

Section 1:

#1: "As I flipped through the pages of my massive textbook, the P.A. system rang. A monotonous voice muttered, 'Attention all students and staff. The NSW Department of Education has officially declared that school is now optional. Staff, please check our school website for more information.'"

Strengths:

- Your opening creates curiosity by starting with a normal school moment before introducing the surprising announcement
- The word "monotonous" effectively describes the P.A. voice and contrasts nicely with the exciting news being shared

Weakness: Unclear setting and rushed introduction → Your piece jumps straight into the action without helping readers understand where you are or who's speaking. When you write "my students ordered pizzas," this creates confusion because you started as someone reading a textbook (which suggests you're a student), but then you refer to "my students" (which suggests you're a teacher). This inconsistency makes it difficult for readers to picture the scene properly. Additionally, the phrase "the P.A. system rang" doesn't quite work because P.A. systems don't ring—they make announcements or crackle to life.

Exemplar: *As I flipped through the pages of my massive textbook, the P.A. system crackled to life. A monotonous voice announced, "Attention all students and staff..."*

#2: "The second the announcement went, several students sprang up from their seats, throwing their books into the air. As though they were having a slumber party, my students ordered pizzas during their first ever optional session of school. The strong stench of my peers' sweat entered my nostrils."

Strengths:

- Your description of students throwing books creates a vivid picture of their excitement
- The detail about ordering pizzas shows the celebratory atmosphere

Weakness: Confusing perspective shifts → Your writing continues to mix up who you are in this story. You refer to "my students" (suggesting you're a teacher) and then immediately write "my peers' sweat" (suggesting you're a student). Readers can't tell if you're meant to be the teacher watching this chaos or a student participating in it. This confusion weakens the whole piece because we don't know whose experience we're following. The phrase "the announcement went" is also incomplete—announcements finish, end, or conclude, but they don't simply "go."

Exemplar: *The second the announcement finished, several students sprang up from their seats, throwing their books into the air. As though we were having a slumber party, some students ordered pizzas during our first ever optional session of school.*

#3: "As I glanced across the room, my eyes caught students leaping from desks and onto a squishy beanbag chair. Shouts of jubilation echoed throughout the whole room as students laughed their heads off. Unable to resist any longer, I tagged along with them, screaming carelessly. This was a moment that will be etched into our minds."

Strengths:

- Your final sentence creates a reflective ending that shows this moment matters
- The phrase "unable to resist any longer" effectively shows you joining in the celebration

Weakness: Underdeveloped emotional journey → Your piece tells us what happened but doesn't explore the deeper feelings or thoughts behind the events. When you write "I tagged along with them, screaming carelessly," we don't understand what made you finally decide to join in. Were you worried about schoolwork at first? Did you feel torn between studying and celebrating? What specific thoughts ran through your mind? The writing also lacks details about why this moment was so special—you tell us it "will be etched into our minds," but you haven't shown us enough unique or meaningful details to make readers understand why. The shift from observer to participant happens too quickly without exploring that change.

Exemplar: *Unable to resist any longer, I abandoned my textbook and joined them, shouting with relief as the weight of assignments and expectations melted away. For the first time all term, we weren't worried about tests or homework—we were simply celebrating our freedom together.*

■ Your piece captures an exciting moment, but it needs clearer focus on who you are in this story. Right now, readers can't tell if you're a teacher or a student because you switch between calling them "my students" and "my peers." Choose one perspective and stick with it throughout your writing. Additionally, your narrative would benefit from slowing down to explore the emotions more deeply. You move very quickly from the announcement to the celebration to joining in, but you haven't shown us what you were thinking or feeling during these transitions. Think about what made this moment special for you personally—was it the freedom? The togetherness with classmates? The break from stress? When you revise, add more sentences in the middle paragraph that describe your internal thoughts as you watched everyone celebrate. Also, consider adding specific details that made this particular celebration unique rather than just listing actions like throwing books and ordering pizza. What did the room sound like? What expressions did you see on faces? What surprised you most about the chaos? These sensory details and personal reflections will make your writing more engaging and help readers connect with your experience.

Overall Score: 38/50

Section 2:

#1 #1: As I flipped through the pages of my massive textbook, the P.A. system ~~rang~~ **[crackled to life]**. A monotonous voice ~~muttered~~ **[announced]**, "Attention all students and staff. The NSW Department of Education has officially declared that school is now optional. Staff, please check our school website for more information."

#2 #2: ~~The second the announcement went~~ **[The second the announcement finished]**, several students sprang up from their seats, throwing their books into the air. As though they were having a slumber party, ~~my students~~ **[some of my classmates]** ordered pizzas during their first ever optional session of school. The strong stench of ~~my peers'~~ **[their]** sweat entered my nostrils.

#3 #3: As I glanced across the room, my eyes caught students leaping from desks and onto a squishy beanbag chair. Shouts of jubilation echoed throughout the whole room as students laughed their heads off. Unable to resist any longer, I tagged along with them, screaming carelessly. This was a moment that ~~will be~~ **[would be]** etched into our minds.