

Section 1

#1: Opening paragraph

Strengths:

- You've introduced your main character Harry and established that school has become difficult for him, which creates interest in finding out why
- The specific examples of Harry's roles (computer monitor, resource guy) help readers picture what kind of student he is

Point of View Confusion → Your writing switches between third person ("Harry exhibited") and first person ("I grogily woke up") without warning. This happens right between the first and second paragraphs. When you write "School was probably the most tedious part of life Harry exhibited" and then suddenly switch to "the alarm clock as I grogily woke up," readers become confused about who is telling the story. Is this Harry's story told by someone else, or is Harry telling his own story? You need to choose one point of view and stick with it throughout your entire piece.

Exemplar: *School was probably the most tedious part of my life. It wasn't always like this, but this particular year of middle school was changing everything.*

#2: The daily routine paragraph (starting with "Beep, Beep, Beep!")

Strengths:

- The alarm clock sound effect makes the scene feel real and immediate
- You've shown us Harry's morning routine, which helps readers understand his daily life

Sentence Structure Problems → Your sentences are strung together with "and" repeatedly, making them feel choppy and rushed. Look at this section: "I attempted to grab the glasses near the drawer, and I felt like lazing around. I can't however, because I have to go to school! I finally arise from my long slumber, stumble downstairs, eat my breakfast cereal and dress for school." The sentences don't flow smoothly into each other. Also, you switch between past tense ("attempted," "felt") and present tense ("can't," "have," "arise") in the same paragraph, which makes the timing confusing.

Exemplar: *I attempted to grab my glasses from the drawer, but I felt like staying in bed all day. I couldn't though, because school was waiting. I finally dragged myself up from my long sleep, stumbled downstairs, ate my breakfast cereal, and dressed for school.*

#3: The bullying scene (starting with "One day, I came into school...")

Strengths:

- The description of Mike being "twice the size" of the victim helps readers understand why this situation is frightening
- You've created tension by showing Harry realising he could be next

Lack of Emotional Depth → While you describe what happens physically (punching, kicking, blood), you don't explore Harry's thoughts and feelings deeply enough. When you write "I fell down to the ground. Mike kicked me in the ribs, for what had seemed like ages, as tears and blood ran down my face," you tell us facts but don't help us feel what Harry is experiencing. What is going through his mind? Is he scared? Angry? Confused? Why didn't he tell anyone? The paragraph jumps from the attack straight to "From that day on, I never really enjoyed school anymore" without exploring how this changed Harry as a person.

Exemplar: *I crashed to the ground, my head throbbing. Mike's kicks felt endless, each one sending sharp pain through my ribs. Tears mixed with blood on my face, and all I could think was: why me? I wanted to fight back, to scream for help, but fear had frozen me completely. Even after he finally walked away, I stayed there on the cold floor, wondering if I'd ever feel safe at school again.*

■ Your piece tells an important story about bullying and how it affects someone's school experience. The basic events are clear—Harry starts as a helpful student, gets bullied by Mike, and eventually graduates—but the writing needs more depth to make readers truly care about what happens. Right now, you're mostly listing events rather than exploring them. For instance, when Harry gets bullied, spend more time showing us his inner world: What does he think about during the attack? How does he feel walking into school the next day? Does he try to avoid certain hallways? Additionally, your writing would improve if you developed the middle section more fully. You jump from the bullying incident straight to "Fast-forward a few years later" without showing us how Harry coped during those

years. Did he make any friends? Did he find ways to protect himself? Did the bullying continue? These details would make your story feel complete rather than rushed. Also, think about your opening sentence—"the most tedious part of life Harry exhibited" uses "exhibited" incorrectly (people don't exhibit parts of life; they experience them). Your conclusion mentions "18 years of enduring pain and blood," but this doesn't match the timeline you've established earlier in the story. Take time to check that all your details fit together logically. Finally, work on varying your sentence structure so your writing flows more smoothly from one idea to the next.

Overall Score: 39/50

Section 2:

~~School was probably the most tedious part of life Harry exhibited.~~ [School was probably the most tedious part of Harry's life.] It wasn't always like this, ~~except~~ [but] this little part of middle school was changing his life at this stage. A drastic change in fact. He had always been the teacher's pet, and no more than a side character who just cared for others when others didn't care about him, a janitor, a resource guy in the storeroom and the computer monitor and the smartest 'know-it-all' nerd that ~~always be like, "Ermm, actually, you're wrong. 2+2=4, not 5."~~ [would always say, "Erm, actually, you're wrong. 2+2=4, not 5."]

~~#1 "Beep, Beep, Beep!" blasted the alarm clock as I grogily woke up, with teary eyes. ["Beep, Beep, Beep!" blasted the alarm clock as Harry groggily woke up, his eyes bleary with sleep.] I attempted to grab the glasses near the drawer, and I felt like lazing around. I can't however, because I have to go to school! I finally arise from my long slumber, stumble downstairs, eat my breakfast cereal and dress for school. I wave goodbye to my parents as I'm leaving.~~ [He attempted to grab his glasses from the drawer, feeling like lazing around all day. He couldn't, however, because he had to go to school. He finally arose from his long slumber, stumbled downstairs, ate his breakfast cereal, and dressed for school. He waved goodbye to his parents as he left.]

~~#2 First thing I come~~ [he came] into school, the first subject ~~I have~~ [he had] ~~is~~ [was] Mathematics with Mr : Clarke. Following that, ~~I have~~ [he had] English with Ms : Boschell. Art with Mrs : Warhurst and Japanese with Mr : Kumamoto ~~follows~~ [followed] the 2 [two] subjects. It would be the end of school

when ~~we~~ [they] would finish all ~~4~~ [four] subjects. It always went in an endless loop, and for the ~~6~~ [six] years before ~~I~~ [he] joined high school, it seemed that it kept going in the same, eternal loop.

Primary school was like a breeze. It was ~~Middle School~~ [middle school] that was a massive hurdle, blocking ~~my~~ [his] way along the athletics track. The first few weeks were fine, but then, everything changed...

~~#3 One day, I came into school, when blood was dripping down a midget's nose, with a bully around twice the size of him, as the bully punched, and punched his way.~~ [One day, he came into school to see blood dripping down a small boy's nose, whilst a bully around twice his size punched him repeatedly.] Then did ~~I realized~~ [Harry realise] this was home-turf to bullies at high school, and ~~I~~ [he] could be next. ~~I~~ [He] was pretty short, like 130 ~~cm~~ [centimetres], and ~~I~~ [he] was a nerd, the ~~soul-enemies~~ [sworn enemies] of bullies that could be picked on by anyone. The next day, ~~I~~ [he] couldn't find that same boy from yesterday, who got bullied horrifically.

And one day, it was ~~my~~ [Harry's] turn to perish by this bully. ~~I~~ [He] was in the locker room when this tragedy struck. Apparently, he's called Mike "Puncher" Tyson, and ~~I~~ [Harry] figured out that if ~~I~~ [he] could run away from him, ~~I~~ [he] would most likely evade him from his wrath. Too late. ~~I~~ [He] didn't even ~~realize~~ [realise] he was behind ~~me~~ [him], until he punched ~~me~~ [him]. ~~I~~ [Harry] clonked ~~my~~ [his] head on the metal locker, and ~~I~~ [he] fell down to the ground. Mike kicked ~~me~~ [him] in the ribs, for what had seemed like ages, as tears and blood ran down ~~my~~ [his] face. ~~I~~ [He] never really got to fight back. ~~My~~ [His] masterpiece plan, ruined.

From that day on, ~~I~~ [he] never really enjoyed school anymore, because of this Mike-guy. Fast-forward a few years later, and Mike graduated and ~~I~~ [Harry] was glad he left the school for good. He said school was a waste of time for him, disrupting his gaming time. Next year, after that graduation, ~~It~~ [it] was finally ~~my~~ [Harry's] turn, ~~after 18 years of enduring pain and blood,~~ ~~I~~ [and he] finally finished ~~High School~~ [high school], and ~~I~~ [he] went on to cruise through life.