

Section 1

#1: Opening paragraph (first paragraph)

Strengths:

- You've created a peaceful atmosphere by using gentle words like "soft footsteps" and "smooth carpet" that help readers picture the library clearly.
- Your use of short sentences ("A place to read. A place to explore.") creates a nice rhythm that emphasises how special the library is to Jacob.

Weakness: Underdeveloped character motivation → Whilst you mention that Jacob has dreamt of becoming an author "for years," you haven't shown readers *why* this dream matters so much to him or what makes writing important in his life. The phrase "he didn't give up. He wouldn't - not until he was done" tells us he's determined, but doesn't help us understand what drives this determination. Does he want to share stories that helped him? Does he have a message for readers? Adding these deeper reasons would make Jacob feel more real and help readers care about whether he succeeds.

Exemplar: *For years, Jacob had dreamt of becoming an author ever since his grandmother's bedtime stories taught him that books could transport you anywhere, and he wished that his books would create the same magic for other children on the shelves of the local library.*

#2: Mrs Poy's interaction with Melissa (third paragraph)

Strengths:

- You've shown Mrs Poy's expertise well through the detail that she'd "nearly memorised the correct genre for everyone that had visited the library."
- The interaction feels natural and warm, particularly Melissa's shy nod, which suits her character as a young reader.

Weakness: Telling rather than showing → When you write "For Mellisa, the library was a place for her to have fun, and a place to release stress," you're directly explaining Melissa's feelings instead of letting readers discover them through her actions or thoughts. The sentence reads like a list of facts

about Melissa rather than bringing her experience to life. You could show her excitement through her movements, facial expressions, or thoughts as she enters the library, which would make the moment more vivid and engaging.

Exemplar: *Melissa's face lit up as she clutched the book to her chest, and the tight knot in her shoulders from her maths test that morning finally loosened—here, surrounded by endless stories, nothing else mattered.*

#3: Jacob's conversation with the librarian and book-writing process (fifth paragraph)

Strengths:

- You've included dialogue that moves the story forwards and shows Mrs Poy offering helpful guidance to Jacob.

Weakness: Rushed plot development → The journey from Jacob asking for advice to completing his entire book happens far too quickly in just a few sentences. The phrase "For the rest of the day, Jacob tried to think outside the box. By the end of the day, Jacob had finished planning" makes a major creative breakthrough sound simple and easy, when actually planning a book requires lots of hard work and struggles. Then, "For the next few weeks, Jacob spent his free time writing his book" skips over the entire writing process without showing any challenges, rewrites, or moments of doubt. This makes Jacob's achievement feel less meaningful because readers don't see what he overcame to succeed.

Exemplar: *Jacob sat at his desk every evening, crossing out sentences that didn't sound right and rewriting whole pages when his characters felt flat. Some nights, he wanted to give up when the story tangled itself into knots, but he remembered Mrs Poy's words and pushed through, slowly watching his magical door world come alive.*

■ Your story has a lovely heart to it—the idea of Jacob achieving his dream through the help of a supportive librarian is touching, and you've created a warm setting that makes the library feel like an important place. The connection between the beginning and ending, with Melissa discovering Jacob's book four years later, brings the story full circle nicely.

However, your writing would become much stronger if you slowed down and developed the important moments more fully. Right now, significant events happen very quickly without giving readers time to feel their importance. For example, the paragraph where Jacob plans and writes his entire book needs to be expanded into several paragraphs that show his struggles, setbacks, and gradual progress. This would help readers feel more connected to his journey and celebrate his success at the end.

Additionally, try to show readers what's happening through actions, dialogue, and specific details rather than simply telling them facts about your characters. Instead of writing "She liked how it was quiet," you could show Melissa sighing with relief as the library's peaceful atmosphere wraps around her. Also, the paragraph about Mrs Poy's memories uses too much repetition—you write "She remembered" seven times in a row, which becomes monotonous. You could combine some of these memories into flowing sentences or vary how you express them.

Think about adding more specific sensory details throughout your piece. What does the library smell like? What sounds can the characters hear? These small touches will transport your readers into the scene alongside Jacob and Melissa. Your dialogue is generally natural, but giving characters more distinctive ways of speaking would help them feel more individual and memorable.

Overall Score: 43/50

Section 2

#1 Jacob walked into the library, soft footsteps pattering against the smooth carpet of the place. The library was a calm and quiet place ~~A~~ [—a] place for relaxing and comfort ~~A~~ [, a] place to read ~~A~~ [, a] place to explore. For years, Jacob had dreamt of becoming an author, and he wished that his books would be displayed on the shelves of the local library. Years had passed now, and Jacob had not yet fulfilled his dream, but he didn't give up. He wouldn't—[—]not until he was done.

Mrs Poy, the librarian, had been the librarian of the local library for 12 years now [and] had ~~a lot of~~ [extensive] experience with book types. She had seen visitor after visitor ~~after visitor~~ arrive through the door and exit ~~out~~ through the same door, and had ~~now~~ nearly ~~memorised~~ [memorized] the correct genre for everyone ~~that~~ [who] had visited the library.

#2 Mellisa walked up to the librarian [...] ~~she~~ [She] was only 6, but had already found the joy of reading books. "Ah, looking for the Harry Potter books again, right?" asked Mrs Poy. Melissa shyly nodded her head. Mrs Poy led her to the Harry Potter section, where she quickly found a book to read. For Mellisa, the library was a place ~~for her~~ to have fun and a place to release stress. She liked how it was quiet and that there were so many books to keep her interested.

#3 Jacob walked up to the librarian ~~And~~ [and] asked ~~the librarian,~~ [her,] "~~how~~ [How] do I get a book to be placed on the shelves of this library?" The librarian answered, "Jacob, I know you are a good writer, but you have to use the talent you ~~got~~ [have] and ~~get~~ [be] more creative. That way your books will get put ~~onto~~ [on] the shelves of this library." For the rest of the day, Jacob tried to think outside the box. By the end of the day, Jacob had finished planning out his story and was ready to put it into action. He had planned it to be about a magical door and the world ~~threw~~ [through] it. For the next few weeks, Jacob spent his free time writing his book, and soon, by the end of the month, he was finished. He managed to get it published and ~~straight away~~ [straightaway] brought it to the librarian.

Mrs Poy remembered how she felt when she was a child, eager to have a book published and put into the local library. She remembered how much effort she had managed to put into her book. She remembered how many times it took to do it right. She remembered the moment when her book was placed on the shelves. She remembered the joy of it, the happiness, the satisfaction. She remembered how much she wanted to be an author, but instead found a job that she felt was much more suitable ~~and correct~~ for her, and that was how she became the librarian. But there was another ~~kid~~ [child], a ~~kid~~ [child] called Jacob, ~~that~~ [who] was really eager to become an author [...] ~~she~~ [She] hoped that he would succeed.

4 [Four] years passed, and Melissa was now 10 years old. She had finished the Harry Potter series and now wanted to start a new series, so she went to the librarian for suggestions. The librarian brought her to a room and pulled out a book. "This book is going to be placed ~~onto~~ [on] the shelves of the library next month," said the librarian. The book cover read *The ~~magical door~~ [Magical Door]* by Jacob Ting. "What do you say? Do you want to try it?" asked the librarian. Without thinking, Melissa said, "Yes!"