

Section 1

#1: Opening paragraph (from "Fourth period just ended" to "This is not a drill.")

Strengths:

- Your opening creates a clear contrast between the normal school day and the sudden emergency, which immediately grabs the reader's attention.
- The sensory details (slamming lockers, chatting students, teacher yelling) help readers picture the busy hallway scene.

Inconsistent punctuation and spacing → Your writing shows some confusion with punctuation marks, particularly around colons and commas. In the first sentence, you wrote "usual chaos : the slamming" with a space before the colon, but in Australian English, there should be no space before a colon. Also, you're listing three things happening in the hallway (slamming lockers, students chatting, teacher yelling) but only used commas between two of them. When listing three or more items, you need commas between each one. These small errors can distract readers from your story.

Exemplar: *Fourth period just ended and the hallways buzzed with the usual chaos: the slamming of lockers, students chatting between classes, and a teacher yelling at a student to stop running.*

#2: Middle section (from "Get down. Against the wall" to "she gave me a weak smile.")

Strengths:

- Your short, sharp sentences ("Get down. Against the wall. Stay silent.") effectively show the urgency and fear of the moment.
- Including the detail about the Instagram page shows how modern students would actually react during a lockdown, which makes your story feel realistic.

Unclear thought transitions → Your paragraph jumps between different ideas without smooth connections. You move from describing the physical scene (twenty students against the wall) to the phone message from your mum, then to Instagram, then to Mrs Patel, and finally to a thought about hope. Each idea on its own is good, but readers might feel confused about how these pieces connect.

You could help readers follow your thinking by adding words or phrases that link these moments together, or by grouping related ideas into separate paragraphs.

Exemplar: *I looked down at my phone again and saw the school's Instagram page had blown up with comments: "What's happening? Is this real?" More questions flooded into my head. I glanced towards the front of the class, where Mrs Patel sat slowly filling in the lockdown form with trembling fingers.*

#3: The door scene (from "Suddenly, our room's doorknob rattled" to "which seemed worse than the thumping.")

Strengths:

- The description of your heartbeat replacing outside sounds is a powerful way to show extreme fear.
- Your sentence "I was silently screaming 'Please don't break the door, I'm innocent!'" reveals your character's desperate thoughts in a memorable way.

Missing emotional buildup → This paragraph describes the scariest moment of your entire story, but it feels too quick. You tell us the doorknob rattled and there were loud bangs, but you don't help readers feel the terror of those moments. What did the rattling sound like? How did your body react when you heard the first bang? Did time slow down or speed up? By adding more details about what you felt, heard, or thought during those seconds, you could make this frightening scene even more powerful for readers.

Exemplar: *Suddenly, our room's doorknob rattled violently. My stomach dropped. Then came a loud bang on the door that made several students flinch. Another bang followed, harder this time, as if someone was throwing their whole body against it. The wood seemed to shudder in its frame.*

■ Your piece tells an engaging story about a school lockdown that many readers will find relatable and suspenseful. The structure follows a clear timeline from the announcement through the scary moments to the relief at the end, which helps readers stay oriented. However, your writing would benefit from more development in certain areas. Think about your most intense moments—the doorknob rattling, hiding against the wall, waiting in silence—and ask yourself: have you truly shown readers what these moments felt like? Instead of telling us "Time seemed to stretch out," you could

describe specific things that made time feel slow. Additionally, your paragraphs sometimes try to cover too many ideas at once. For example, your second paragraph talks about being against the wall, your phone message, Instagram, and Mrs Patel all in one go. Consider breaking longer paragraphs into smaller ones when you shift to a new idea or moment. Also, work on connecting your sentences more smoothly. Words like "meanwhile," "as this happened," or "at the same time" can help readers understand how different moments relate to each other. Finally, pay attention to the technical details like punctuation and spelling—small errors can pile up and make your writing harder to follow, even when your story itself is strong.

Overall Score: 40/50

Section 2

~~Fourth period just ended~~ [#1 Fourth period had just ended] and the hallways buzzed with the usual chaos [:] the slamming of lockers, students chatting between classes~~and~~ [, and] a teacher yelling at a student to stop running. I was on my way to my locker when suddenly, the intercom crackled and Principal Franklin's voice boomed over the speakers [. "Students] ~~Students~~ and teachers, this is a lockdown. Initiate lockdown procedures and stay ~~clam~~ [calm]. This is not a drill." For a second, no one moved and everything paused.

~~Then, everything happened at once, Mrs Patel~~ [Then, everything happened at once. Mrs Patel] opened her classroom door~~pulled~~ [, pulled] me into her classroom, locking the door and shutting the blinds behind us. "Get down. Against the wall. Stay silent."~~Mrs Patel~~ [Mrs Patel] whispered. "What's happening? Am I going to die this early at this school?" I asked myself [.] ~~questions~~ [Questions] started racing through my head and my head was pounding. Every whimper and breath seemed so loud, like breathing a bit too deep would attract the intruder's attention to come to our room. Time seemed to stretch out. Seconds turned into minutes, minutes turned into hours.

#2 There were about twenty of us, crammed up against the back wall of the classroom, trembling with fear. My phone buzzed in my pocket. I slowly drew it out and read [, "Are] ~~Are~~ you ~~ok~~? [OK?"] ~~From~~ [from] my mum. All of a sudden, the school's ~~instagram~~ [Instagram] page blew up [.] ~~What's~~ ["What's] happening? Is this real [?"] ~~and more~~ [More] questions flooded into my head. I looked to the

front of the class where Mrs Patel was sitting, slowly filling in the lockdown form with trembling fingers. When we locked eyes, she gave me a weak smile. "Maybe there was a bit of hope[,"] I thought.

#3 Suddenly, our room's doorknob rattled. Then, there was a loud bang on the door, followed by another. All the noise coming from the outside was suddenly muffled and replaced with my rapid heartbeat. I could feel other classmates holding their breath and no one even dared to twitch their fingers. I was silently screaming [, "Please] ~~Please~~ don't break the door, I'm innocent!" Then, everything went quiet again, which seemed worse than the thumping.

Then, the intercom crackled again. "The lockdown is over. Please listen to your teachers for further instructions[,"] Principal Franklin said over the speakers. I breathed out a sigh of relief. "It's over[,"] I texted my mum. The next few days were different. We got less homework and everyone seemed nicer to each other, even the popular kids and the jocks.