

Section 1

#1: Opening paragraph "Athletics Day was meant to be the highlight of the school year, full of cheering crowds, colourful house banners, and students ready to show off their speed. Everything started perfectly. Sprints, long jump, and relays ran smoothly, and the excitement was contagious."

Strengths:

- Your opening creates a clear picture of the setting with specific details like "colourful house banners" and different events.
- The phrase "excitement was contagious" effectively shows the energetic atmosphere before the incident.

Underdeveloped scene-setting → Whilst your opening mentions that Athletics Day was "meant to be the highlight," you move very quickly to say everything started perfectly. Your writing would benefit from showing more of what made the day special before the accident. For example, you could describe the weather in more detail, share what students were feeling as they prepared, or mention specific house colours and chants. This would help your readers feel more connected to the scene before the dramatic moment arrives.

Exemplar: *"Athletics Day had finally arrived after weeks of training. Students wearing red, blue, green, and yellow house shirts filled the oval, their nervous chatter mixing with the smell of freshly cut grass and sunscreen. The morning sun warmed the track as competitors stretched and practised their starts, each one hoping to earn points for their house."*

#2: The accident scene "As the runners lined up, the sky was clear and the crowd was buzzing with anticipation. One of the fastest runners, Sarah, sprinted with perfect form, but just as she jumped the third hurdle, she tripped and fell hard on the track. Gasps filled the air as students and teachers rushed over. Her ankle looked badly twisted, and tears ran down her face. The race immediately stopped as everyone waited in tense silence."

Strengths:

- Your description of the accident itself is clear and easy to follow, showing the sequence of events logically.
- The sensory details like "gasps filled the air" and "tense silence" help readers imagine the scene.

Limited emotional depth → Whilst you mention Sarah's tears and the crowd's gasps, your writing focuses mainly on what happened rather than exploring how people felt during this frightening moment. You could expand on Sarah's feelings—was she shocked? Embarrassed? Scared? What about her teammates or the other runners who had to stop mid-race? Adding these emotional layers would make your readers care more deeply about what happened. The phrase "everyone waited in tense silence" tells us people were worried, but showing their worried faces, fidgeting hands, or whispered concerns would be more powerful.

Exemplar: *"Sarah lay on the track, clutching her ankle as pain shot through her leg. Her face had gone pale, and she bit her lip, trying not to cry out. Around her, students stood frozen—some covered their mouths in shock, whilst others squeezed their friends' hands tightly. The other runners stood awkwardly on the track, unsure whether to comfort Sarah or give the teachers space to help."*

#3: The resolution By the end of the day, Sarah was smiling from her wheelchair, joking with friends and showing incredible bravery. That Athletics Day was supposed to be about victory and fun, but it became a lesson in caution, teamwork, and looking out for one another. The chaos and worry had brought everyone closer, making it a day no one would ever forget."

Strengths:

- Your ending shows Sarah's positive attitude, which gives the story a hopeful conclusion.
- You identify meaningful lessons learned from the experience, such as teamwork and caution.

Rushed resolution → Your ending jumps very quickly from Sarah's injury to her smiling in a wheelchair without explaining what happened in between. How did she get to the wheelchair? Did she go to hospital? What did the doctors say about her ankle? Your readers are left wondering about these important details. Additionally, whilst you state that the day "became a lesson in caution, teamwork, and looking out for one another," you don't show specific examples of how students demonstrated these qualities. Did someone particular help Sarah? Did teams change how they competed? Showing these examples rather than simply stating the lessons would make your conclusion more convincing and satisfying.

Exemplar: *"After the ambulance officers checked Sarah's ankle and wrapped it carefully, she returned in a wheelchair just before the final relay. Her house captain had saved her a front-row spot. 'You're still part of the team,' he said, draping her house banner over her shoulders. As the relay began, Sarah cheered louder than anyone, proving that Athletics Day spirit wasn't just about winning races—it was about supporting each other through both victories and setbacks."*

■ Your piece tells an engaging story about an unexpected event at Athletics Day, and you've structured it with a clear beginning, middle, and end. The incident you've chosen—Sarah's injury during the hurdles—is interesting and relatable for readers who've experienced school sports days. However, your writing would become much stronger if you developed each section more fully rather than moving quickly from one event to the next.

One of the main areas to strengthen is showing rather than telling. For instance, when you write "the excitement was contagious" or Sarah showed "incredible bravery," you're telling your readers what to think instead of giving them details that let them reach these conclusions themselves. Try describing Sarah's actions, words, and expressions that demonstrate her bravery, and your readers will feel it naturally. Additionally, your middle section—the actual response to the injury—feels quite brief. You mention that teachers called first aid and classmates offered support, but what did this support look like? What exactly did people say and do? These specific details would help your readers visualise the scene.

Your conclusion, whilst positive, would benefit from more development. The jump from Sarah being injured to smiling in a wheelchair happens too quickly, leaving out important information about her treatment and recovery. Also, you state that the day taught lessons about "caution, teamwork, and looking out for one another," but you haven't shown concrete examples of these lessons in action. Think about adding a specific moment where students demonstrated teamwork or changed their behaviour to be more careful. This would make your message more powerful and believable.

Consider expanding your second paragraph to include more about the immediate aftermath—perhaps a specific conversation between Sarah and her friend, or a description of how the first-aid team helped her. You could also develop your third paragraph by showing how the other events continued differently after the accident. Did runners check the hurdles more carefully? Did supporters cheer in a different way? These details would strengthen your point about how the accident changed the day's atmosphere. Your writing has a solid foundation, and with more specific examples and deeper

exploration of emotions and reactions, it will become much more engaging and memorable for your readers.

Overall Score: 39/50

Section 2

~~#1 Athletics Day was meant to be the highlight of the school year, full of cheering crowds, colourful house banners, and students ready to show off their speed. Everything started perfectly. Sprints, long jump, and relays ran smoothly, and the excitement was contagious.~~ [Athletics Day was meant to be the highlight of the school year, brimming with cheering crowds, colourful house banners, and students eager to demonstrate their speed. Everything commenced perfectly. Sprints, long jump, and relays proceeded smoothly, and the excitement was contagious.] But the day quickly took a dramatic turn during the 100-metre hurdles.

#2 As the runners lined up, the sky was clear and the crowd was buzzing with anticipation. One of the fastest runners, Sarah, sprinted with perfect form, but just as she ~~jumped~~ [cleared] the third hurdle, she tripped and fell hard ~~on~~ [onto] the track. Gasps filled the air as students and teachers rushed over. Her ankle looked badly twisted, and tears ran down her face. The race immediately stopped as everyone waited in tense silence.

Teachers quickly called the first-aid team ~~while~~ [whilst] classmates offered support. Students watched anxiously as Sarah was carefully helped off the track. Despite the accident, the rest of the events continued, but the mood had shifted. Cheers were quieter, and everyone reminded each other to be extra careful.

#3 By the end of the day, Sarah was smiling from her wheelchair, joking with friends and ~~showing~~ [displaying] incredible bravery. That Athletics Day was supposed to be about victory and fun, but it became a lesson in caution, teamwork, and looking out for one another. The chaos and worry had brought everyone closer, making it a day no one would ever forget.