

Section 1

#1: Opening Paragraph ("Dear Diary, Today was a day...in reality.")

Strengths:

- You've created an engaging opening that makes readers curious about what happened
- The phrase "one good turn deserves another" effectively hints at your story's main theme

Vague Opening Hook → Your opening sentence tells us the day was unforgettable and mentions a reward, but it doesn't give readers a clear picture of what to expect. Instead of saying the reward was "more than just a handshake," you could be more specific about what made this day special. This would help readers connect with your story from the very first lines.

Exemplar: *Today was the day I learnt that helping someone small could lead to the biggest rescue of my life—ten kindergarteners saving me from the school bullies.*

#2: Middle Section (Discovering the torch through meeting the kindergartener)

Strengths:

- You include sensory details like the "soggy electric torch" which helps readers picture the scene
- The conversation between you and the kindergartener feels natural and believable

Confusing Sequence of Events → Your readers might struggle to follow what's happening because some parts jump around. For example, you write "It took me while to regain consciousness" after bumping into the student, which sounds like you were knocked out cold. But then you're immediately talking to him. Also, you mention putting the torch in your pocket earlier, but then later you're "pulling out the soggy electric torch" as if you just found it. These mixed-up details make it harder for readers to picture what's actually happening.

Exemplar: *I helped the boy to his feet and brushed the dirt from my trousers. "Are you looking for something?" I asked, noticing how frantically he'd been moving.*

#3: Climax Scene (The bullies confronting you and the kindergarteners' rescue)

Strengths:

- You've created an exciting turning point that shows the kindergartener returning your kindness
- The action sequence moves quickly and keeps readers engaged

Unrealistic Action Sequence → Whilst your rescue scene is exciting, the way you describe the kindergarteners defeating Diabeto doesn't make sense in a realistic school setting. Ten kindergarteners lifting a large bully and throwing him through a cafeteria roof would be impossible—children that young simply don't have that strength, and a person going through a roof would cause serious injuries. Your story would be stronger if you showed the kindergarteners helping you in a believable way, perhaps by getting teachers or using their numbers to surround the bullies and make them back down.

Exemplar: *Before Diabeto could strike, the kindergartener's whistle pierced the air. Within seconds, two teachers rushed onto the oval whilst ten tiny kindergarteners formed a protective circle around me, their arms linked together. "Leave him alone!" they chanted in unison. Diabeto's face went pale as he realised he was surrounded.*

■ Your piece tells a clear story about kindness being repaid, which is a wonderful theme for a diary entry. You've shown good imagination in creating characters like Mr Microwave and the Chunky Monkeys, and your narrator's voice sounds authentic for a primary school student. However, your writing would benefit from making the events more believable and easier to follow.

The main area to work on is keeping your story grounded in reality. Whilst creative stories can have exciting moments, they still need to make sense. Ten kindergarteners throwing a bully through a roof, or a teacher becoming "the next nuclear bomb" from anger, pulls readers out of your story because it's too far-fetched. Instead, think about how real children would solve these problems—maybe the kindergarteners get help from teachers, or Mr Microwave simply gives you detention.

Additionally, pay closer attention to the order of events. When you mention finding the torch and putting it in your pocket, then later pull it out as if discovering it again, readers get confused about what actually happened. Try reading your story aloud to catch these jumps in logic. Also, some of your sentences could be clearer—for instance, "It took me while to regain consciousness" sounds like you

were knocked unconscious, but you were just dazed from bumping into someone. Using more precise words will help readers understand exactly what you mean.

Your dialogue and character descriptions are strong points. The conversation with the kindergartener feels natural, and details like "pupils filled with terror and shame" paint a vivid picture. Keep building on these strengths whilst working on making your plot events more realistic and your sequence of actions clearer. Think about what would really happen in each situation, and describe it step-by-step so readers can follow along easily.

Overall Score: 41/50

Section 2

#1 Dear Diary,

Today was a day I will never forget. From ~~just simply~~ **[simply]** helping to ~~realizing~~ **[realising]** that the reward was ~~more than~~ **[more than]** just a handshake. [,] ~~On~~ **[in]** that moment, I couldn't stop wondering ~~that~~ **[whether]** ~~one good turn deserves another, really is~~ **["one good turn deserves another" really was]** true in reality.

It was a rather foggy morning before school, as a thunderstorm approached, rumbling in the distance and causing lightning to strike unsuspecting electricity poles. It was almost impossible to see in the mist, making accidental bumps into random people extremely common at this time. As I trudged along with the mumbling crowd, I tried to ~~memorize~~ **[memorise]** all my spelling words for today's examination. Everyone hated Thursdays since our ever so boring teacher, Mr. ~~Microwave~~ **[Microwave,]** always ~~set~~ **[set]** a vocabulary test that day. ~~And unfortunately~~ **[Unfortunately]** for me, today was Thursday. I groaned and predicted how my ~~mom~~ **[mum]** would react when I received yet another D grade.

#2 At the traffic lights, I ~~spot~~ **[spotted]** the school bully, Diabeto, and his nasty gang named 'The Chunky Monkeys'. Although they ~~seen~~ **[seemed]** like ~~a~~ **[an]** entertainment group, that description is actually the complete opposite of what they actually are. Malicious and loathsome, they used to torment every single person in ~~there~~ **[their]** path at primary, young and old. The ~~chunky Monkeys~~

[**Chunky Monkeys**] also once roasted a teacher. [,] ~~But~~ [**but**] they didn't get away in time and got suspended for ~~whole~~ [**a whole**] school term.

I tried to remain hidden from the tyrants by blending in with the crowd and hanging around the hedge that ~~lead~~ [**led**] the way to the side entrance of the academy. On my way there, I ~~spot a~~ [**spotted an**] oddly straight stick stuck on ~~a~~ [**an**] overhang from the bush. It was black and had what looked like a lens on the tip of it. It took a while before I ~~realized~~ [**realised**] that this wasn't a stick, but a ~~full~~ [**fully**] functional electric torch. Someone must have dropped it recently~~er~~ [, or] else it wouldn't have been glowing, especially in the dense downpour. I scooped it up and put it into my pocket before continuing my way to primary.

But as I almost reached the gate of our elementary school, I ~~smashed in~~ [**smashed into**] a student about half my size and crashed onto the damp ground, ruining my brand-new schoolbag.

"Dang it," I thought silently. "That was my new backpack. My mum's going to kill me."

And then a squeaky voice quavered above me.

"Are you alright?"

I turned around to see a tiny kindergarten**[er]** staring back with pupils filled with terror and shame. He looked as if he had just murdered the president ~~on~~ [**by**] accident.

"Yeah, I am fine," I ~~reply~~ [**replied**].

~~It took me while to regain consciousness, but as I woke, I could help but wonder why the boy was in such a rush.~~ [**It took me a while to catch my breath, but as I stood up, I couldn't help but wonder why the boy was in such a rush.**] School only ~~starts~~ [**started**] in 30 minutes.

"Are you looking for something?" I inquired.

~~"Yea. . . . wait, how do you know?" question~~ [**"Yeah... wait, how do you know?" questioned**] the shocked kindergarten [**kindergartener**], trying hard to process what he had just heard (~~At~~ [**at**] least that's what I ~~think~~ [**thought**] from my perspective).

"Well, um. . . . [...] I found this and I am wondering. . . . [...] whether this is yours!" ~~pulling~~ [**I said, pulling**] out the soggy electric torch, still intact and unharmed.

The frown on the kid's face transformed almost instantly into a wide smile.

~~"Oh thank you, that was my only digital camera I've ever had!"~~ **"Oh, thank you! That was my only digital camera I've ever had!"** My ~~parent~~ **[parents]** went insane when they heard I lost it and forced ~~to~~ **[forced]** me to search for it." ~~["]~~ **[,]** exclaimed the delighted child, ~~gentle~~ **[gently]** examining the unbroken ~~cam~~ **[camera]** and putting ~~in~~ **[it in]** his pocket. He then ~~rose~~ **[raised]** his hand to shake my hand. I ~~handshake~~ **[shook hands with]** him before departing the scene, saying ~~bye~~ **[goodbye]** to each other ~~in~~ **[with]** smiles etched on our faces.

Unfortunately, as I arrived at my classroom, I was shocked to see 30 faces with an expression that meant they wanted to ~~be~~ **[be in my position at]** ~~me at~~ that moment and a ~~a~~ **[an]** extremely outraged Mr. Microwave, who was literally grinding his pencil into very tiny fragments.

#3 During recess, I felt as if a stone had been dropped on my head. I had been scolded by Mr. Microwave so hard that the person with earphones was inches away from fainting due to extreme levels of noise. Eventually, my teacher had to be sent to the hospital to reset his emotions. And so, we took the remaining period off with some gaming and music. The staff thought that I had ~~went~~ **[gone]** too far with Mr. Microwave ~~but~~ **[, but]** my classmates thought I was ~~Brilliant~~ **[brilliant]**. Not only had they missed the leftover half of spelling ~~but~~ **[, but]** like I said earlier, ~~was~~ **[they were]** able to game for 1 hour and 30 minutes. People described Mr. Microwave when he left for medical treatment '~~so~~ **[as 'so]** angry that scientists would agree that ~~his~~ **[he'd]** ~~became~~ **[become]** the next nuclear bomb'.

As I strolled through the massive oval, watching as hundreds of students boot and swish balls into goals, a massive hand grabbed my shoulder. For a moment, I thought ~~is~~ **[it]** was the principal going to give me a long boring lecture, but it was something much worse. It was Diabeto and the rest of the ~~chunky monkey~~ **[Chunky Monkey]** squad. My blood ~~runs~~ **[ran]** cold as I ~~am~~ **[was]** tossed by their ~~lead~~ **[leader]** like a piece of rubbish and ~~slam~~ **[slammed]** into one of the soccer poles. Diabeto and his gang ~~jeers~~ **[jeered]** and ~~comes~~ **[came]** racing ~~toward~~ **[towards]** me like muscular bulls, except that they ~~are~~ **[were]** ~~slightly~~ **[slightly]** off the description of 'round'. But before they could even strike, a familiar voice ~~prevents~~ **[prevented]** them from ~~preceeding~~ **[proceeding]**.

"Stop right there!!!"

The bullies ~~expect~~ **[expected]** to see a teacher brandishing a whistle ~~but~~ **[, but]** it turns out it was the ~~kindergarten~~ **[kindergartener]** that lost his torch which was returned by me. I tried to shout a warning about ~~Diabeto~~ **[Diabeto]** to the child ~~but~~ **[, but]** his gang ~~laughs~~ **[laughed]** hard, covering my faint signs of warning.

"~~How~~ **[Who]** do you think you're going to stop us?" ~~li'l gartener~~ **[, li'l kindergartener]**, eh?" roared Diabeto, as his goons rocked side to side, howling in laughter as the round tyrant approached the tiny

first ~~year~~ [**year student**]. But before another step could be taken, 10 other ~~kindys~~ [**kindergarteners**] sprung out from the towering grass, lifting the hunk of mass up into the air. Laughter was replaced with screams as the squad shot Diabeto through the air, a [**like an**] enormous cannon ball streaking towards the roof of the cafeteria. Within seconds, a deafening CRASH could be heard from the lunch room [**as**] a gigantic hole formed in the ceiling. Silence swept through the field as the eating area shrieked with surprise. The kindergartener turned to face the rest of the 'Chunky Monkey' gang, whose faces were petrified with ~~shear~~ [**sheer**] terror at the sight of their leader falling to several minor kids.

"Who wants to face me ~~know~~ [**now**], eh?" demanded the leading kindergartener, speaking with pride and strength.

The remainder of the bully team stared at each other's ~~face~~ [**faces**] for a second before sprinting away in the direction their once-powerful ruler had been thrown. Then the kid turned and ~~help~~ [**helped**] me rise to my feet. He asked if I was ~~ok~~ [**okay**] from the ordeal ~~but~~ [, **but**] I stated that I was fine, despite ~~had a~~ [**having an**] extremely large bruise and many cuts on the elbows.

From that moment on, whenever preventing bullying is mentioned, the memory of that time always sparks into my head. Now I have ~~realized~~ [**realised**] that the power of kindness can really give impacts, even if ~~your~~ [**you're**] helping a child.