

Section 1

#1: Opening paragraph – "What began as a bright and sunny day turned to a day of a nightmare. Year 5 of Rouse Hill Public School had gone on an excursion to the Blue Mountains."

Strengths:

- Your opening creates an immediate contrast between the sunny beginning and the nightmare that follows, which hooks the reader's attention.
- You clearly establish the setting and who the story is about right away.

Awkward phrasing: → The phrase "turned to a day of a nightmare" doesn't quite sound right. When we say something "turned to" something else, we need to make sure the words flow naturally. A smoother way to express this would be: *What began as a bright and sunny day turned into a complete nightmare* or *What started as a bright and sunny day became a day of disaster*.

Exemplar: *What began as a bright and sunny day quickly turned into an absolute nightmare for Year 5.*

#2: Middle section – "When they went up the Mountains there were mud slides and people slipping from the mud and 3 people were in excruciating pain. It took them 3 hours to get to the summit."

Strengths:

- You've included specific details about the injuries and how long the journey took, which helps readers understand how serious the situation was.
- The word "excruciating" is a strong vocabulary choice that really shows how much pain the students were in.

Lack of descriptive detail: → Whilst you mention that people were slipping and in pain, your writing would be much stronger if you helped readers picture what was actually happening. What did the mudslides look like? How did students react when their classmates got hurt? Adding sensory details (what people saw, heard, or felt) would make this section come alive. For example, instead of just

saying "people slipping from the mud," you could describe the slippery ground, the sounds of students calling for help, or how teachers reacted.

Exemplar: *As they climbed higher, thick mud oozed down the mountainside, sending several students sliding backwards. Three students cried out in agony, clutching their arms and legs whilst teachers rushed to help them.*

#3: Conclusion – "Parents were furious. All of the parents had pressed charges against the school. The police were called and ambulances were called."

Strengths:

- You show the serious consequences of what happened by mentioning the parents' reaction and emergency services being called.

Choppy sentence structure: → Your sentences here are very short and repetitive, which makes the writing feel a bit list-like rather than flowing smoothly. Notice how you've used "were called" twice in a row: "The police were called and ambulances were called." When sentences are too similar in structure and length, the writing can feel choppy. Try combining some of these ideas or varying how you structure your sentences to create better flow.

Exemplar: *Parents were absolutely furious when their children arrived home so late. Many pressed charges against the school whilst police and ambulances rushed to the scene to help the injured students.*

■ Your piece tells an engaging story about a school excursion that went terribly wrong, and you've included important details like the timing, injuries, and consequences. However, there are several areas where you can strengthen your writing. Firstly, work on making your descriptions more vivid—instead of just telling us what happened, help us picture the scene by describing what people saw, heard, and felt during the crisis. Additionally, your piece would benefit from smoother transitions between ideas. Right now, some parts feel like a list of events rather than a flowing narrative. Try connecting your sentences more naturally so readers can follow along easily. You should also look at varying your sentence structure throughout the piece. When too many sentences follow the same pattern or are very short, the writing can feel choppy and repetitive. Another area to develop is the emotional impact of the story. Whilst you mention parents were furious and students were in pain, you could explore these

feelings more deeply to help readers connect with what happened. Also, consider organising your information more logically—some details (like the timing calculations) could be presented more clearly so readers aren't confused. Finally, watch out for grammatical issues like "Year 5 of Rouse Hill Public School had gone" when "went" would be clearer, and phrases that don't quite sound natural in English, such as "turned to a day of a nightmare."

Overall Score: 38/50

Section 2:

~~#1 What began as a bright and sunny day turned to a day of a nightmare.~~ [What began as a bright and sunny day quickly turned into an absolute nightmare.] Year 5 ~~of~~ [from] Rouse Hill Public School had ~~gone~~ [went] on an excursion to the Blue Mountains.

But as soon as they arrived [there] ~~there~~ were torrential downpours waiting for them. ~~But that did not stop them, they kept on going. Big Mistake!~~ [However, that did not stop them—they kept going. Big mistake!] #2 When they went up the ~~Mountains~~ [mountains,] ~~there were mud slides~~ [mudslides occurred] and people ~~slipping~~ [slipped] ~~from~~ [in] the mud ~~and~~ [.]. #3 [Three] people were in excruciating pain [, with suspected broken bones.] It took them ~~3~~ [three] hours to get to the summit [—] ~~It~~ [it] should normally take ~~30~~ [thirty] minutes. They ~~made it at~~ [reached] the beginning of the mountain trail at 12:00 ~~pm~~, [p.m. Their] ~~their~~ school ~~ended~~ [day was meant to end] at 3:00 ~~pm~~ [p.m.,] so by the time they reached the summit ~~they~~ [, they] should have ~~been~~ [already been back] at home. Then they started their descent ~~which~~ [, which] took another ~~3~~ [three] hours ~~and~~ [, followed by] a ~~drive~~ [one-hour drive] back to school ~~in 1 hour~~ [.] So [They] ~~they~~ arrived at 7:00 ~~pm~~ [p.m.] ~~in the night~~ [that evening].

#3 Parents were furious. ~~All of the parents had~~ [Many] pressed charges against the school [, and] ~~The~~ [the] police ~~were called and~~ [and] ambulances were called ~~:~~ [to the scene.] There were ~~3~~ [three] reported cases of broken bones. ~~But~~ [However,] the school was ~~safe~~, [not held fully responsible—] ~~they~~ [the teachers] ~~didn't~~ [hadn't] ~~know~~ [known about] the ~~weather~~, [severe weather.] ~~they~~ [They had] expected ~~light showers~~. [only light showers that day.]

~~So this day was~~ [This disastrous day will be] ~~going to be remembered until the very end~~ [for years to come].

