

## Section 1

**#1: Opening paragraph ("Every Saturday morning, a bright blue cart rolls down the footpath in the quiet suburb of Marrickville. It's not selling ice cream or snacks — it's packed with books. Picture books, chapter books, comics, and even a few joke books. Kids rush out of their homes, waving library cards and grinning from ear to ear.")**

### Strengths:

- Your opening creates a vivid picture that immediately grabs attention with the bright blue cart and the contrast between what readers might expect (ice cream) and what they actually get (books)
- The listing of different book types helps readers understand the variety available

**Passive construction limiting impact** → Your phrase "It's not selling ice cream" uses passive voice that weakens the energy of your opening. Additionally, the image of kids "waving library cards" feels slightly confusing – wouldn't they need the cards when they arrive at the cart, not while rushing towards it? Consider showing the action more directly and thinking about the logical sequence of events.

**Exemplar:** *The bright blue cart doesn't sell ice cream or snacks — volunteers push it along, books stacked high on every shelf.*

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**#2: Background section ("The idea came from Leila Tran, a local mum and former teacher. 'Some kids didn't have time to get to the library,' she said. 'Others didn't feel comfortable going alone. So we thought — why not bring the library to them?' With help from volunteers and donated books, the Book Buggy was born.")**

### Strengths:

- You've included a direct quote from the founder, which adds authenticity and a personal voice to your piece
- The motivation behind starting the Book Buggy is clearly explained

**Underdeveloped origin story** → Whilst your paragraph tells us the Book Buggy was born with help from volunteers and donated books, it doesn't paint a clear picture of how this actually happened. How did Leila gather the volunteers? Where did the first cart come from? How many books did they start with? Your readers would connect more deeply with the story if they could visualise those early days and understand the challenges Leila faced in turning her idea into reality.

**Exemplar:** *With help from three neighbouring families, Leila collected 50 books from garage sales and loaded them onto a borrowed garden trolley. On the first Saturday morning in March 2023, she nervously pushed the cart down her street, unsure if anyone would come.*

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**#3: Impact paragraph ("One surprising impact? Confidence. 'I used to be shy,' said 9-year-old Maya, 'but now I read stories to the little kids. They laugh at my voices!' Parents say their children are reading more, talking more, and even writing their own stories.")**

**Strengths:**

- Maya's quote is specific and charming, showing genuine change through her own words
- You've chosen confidence as an impact, which goes beyond just "kids are reading more"

**Generic parent testimony** → Whilst Maya's quote sparkles with personality, your phrase "Parents say their children are reading more, talking more, and even writing their own stories" feels vague and distant. Which parents? What exactly did they notice? Did a child who never finished books suddenly read three in one week? Did a quiet child start chatting about characters at dinner? Without specific examples or at least one parent's name and observation, this sentence reads like a general claim rather than real evidence of change.

**Exemplar:** *Maya's mum, Sarah Chen, noticed the transformation: "Last month, Maya wrote a four-page story about a travelling bookshop and read it to our whole family at dinner."*

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■ Your piece tells an uplifting story about community and reading, and you've structured it well with a clear beginning, middle, and end. The Book Buggy is easy to visualise, and readers can understand why it matters. However, your writing would become much stronger if you added more specific details throughout. Many of your paragraphs tell us general information – like "word spread quickly" or "volunteers take turns" – but don't show us exactly how these things happened. Think about

expanding key moments with concrete examples: Instead of saying "over 60 kids visit," you could describe what that actually looks like on a Saturday morning. Is there a queue? Do the same kids come every week? Additionally, your piece would benefit from more variety in sentence length and structure. Right now, many sentences follow a similar pattern, which can make the rhythm feel a bit flat. Try combining some short sentences into longer, more complex ones, and breaking up longer explanations into punchier statements. Also, whilst you've interviewed Leila and Maya, consider whether other voices might add depth – perhaps a volunteer who's seen the project grow, or a parent who was initially sceptical but changed their mind. These different perspectives would help readers understand the Book Buggy's impact from multiple angles, making your story feel more complete and convincing.

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**Overall Score: 42/50**

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## Section 2:

### **Wheels of Change: How a Little Library Cart ~~Is Bringing~~ [Brings] Big Smiles**

Every Saturday morning, a bright blue cart rolls down the footpath in the quiet suburb of Marrickville. ~~It's not selling ice cream or snacks — it's packed with books.~~ [Volunteers don't sell ice cream or snacks from it — instead, they've packed it full of books.] **#1** Picture books, chapter books, comics, and even a few joke books. Kids rush out of their homes, ~~waving library cards and grinning from ear to ear~~ [grinning from ear to ear, ready to choose their next read].

This is the Marrickville Book Buggy, a community-run mobile library started by a group of parents who wanted to make reading more fun and accessible. What began as a small idea — just a few books on a trolley — has grown into a local treasure that's quietly changing lives.

**The nutgraph:** While it may look like a simple cart full of books, the Book Buggy is helping kids build reading habits, connect with neighbours, and discover the joy of storytelling — all without needing a big budget or fancy building.

The idea came from Leila Tran, a local mum and former teacher. **#2** "Some kids didn't have time to get to the library," she said. "Others didn't feel comfortable going alone. So we thought — why not bring the library to them?" With help from volunteers and donated books, the Book Buggy was born.

At first, only a handful of families joined in. But word spread quickly. Now, over 60 kids visit the cart each weekend. Some come to borrow books, others to read aloud under the shady gum tree nearby. There's even a "story swap" box where kids can leave notes about what they liked or didn't like in a book.

One surprising impact? Confidence. #3 "I used to be shy," said 9-year-old Maya, "but now I read stories to the little kids. They laugh at my voices!" Parents say their children are reading more, talking more, and even writing their own stories.

The initiative also brought neighbours together. Volunteers take turns pushing the cart, organising mini book festivals, and hosting read-aloud picnics. "We didn't know each other before," said Leila. "Now we're like a big book-loving family."

As the Book Buggy rolls into its second year, plans are underway to add a poetry corner, a comic-making station, and even a kid-run newsletter. It's proof that small ideas — when powered by community — can create big ripples.

And every Saturday, as the cart squeaks down the street and laughter fills the air, it's clear: this little buggy isn't just delivering books. It's delivering connection, creativity, and a love of learning — one story at a time.