

Section 1:

#1: Opening paragraph - headline and lead

Strengths:

- Your headline immediately grabs attention and clearly tells readers what the article is about
- You've included the essential information (what, where, when) right at the beginning, which helps readers understand the situation quickly

Weakness: Unclear time reference → You've written "At around 9am in the morning" in your second paragraph, but this creates confusion because "am" already means morning. This repetition makes your writing less precise and can distract readers from the important facts you're sharing.

Exemplar: "At around 9:00am, a piece of baking paper next to the stove caught fire."

#2: Student quote and description

Strengths:

- You've included a direct quote from Samuel Kang, which adds a personal voice to your news article and helps readers connect with what happened
- The descriptive language "glowing red and orange flames swaying in the air" creates a clear picture of what the student witnessed

Weakness: Missing connection between ideas → Your transition into the quote feels abrupt. You move from talking about the evacuation straight to the quote without explaining why this particular student's experience matters or how it relates to what you've just told us. This makes the article feel choppy rather than flowing smoothly from one idea to the next.

Exemplar: "Students who witnessed the incident described scenes of shock and confusion. 'I initially thought it was just our normal fire drill until I heard the explosion with glowing red and orange flames swaying in the air,' spoke year five student Samuel Kang, still shaken from the incident."

#3: Principal's response and closing

Strengths:

- You've included the principal's perspective, which gives authority to your article and shows how the school leadership responded
- Your final paragraph looks forward to prevention, which gives readers confidence that the school is taking action

Weakness: Grammar error in verb tense → In your final sentence, you've written "promised to worked" which mixes two different verb forms together. This error disrupts the professional tone of your news article and can confuse readers about what the principal actually said.

Exemplar: "The principal promised to work with the canteen staff members to review the safety protocols to ensure that this incident does not occur again in the future."

■ Your news article does a solid job of covering the basic facts about the explosion at Sunnybrook Primary School. You've included the key information readers need: what happened, when it happened, who was involved, and what the outcome was. Your choice to include both a student quote and the principal's statement gives your article different perspectives, which strengthens your reporting.

However, your piece would benefit from smoother connections between paragraphs. Right now, it reads more like separate blocks of information rather than a flowing story. Additionally, think about adding more specific details about the aftermath. For instance, you could expand on what happens next for the students—will they have lunch elsewhere? When might the canteen reopen? These practical details help readers understand the full impact of the event.

Your third paragraph could also be strengthened by explaining how the fire spread from the baking paper to the gas cylinders. Was the canteen poorly organised? Were the cylinders stored too close to the cooking area? This detail would help readers understand not just what happened, but why it happened, which makes for stronger journalism.

Also, consider reorganising your information slightly. You mention that no one was injured twice—once after describing the firefighters' arrival and once implied by saying no one was in the canteen. Combining these facts more efficiently would make your writing tighter and more professional.

Score: 40/50

Section 2:

~~Sunnybrook Primary School Explodes~~ [Sunnybrook Primary School Explodes] #1

By Sydney Morning Herald

Yesterday morning, an explosion in the school canteen at Sunnybrook Primary School led to the evacuation of students and teachers.

~~At around 9am in the morning~~ [At around 9:00am], a piece of baking paper next to the stove caught fire. The fire spread to the nearby ~~gasoline~~ [petrol] cylinders in the canteen, causing a massive explosion which shook the entire school. Fortunately, there was no one in the canteen at the time of the incident, as the staff were on morning break. The teachers immediately ~~sprung~~ [sprang] into action, evacuating every student to the school oval.

~~"I initially thought it was just our normal fire drill until I heard the explosion with glowing red and orange flames swaying in the air," spoke a year five student, Samuel Kang, still shaken from the incident.~~ [Students who witnessed the incident described scenes of shock and confusion. "I initially thought it was just our normal fire drill until I heard the explosion with glowing red and orange flames swaying in the air," spoke year five student Samuel Kang, still shaken from the incident.] #2

Firefighters were quick to arrive ~~to~~ [at] the scene before the situation escalated and managed to extinguish the fire. Luckily no one was injured and the damage was ~~just~~ [only] limited to the canteen.

Mr Holmes, the school principal, praised the teachers and students for their calm and quick actions during the evacuation process. He also thanked the emergency services for arriving so promptly to put out the fire.

"I am extremely proud of our staff and students for responding in a calm and quick manner. It appears that our practice drills had helped with this situation."

~~The principal promised to work with the canteen staff members to review the safety protocols to ensure that this incident does not occur again in the future.~~ [The principal promised to work with the canteen staff members to review the safety protocols to ensure that this incident does not occur again in the future.] #3