

## Section 1

**#1: Opening paragraph – "Distraction in the halls of Poshy's school for posh girls... But what were they doing in those halls? They were making mischief."**

### Strengths:

- Your opening creates an interesting contrast between what the school teaches (talking with importance) and what Amelia and Natasha actually do (causing mischief)
- You've established your characters' rebellious personalities clearly by showing they "didn't care a spot for dress' and hats and fancy talks"

**Weak scene-setting** → Your opening tells us about the school and characters, but it doesn't help us picture where they are or what's happening around them. The phrase "creeping through the halls" is good, but what do the halls look like? Are they marble? Carpeted? Are there paintings on the walls? What do the girls hear from the classrooms they pass? Adding sensory details—what your characters see, hear, or smell—would bring your story to life. Right now, your reader has to imagine everything without much help from your descriptions.

**Exemplar:** *It is 10:47 am, and through the polished oak doors, Amelia and Natasha could hear the other girls practising their posh voices. The two friends tiptoed past portraits of stern-looking headmistresses, clutching something small and wriggling in Amelia's blazer pocket.*

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**#2: Second paragraph – "The next day in the school there was commotion... they had only ment to unleash a few cockroaches but not THIS."**

### Strengths:

- You've created genuine surprise by revealing that Amelia and Natasha didn't actually do the graffiti, which makes your reader want to keep reading
- The description "shriks and gasps and screams mabye even the ocasional call for help" shows the chaos effectively

**Rushed plot development** → Your story jumps from "the next day" straight into the chaos without showing us what happened in between. How did the girls react when they first walked into school? What was their plan with the cockroaches? Your phrase "This wasn't their plan" tells us something went wrong, but we never learned what their actual plan was. When you write "There was rude graffiti all over her locker, and everyone else in the schools's lockers," we don't know what the graffiti says or why it's so shocking. Slowing down and adding these missing pieces would help your reader understand the story better and feel more connected to what's happening.

**Exemplar:** *The next morning, Amelia and Natasha arrived at school expecting to hear squeals about harmless cockroaches. Instead, they found Year 7 girls crying in the hallways. Cruel words were spray-painted across every locker in bright red paint—insults about appearances, families, and secrets that only someone with the master key could know.*

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**#3: Final paragraph – "The two girls thought and thought... they where soon able to bring him to justice."**

**Strengths:**

- You've created an unexpected twist by making the principal the villain, which is creative

**Incomplete ending** → Your conclusion feels unfinished because you haven't shown us how the girls solved the mystery or what happened to Mr Green. The phrase "they where soon able to bring him to justice" skips over the most exciting part of your story. How did they confront him? What evidence did they find? Did he confess? What was his punishment? Your reader is left with too many questions. Additionally, the phrase "thought and thought and thought some more" repeats the same idea without adding new information. When you write an ending, you need to show the action happening, not just summarise that it happened. Think about including dialogue between the girls and Mr Green, or describing how they proved he was guilty.

**Exemplar:** *"Mr Green, why do you have red spray paint on your hands?" Amelia asked boldly when they burst into his office. The principal's face went pale. "We know only you have keys to all the lockers," Natasha added. "You wanted to blame us for the cockroaches AND the graffiti, didn't you?" Caught in his own trap, Mr Green had no choice but to confess to the headmistress.*

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■ Your piece tells an interesting story with a clever mystery twist, but it needs more detail throughout to help your reader fully experience what's happening. The main challenge is that you're summarising events rather than showing them unfold. For example, when you write "there was commotion in the hallways," you could instead describe specific girls crying, teachers trying to calm everyone down, or the exact words of the graffiti. This technique—called "showing instead of telling"—makes stories much more engaging.

Your paragraphs also need better connections between them. The jump from "making mishef" on one day to "the next day" feels sudden because we don't see what mischief they actually did. Try using transition sentences that link your paragraphs together, such as "That night, they had carefully collected six cockroaches in a jar. The next morning..." This helps your reader follow along without getting confused.

Additionally, your story would benefit from more dialogue. Right now, Amelia only asks one question in the entire piece. Adding conversations between the girls—perhaps them planning their prank, reacting to the graffiti, or confronting Mr Green—would make your characters feel more real and alive. Dialogue also helps show personality without you having to tell us about it.

The pacing of your story needs adjustment as well. You spend quite a bit of time on the setup and discovery, but then rush through the most exciting part—solving the mystery and confronting the principal. Your final paragraph covers what could be an entire page of exciting action in just three sentences. Try balancing your story so that the investigation and confrontation get just as much detail as the beginning.

Finally, work on your descriptions of setting and character reactions. When you mention "Poshy's school for posh girls," help us picture it. Is it an old building with grand staircases? Modern with shiny floors? These details matter because they make your story world feel real. Similarly, when Amelia and Natasha gasp, what do their faces look like? Do their hands shake? Small physical details bring your characters to life for your reader.

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**Overall Score: 38/50**

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## Section 2:

#1 ~~Distraction~~ [Mystery] in the ~~halls~~ [corridors] of Poshy's ~~school~~ [School] for ~~posh girls~~ [Posh Girls]

It is 10:47 ~~am~~ [a.m.] and most girls in the school are learning how to talk with importance, because it is a very important life skill when you are posh. But there ~~where~~ [were] two young girls creeping through the ~~halls~~ [corridors], their names ~~where~~ [were] Amelia and Natasha. Despite them being enrolled in the poshest school, they didn't care a spot for ~~dress~~ [dresses] and hats and fancy ~~talks~~ [talk]. But what were they doing in those ~~halls~~ [corridors]? They were making ~~mischief~~ [mischief]. These two girls hated their school and loved to rebel.

#2 The next day in the school ~~there was commotion in the hallways~~ [, **chaos erupted in the corridors**]. From a mile off you could hear ~~shrieks~~ [shrieks] and gasps and ~~screams~~ ~~maybe~~ [screams, **perhaps**] even the ~~occasional~~ [occasional] call for help. Amelia and Natasha both strode in giggling and trying and failing to keep a ~~strait~~ [straight] face. Amelia asked one screaming girl what was the ~~problem~~ [matter], ~~the girl didn't answer, she~~ [but the girl didn't answer. **She**] just pointed at her locker and sobbed. Now it was their turn to gasp. This wasn't their plan [;] they had only ~~ment~~ [meant] to unleash a few cockroaches ~~but not THIS~~ [, **but certainly not this**]. There was rude ~~graffity~~ [graffiti] all over her locker, and ~~everyone else in the school's~~ [every other student's] lockers [locker].

#3 The two girls thought and thought and thought some ~~more they~~ [more. **They**] ran through the possible ~~people~~ [suspects]. But then they ~~realised~~ [realised] that only one person ~~has access~~ [had access] to the lockers, and that person was... ~~MR GREEN (the principle)~~ [Mr Green (the principal)]. The girls ran to confront him ~~and they where~~ [, **and they were**] soon able to bring him to justice.