

Section 1

#1: "It was an ordinary school day in Highwood School. Well as normal as it gets at the richest, poshest school around."

Strengths:

- Your opening creates immediate interest by contrasting "ordinary" with the school being the "richest, poshest" around
- You establish the setting clearly right from the start

Unclear Setting Details → Your piece tells us Highwood is the richest school "around", but we don't know where "around" means. Is this the richest school in the town? In the country? This vague description makes it harder for readers to picture the scene. Also, you shift quickly from saying it's an "ordinary" day to describing a dead body, but you don't help us understand what makes this school special or why someone might have been hurt there.

Exemplar: *It was an ordinary morning at Highwood School, the most expensive private school in the entire district, where students wore designer uniforms and arrived in luxury cars.*

#2: "Then we heard police sirens, WEEYAW WEEYAW WEEYAW. Everyone shifted their focuse onto a police car pulling up into the school's driveway, then two men came out. They where wearing suits as black as the night itself."

Strengths:

- Your use of sound effects ("WEEYAW WEEYAW WEEYAW") helps readers hear the scene
- You create suspense by describing the detectives' appearance slowly

Inconsistent Viewpoint → Your writing suddenly uses "we heard" when the rest of your story doesn't tell us who "we" is. Are you one of the students? A teacher? This confuses readers because they don't know whose eyes they're seeing through. The phrase "shifted their focuse" shows you're trying to

describe everyone's reaction, but mixing "we" with "everyone" and "their" makes it unclear who's actually telling this story.

Exemplar: *The students heard police sirens wailing in the distance. Everyone's attention shifted to the police car pulling up into the school's driveway, and then two men stepped out, wearing suits as black as the night itself.*

#3: "There was talk about it in the school for days, weeks, months. But still no body could guess who would do such a dreadful thing."

Strengths:

- You show how the mystery lasted a long time by listing "days, weeks, months"
- Your word choice "dreadful thing" matches the serious tone of the story

Rushed Time Passage → Your writing jumps from the crime happening to months passing in just two sentences, but you don't show us what actually happened during all that time. What did the detectives do? Did they interview students? Did they search the school? Readers need to see some of the investigation, not just be told that time passed. Simply saying "there was talk" doesn't give us enough detail about what people were actually saying or doing.

Exemplar: *For days, the detectives interviewed students and teachers, searching classrooms and examining evidence. Weeks turned into months, and still nobody could work out who would commit such a dreadful crime.*

■ Your piece creates an intriguing mystery setup, and you've chosen an interesting location for a crime story. The idea of a murder at an expensive school has lots of potential for an engaging tale. However, your story would be much stronger if you developed the middle section more fully. Right now, you jump very quickly from discovering the body to the investigation being over, but mysteries need to show readers the process of solving the crime. Additionally, your ending feels unfinished—saying "we don't know" doesn't satisfy readers who want to see the mystery solved or at least get closer to an answer. Consider adding more details about what the detectives actually did during their investigation. You could describe them questioning suspects, finding clues, or discovering red herrings that lead them in the wrong direction. Also, think about giving your readers a stronger ending—perhaps the

detectives have a theory even if they can't prove it, or maybe you could hint at who really committed the crime. Your opening paragraph would also benefit from showing us the discovery of the body through a specific character's eyes rather than using vague phrases like "when one went to investigate." This would help readers connect more emotionally with the story.

Overall Score: 37/50

Section 2:

#1 ~~Detectives visit~~ [**Detectives Visit**] Highwood School

It was an ordinary school day ~~in~~ [**at**] Highwood School. Well [**—**] as normal as it gets at the richest, poshest school around. On this particular morning there was a commotion in the playground. ~~there~~ [**There**] was an enormous crowd. When one went to investigate they would find a dead body lying there, with blood splattered all around.

#2 Then we heard police sirens, **WEEYAW WEEYAW WEEYAW**. Everyone shifted their focus **[focus]** onto a police car pulling up into the school's driveway, then [**and then**] two men came out. They were **[were]** wearing suits as black as the night itself. They walked with an air of importance. And in [**In**] the same fraction of a second, all the children ~~realised~~ **[recognised what they were seeing]**; [**—**] ~~Detectives~~ **[detectives]**. And that was when they knew something really bad ~~happened~~ **[had happened]** here.

#3 There was talk about it in the school for days, weeks, months. But still no ~~body~~ **[one]** could ~~guess~~ **[guess]** who would do such a dreadful thing. New evidence was discovered but most of it was kept by the detectives. The children speculated, and wild ~~rumors~~ **[rumours]** flew about [**—**] one said that there was a ghost involved. But in the end the police's conclusion was: **[simple:]** ~~we~~ **[they]** don't know[.]

Keep watching, keep listening[**—**] maybe you will solve the mystery.