

## Section 1

### #1: Opening Description ("It was a freezing, cloudy day...their own.")

#### Strengths:

- You've created a vivid setting that contrasts the cold weather outside with the warm, lively atmosphere inside the classrooms, which draws readers into your story effectively.
- Your explanation of the conflict between the two friend groups provides important background information, helping readers understand why tensions exist.

**Inconsistent Point of View** → Your writing shifts between different perspectives in confusing ways. You begin with phrases like "Every kid with their friends" (third person observer view) but then switch to "we walked outside" and "they still dared to annoy the heck out of me" (first person), which makes it unclear who is telling the story. This happens throughout when you write "our friend group" but also describe events as if watching from outside.

*Exemplar: "It was a freezing, cloudy day with no sunshine in sight, yet our classrooms boomed with laughter and joy. My friends and I walked through the doors, yelling about our day."*

### #2: The Rubber Scene ("Anyway, I asked her for a rubber...my eyes are blind.")

#### Strengths:

- You've captured an authentic moment of everyday classroom interaction that many students can relate to, making your story feel realistic.
- Your self-aware comment about missing Girl Number 1's reaction shows personality and adds humour to the narrative.

**Unclear Pronoun References** → Your sentence "She reluctantly gave it to me and rubbed it out, and gave it back to her" creates confusion because readers cannot tell who performed each action. Did you rub out your writing, or did Girl Number 1 erase something herself? The pronouns "she" and "her" appear too many times without clear subjects, making the sequence of events difficult to follow.

*Exemplar: "She reluctantly handed me her rubber. I erased my mistake, then returned the rubber to her."*

### #3: The Fifty Cents Request ("Girl number 1 walked over...she never did anything to me.")

#### Strengths:

- Your dialogue feels natural and captures how students actually speak to each other, which makes the characters come alive.
- You effectively show your internal thoughts and confusion through questions like "Why me? Out of everyone, why me?" which helps readers connect with your feelings.

**Rushed Narrative Pacing** → You acknowledge that you're "speeding up this text," but this causes you to skip over important details that would help readers understand the situation better. Why does Girl Number 1 want you to look flushed? What exactly does Girl Number 2's "smug expression" mean? Your story jumps from moment to moment without explaining the connections between events, leaving readers confused about what's actually happening and why these interactions matter.

**Exemplar:** *"Girl Number 1 walked over to my desk and asked me a question. 'Hey, can you pretend to be blushed or something? My friend bet me fifty cents that I couldn't make you do it.' I stared at her, completely confused. Why would she choose me for this strange request?"*

■ Your writing shows real potential in capturing the energy and drama of school life. You've chosen an interesting situation involving friendship dynamics and social interactions that many readers your age would find relatable. However, your piece would benefit from slowing down and developing your ideas more fully. Right now, your story feels rushed because you're trying to fit too many events into a short space. Instead of mentioning that your text is "2 pages long and about 440 words long," focus on telling one complete scene with clear details.

Additionally, your narrative needs clearer organisation. Decide whether you're telling this story as "I" (first person) or as an observer watching events unfold. Mixing these perspectives confuses readers about whose story this really is. Your paragraphs also need better structure—right now, many different events are squashed together in long blocks of text. Try starting a new paragraph each time the scene changes or a different person speaks.

Your character names (Girl Number 1, Girl Number 2, Friend 1) make the story harder to follow than necessary. Consider using made-up names like "Sarah" or "Emma" instead, which would help readers keep track of who's who. Also, focus on showing us what happened in order, step by step. When you write things like "I should speed up this text," it pulls readers out of the story. Trust that your experiences are interesting enough without rushing through them. Finally, work on your sentence

construction—many of your sentences run on too long or contain confusing pronoun references that make readers re-read passages to understand what happened.

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**Overall Score: 39/50**

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## Section 2:

~~The drama of Edmonson Park Public School – 9/10/25 ( please remember that my school has a weird classroom, 4 "GLS" general learning spaces)~~ [The Drama of Edmonson Park Public School – 9/10/25]

~~Love in a..Concernable way.~~ [Love in a... Concerning Way]

~~#1 It was a freezing, cloudy day, not a ray of sunshine in sight, yet classrooms were booming with laughter and joy. Every kid with their friends, talking or playing board games, and this is where it starts.~~ [It was a freezing, cloudy day with not a ray of sunshine in sight, yet our classrooms boomed with laughter and joy. Every student was with their friends, talking or playing board games, and this is where my story starts.]

~~A girl's friend group walks through the doors, yelling about how their day was. [My friend group walked through the doors, yelling about how our day had been.] They walked around, putting their bag into the cubbies, and walked into their classroom. [We walked around, putting our bags into the cubbies, and walked into our classroom.] For some context, another boyfriend group despised them, not only for their loud noises, but also for how they shipped one of our friends for their own. [For some context, another group of boys despised us, not only for our loud voices, but also because they kept teasing one of our friends about liking one of their friends.] This has been ongoing for months, since the start of the year. [This had been going on for months, since the start of the year.] The boyfriend group kept playing their card games, having a spectacular time. [The boys' group kept playing their card games, having a spectacular time.] That's until we walked outside of our classroom to line up and heard them talking behind us. [That was until we walked outside our classroom to line up and heard them talking behind us.] Our friend group was lucky, since we were all in a group, not by ourselves. [Our friend group was fortunate because we were all together, not separated.] Yet, they still dared to annoy the heck out of me. [Yet they still dared to annoy me relentlessly.] They kept shipping me with a different girl, who we'll call "Girl num 1." [They kept teasing me about a different girl,~~

whom I'll call "Girl Number 1."] ~~She was very talkative all around, but not with our friend group, especially me.~~ [She was very talkative with everyone, but not with our friend group, especially not with me.] ~~Noticing that fact, I was never quite sure what that meant, I thought it was because she despised me the most, so really never paid too much attention to that detail.~~ [Noticing that fact, I was never quite sure what it meant. I thought it was because she disliked me the most, so I never paid too much attention to that detail.] ~~Well, until now, this is when both of our classes were split, and one of my friends, who we'll call "friend 1" and the other girl who we'll name "girl number 2," Friend number 1 was dating girl number 2.~~ [That changed when both our classes were split. One of my friends, whom I'll call "Friend 1," was dating another girl, whom I'll name "Girl Number 2."] ~~The scene changes to us in our split classrooms, I was forced to sit with girl number 1, and another person who I totally didn't forget their name...~~ [The scene changes to us in our split classrooms. I was placed next to Girl Number 1 and another person whose name I've unfortunately forgotten.]

~~#2 Anyway, I asked her for a rubber since my chubby handwriting decided not to get better in any possible way.~~ [Anyway, I asked her for a rubber since my messy handwriting refused to improve in any possible way.] ~~She reluctantly gave it to me and rubbed it out, and gave it back to her.~~ [She reluctantly handed it to me. I erased my mistake and gave it back to her.] ~~Of course, why wouldn't the world let girl number 2 see it and annoy girl number 1 about it?~~ [Of course, Girl Number 2 happened to see this exchange and began teasing Girl Number 1 about it.] ~~She walked over to girl number 2's desk and yelled at her while simultaneously blushing a bit, however, I never saw that since my eyes are blind.~~ [Girl Number 1 walked over to Girl Number 2's desk and protested whilst blushing slightly. However, I never noticed because I wasn't paying attention.] ~~Doesn't anybody have that feeling where the world thinks, "hm, let's make him not see it and make him annoyed at himself," well, who would have known that had happened?~~ [Doesn't everyone have that feeling where the universe conspires to make you miss important details? Well, that's exactly what happened to me.]

~~#3 I should speed up this text since this is 2 pages long and about 440 words long.~~ [Later that afternoon, something unexpected occurred.] ~~Girl number 1 walked over and asked me a question, "Hey, can you pretend to be blushed or something, it's for 50 cents from my friend."~~ [Girl Number 1 walked over and asked me a question. "Hey, can you pretend to look embarrassed or something? It's for 50 cents from my friend."] ~~At that point, I was questioning myself, "Why me? Out of everyone, why me?"~~ [At that moment, I questioned myself: "Why me? Out of everyone, why me?"] ~~With my genius brain, I said, "Why?"~~ [With my brilliant response, I simply said, "Why?"] ~~Yes, folks, I looked at her, looking like I had just been born.~~ [I must have looked utterly clueless.] ~~She sighs and comments right after, "You look like a child, you know that, right?"~~ [She sighed and commented, "You look like a child, you know that, right?"] ~~I personally thought she was telling me this as a mean comment, but no, it was~~

~~a compliment.~~ [I initially thought she meant this as an insult, but apparently it was meant as a compliment.] ~~Girl number 1 repeated what she said first, "So, can you look flushed or anything? I need the 50 cents."~~ [Girl Number 1 repeated her request. "So, can you look flushed or anything? I need the 50 cents."] ~~She commanded, but not in a loud tone, more like a begging one.~~ [She spoke firmly but in a pleading tone.] ~~I still denied her begs, just because I thought I was giving her payback, besides the fact that she never did anything to me.~~ [I still refused her requests, thinking I was somehow getting revenge, despite the fact that she had never done anything to upset me.] ~~She begged, she tried to set deals, she tried to even annoy me to do it, none of those things ever convinced me to do it.~~ [She begged, she tried to negotiate deals, she even tried to pester me into agreeing, but none of those tactics convinced me.] ~~While this little fight was going on over the classroom, Girl 2 watched over from her class having a smug expression.~~ [Whilst this small conflict unfolded, Girl Number 2 watched from her side of the classroom with a smug expression.] ~~Half an hour flies by, and I stand up and go to their class.~~ [Half an hour flew by, and I stood up and walked over to their side of the classroom.] ~~"What are you guys doing?" I ask, hoping to make a conversation, only to get interrupted by girl number 2, telling me, "You and that girl look soo cute together!" she exclaims.~~ ["What are you doing?" I asked, hoping to start a conversation, only to be interrupted by Girl Number 2. "You and that girl look so cute together!" she exclaimed.] ~~I groan in return, "I don't like her, she basically won't even like me either."~~ [I groaned in response. "I don't like her, and she definitely doesn't like me either."] ~~I say, hoping she will get off this topic as fast as possible, but turns out, she decided to keep this going.~~ [I said this hoping she would drop the subject quickly, but she decided to continue.] ~~Thunder strikes as loud as a tiger roaring into your ears. loudly, Zues commanded her to stop on this topic, which she did and started talking about the lightning stike sound.~~ [Thunder struck as loudly as a tiger roaring. The dramatic sound finally changed the subject, and she began talking about the lightning strike instead.] ~~Too be continued....~~  
~~Because I cant finish it.~~