between James's frantic behaviour and his roommate's calm reaction

Missing character reaction → After James screams "The necklace!" and walks away in frustration, we don't learn anything about what his roommate thinks or does. Your writing says "His roommate replied calmly" but then James just leaves. This feels incomplete because a real person would probably ask more questions like "Why is it so important?" or "Where did you last see it?" The scene ends too quickly without showing us whether the roommate cares, feels annoyed, or wants to help.

Exemplar: *"No, I haven't," his roommate replied calmly. "Why are you so worried? Where did you last see it?" But James was already storming back to his room, too frustrated to explain.*

#3: The clue-hunting sequence (from "He decided to skip..." to "...another clue! A table")

Strengths:

- The treasure hunt idea with clues adds an element of mystery to your story
- You show James taking action by climbing on his bed to search from a higher position

Unclear clue logic → Your writing doesn't explain how the clues work or why they lead where they do. You wrote that James found "a green leaf" and "thought that meant the trees outside," but why would a leaf mean trees outside instead of a plant inside, or a tree picture, or something else? Then he finds "A table" as another clue, which confuses both James and the reader because there's no connection explained. The treasure hunt doesn't make sense because we can't follow the reasoning behind each clue, and it's unclear why the roommate would create clues that don't actually lead to the necklace.

Exemplar: *Next to the note was a green leaf. James remembered his roommate loved the oak tree in the front garden—maybe that's where the next clue was hidden. He dashed outside, and there, taped to the trunk, was a photograph of their kitchen table.*

■ Your story has an interesting mystery at its centre, and your idea of having the roommate teach James a lesson about forgetfulness is creative. However, your piece needs stronger connections between events. Right now, several moments feel disconnected—the double wake-up scene, the clues that don't lead anywhere logical, and the sudden ending where everything is explained in one paragraph.

To improve your writing, focus on making each event flow naturally into the next one. Show us *why* things happen, not just *what* happens. For example, in your opening paragraphs, decide clearly whether the alarm woke James or whether he woke up naturally. Additionally, your treasure hunt section could be much stronger if you explained how each clue connects to the next. Why does a leaf mean trees? Why does finding a table picture help James?

Your ending feels rushed because you explain everything in one go. Instead of writing "It all made sense" and then telling us what happened, try showing James remembering the moment he dropped the necklace. Let him piece together that his roommate was trying to help him learn. Also, the phrase "he never forgot anything again" is quite extreme—perhaps show us one specific change in James's behaviour instead, like him now keeping a checklist on his door.

Finally, work on your dialogue punctuation and make sure characters' reactions feel realistic. When James screams at his roommate, how does the roommate actually feel? Adding these small details will make your characters feel more real and your story more engaging.

Overall Score: 40/50

Section 2

#1 James woke up on a sunny morning and sat up. The digital display showed 6:45am. It seemed to mock him. "Ughh! Too early," he mumbled as his head hit his [the] pillow. ~~Somehow, he drifted back into sleep and when he woke up, Ring Ring! The peal of his alarm blared into his still sleepy brain causing him to sit upright. But it wasn't the alarm, his gold necklace that once lay on the bedside table was... GONE!~~ [He must have drifted back to sleep, because the next thing he knew, he was jolting awake again. His eyes flew to the bedside table where his gold necklace should have been. It was... GONE!] He leapt up and got dressed so fast that he was sure ~~that~~ it was just a blur of movement.

#2 He ran into the living room and saw his roommate sitting next to the table chewing slowly on some soggy cereal.

"Have you seen it?!" James questioned.

"Seen wh—] ~~His~~ [his] roommate got halfway ~~when~~ [through his sentence when James interrupted].

"The necklace!" ~~He~~ [he] screamed.

"No, I haven't," ~~His~~ [his] roommate replied calmly.

#3 James walked back to his room in frustration. He had no idea where that pesky necklace was hiding! Somehow he sensed that today wasn't going to be good.

He decided to skip the usual monotonous routine of going to university and everything else. He went to his room and stepped ~~on~~ [onto] his bed [,] ~~Which~~ [which] he hoped would be a vantage point to search for where the necklace was. He didn't know if he was lucky or ~~just got~~ [had just found] a good position because there it was[—]a note on his bedside table.

Dear James

If you want to find it, use the clues.

Next to it [was] ~~there was~~ a green leaf. He thought that meant the trees outside ~~so not~~ [without] putting on his shoes, he dashed out and[—]another clue! A table. He had no idea what it meant!

In frustration, he walked back and fell face-~~first on~~ [onto] his bed. He had ~~racked his brain trying to think of something~~, but nothing came to ~~memory~~ [mind]! He could feel anger ~~escaping~~ [coursing through] his blood~~stream~~ [,] and the very notion that he ~~can't~~ [couldn't] figure out the clue made him livid with ~~anger~~ [rage].

But then when he rolled over, he saw it. On the ground, a sparkling bead of gold shone brightly in the sun.[—]His [his] necklace! Next to it, [lay] a note [:] *I hope you learned your lesson[.] Stop forgetting stuff.* It all made sense. James had a habit of forgetting stuff and he remembered last night. He had dropped his necklace and was going back to get it but forgot. So it was his roommate who had done it. From that day onwards, he never forgot anything again.