

Section 1

#1: "One day I went to a new school and when I arrived I saw lots of different types of people, like jocks, geeks, nerds, popular kids, teachers, lunch ladies and principals."

Strengths:

- Your opening sentence immediately establishes the setting and introduces variety by listing different groups of people at the school.
- You've created a clear picture of the school environment by naming specific types of people the reader might recognise.

Weakness: Run-on sentence structure → Your opening is quite long and tries to do too much at once. When you list many items in a single sentence without breaking it up, it becomes difficult for your reader to pause and absorb the information. The phrase "I saw lots of different types of people, like jocks, geeks, nerds, popular kids, teachers, lunch ladies and principals" contains seven different groups all strung together, which makes the sentence feel rushed.

Example: *One day I went to a new school. When I arrived, I noticed the place was filled with all sorts of people—jocks practising on the field, geeks huddled over their books, and popular kids chatting in groups.*

#2: "But when I went to the popular people they said 'We are the best of the school, everyone else is disgusting and annoying!' Teachers loved the students, right? WELL NO they did not really like the children."

Strengths:

- You've shown the attitudes of different groups through their words and actions rather than just telling us about them.
- Your question "Teachers loved the students, right?" creates engagement by making the reader think before you reveal the answer.

Weakness: Abrupt topic changes → Your writing jumps from popular kids to teachers without any connecting words or sentences to help the reader follow along. When you finish the popular kids' dialogue and immediately shift to "Teachers loved the students, right?" there's no bridge between these two ideas. This makes your piece feel choppy, like separate thoughts stuck together rather than a flowing story.

Example: *After hearing what the popular kids thought, I decided to observe the teachers. I wondered if teachers loved the students. Well, to my surprise, they didn't seem to enjoy working with children at all.*

#3: "But then I saw this group of people they were different and they saw me sitting on a bench and said come play with us and those people were the best of the best they included me on everything I felt like just entered a fairy tale but this was real."

Strengths:

- Your conclusion brings warmth to the story by showing how you found belonging with a kind group of people.
- The phrase "I felt like just entered a fairy tale but this was real" expresses genuine emotion about finding friendship.

Weakness: Missing punctuation and sentence boundaries → Your final sentence runs on for far too long without full stops or commas to separate the different ideas. You've combined at least five or six distinct thoughts—seeing a group, them being different, sitting on a bench, their invitation, their kindness, the fairy tale feeling, and it being real—all into one massive sentence. This makes it nearly impossible for your reader to know where one idea ends and another begins.

Example: *Then I spotted a different group of people. They noticed me sitting alone on a bench and invited me to join them. These people were genuinely kind—they included me in everything. I felt as though I'd stepped into a fairy tale, except this was real life.*

■ Your piece shows promise because you've identified an interesting topic about different social groups in schools and how belonging matters. However, your writing needs stronger organisation to help your ideas shine through. Right now, your thoughts tumble out quickly without enough structure to guide

your reader smoothly from one point to the next. Additionally, your observations about each group feel quite brief—you tell us what jocks, geeks, and others care about, but you don't show us specific moments or conversations that would bring these groups to life. Try expanding your descriptions by including small scenes or dialogue that demonstrate what each group is really like. Also, your piece would benefit from clearer paragraph breaks. Each time you move to discussing a new group (from jocks to geeks to popular kids to teachers), start a fresh paragraph. This helps your reader follow your journey through the school more easily. Finally, pay close attention to your sentences—make sure each one expresses a complete thought before moving on to the next idea. When you have multiple thoughts, separate them with full stops rather than joining everything with "and" or "but."

Overall Score: 37/50

Section 2:

SCHOOL

#1 ~~One day I went to a new school and when I arrived I saw lots of different types of people, like jocks, geeks, nerds, popular kids, teachers, lunch ladies and principals.~~ [One day I went to a new school. When I arrived, I saw lots of different types of people—jocks, geeks, nerds, popular kids, teachers, lunch ladies, and principals.] So I asked ~~their~~ [for their] perspective on everyone else. Jocks only cared about athletics and sport, but [. However,] they did have good sportsmanship [.] ~~geeks~~ [Geeks] and nerds cared more about learning. #2 But when I went to the popular people [people,] they said [,] "We are the best of the school [. Everyone] ~~everyone~~ else is disgusting and annoying!" Teachers loved the students, right? ~~WEH~~ [Well,] NO [—] they did not really like the children. Lunch ladies were very nice [nice,] and they loved the children. #3 But then ~~I~~ [I] saw this group of people~~they~~ [. They] were different~~and~~ [, and] they saw me sitting on a bench~~and~~ [. They] said~~come~~ ["Come] play with us~~and~~ [" Those] ~~those~~ people were the best of the best~~they~~ [. They] included me ~~on~~ [in] everything~~I~~ [. I] felt like ~~just~~ [I'd just] entered a fairy tale~~but~~ [, but] this was real.