

## Section 1

**#1: "The old alarm clock in the school hall which is the size of a basketball court had its second hand moving between 9 and 3 and it was stuck at 1:10, forever ringing the lunch bell."**

### Strengths:

- You've created an interesting image of a broken clock that helps readers picture the setting
- The detail about the clock being stuck adds intrigue to your story

**Unclear sentence structure** → Your opening sentence tries to describe too many things at once, making it confusing to read. The phrase "which is the size of a basketball court" sits awkwardly in the middle, and it's unclear whether you're describing the hall or the clock. The sentence also runs on with multiple ideas connected by "and," which makes readers lose track of what you're saying. Breaking this into shorter, clearer sentences would help your readers understand the scene better.

**Exemplar:** *The old alarm clock hung in the school hall—a space the size of a basketball court. Its second hand moved between 9 and 3, stuck at 1:10, forever ringing the lunch bell.*

---

**#2: "Fifty years ago, the news about the inaugural whole school photo day was up on the school noticeboard. The photo had a clock which looked the same but with the hands in different positions."**

### Strengths:

- You're making a connection between the past and present through the photograph
- The time jump adds depth to your narrative

**Vague language and missing connections** → Your writing here doesn't clearly explain what you mean. When you say "the news about the inaugural whole school photo day was up," you're using complicated phrasing when simpler words would work better. More importantly, you haven't explained how you're looking at this photo or why it matters. The phrase "the photo had a clock" is confusing because readers don't know if you mean the photo shows a clock or something else. You need to be more specific about what you're describing and why it's important to your story.

**Exemplar:** *Fifty years ago, the first whole-school photo was taken. Looking at that faded photograph on the noticeboard today, I can see the same clock in the background, though its hands show a different time.*

---

**#3: "During eating time it was only as chaotic as the main photo because the majority were eating in out of bounds areas. However as the second bell rang a few minutes later it was only more chaotic."**

**Strengths:**

- You're showing the difference between eating time and playtime
- You're trying to compare two different moments

**Repetitive and illogical comparisons** → Your use of "only as chaotic" and then "only more chaotic" doesn't make sense because these phrases contradict each other. If something is "only as chaotic," it means it's the same level of chaos, but then you say it became "more chaotic," which creates confusion. Additionally, saying children were "eating in out of bounds areas" needs more explanation—readers don't understand why this is chaotic or what these areas are. Your comparisons need to be clearer and more logical.

**Exemplar:** *During eating time, the playground was relatively calm as most students stayed in designated areas. However, when the second bell rang, chaos erupted as everyone rushed to play.*

---

■ Your piece tells an interesting story about a school's history through a broken clock and an old photograph, but the content needs more focus and clearer organisation. Many of your ideas feel disconnected—you jump from the clock to the photograph to recess without explaining how these elements connect to create meaning. Your writing would be stronger if you decided on one main idea (perhaps how the school has changed over time, or what the photograph reveals) and developed that idea throughout. Additionally, your paragraphs need better structure with clear topic sentences that tell readers what each section will explore. The fourth paragraph, for instance, tries to explain too much about the photograph selection process without giving readers enough context about why this matters. Also, your final paragraph about fixing the clock feels rushed and doesn't connect well to the rest of your narrative—consider expanding on what the broken clock symbolises or why it remained unfixed for so long to give your piece a more satisfying conclusion.

---

**Overall Score: 41/50**

---

## Section 2:

~~The old alarm clock in the school hall which is the size of a basketball court had its second hand moving between 9 and 3 and it was stuck at 1:10, forever ringing the lunch bell. [The old alarm clock in the school hall—which is the size of a basketball court—had its second hand stuck between 9 and 3 at 1:10,~~

forever ringing the lunch bell.] #1 New students get distracted, but students who have stayed in the school for a long time know how to ignore the booming sound of the bell.

~~Fifty years ago, the news about the inaugural whole school photo day was up on the school noticeboard. The photo had a clock which looked the same but with the hands in different positions.~~ [Fifty years ago, news about the inaugural whole-school photo day appeared on the school noticeboard. The photograph showed a clock that looked the same but with the hands in different positions.] #2 It had way ~~less~~ [fewer] people than the thousand it has today, but I have seen my class teacher in the photo.

Just by reading the mouths and ~~the~~ [the] posture of the people in the ~~class~~ [photograph], I could tell there were more naughty ~~kids~~ [children] back then compared to now. The teacher called instructions like this, [:] "Sit. Stop your conversations. Look at the camera. Get ready on 3. Otherwise, you are not in the photo. This is important." Children tried to obey. The photographer said, "3... 2... 1... Say CHEESE!!!" A loud CHEESE sound echoed. "Try again. 3... 2... 1... Say GLUE!", the photographer screamed from the megaphone. Students responded BLUE. Three people were quiet. "The third and final try in 3... 2... 1... Stand TALL and say CHEESE!+[:]", the photographer told the students from high above the stage.

One year later, the three photos had been fully assessed, [,] ~~and in~~ [In] the first and second photos, [,] people were scared of the camera's flash, which was much brighter than today's models. There were not enough people calling out the words in the first and second photos. The third photo could have been improved, but there were not enough ways ~~that~~ it could have been improved. ~~So the~~ [The] third photo was ~~the best after all~~ [ultimately chosen] because there was not enough time to create a fourth photograph.

At the same time, the clock rang the recess bell. ~~After that the~~ [The] recess bell rang three times, [,] and the children ~~that~~ [who] ran out of their classrooms went to play during eating time. During ~~the~~ [this] time, [,] there were teachers taking photographs of people and ~~what game they were~~ [the games they were] playing. Handball was a new phenomenon and not a very common game. There was mainly basketball and ~~soccer~~ [football] in the playground, as well as play equipment. #3 ~~During eating time it was only as chaotic as the main photo because the majority were eating in out of bounds areas. However,~~ [,] [During eating time, the scene was relatively calm as the majority ate in designated areas. However,] as the second bell rang a few minutes later, [,] it ~~was only~~ [became] more chaotic. People were ~~only~~ [either] running or dawdling while having conversations on the way back to their classrooms.

This was just how an average recess ~~break time~~ [break] was. The teachers had to address these issues but wanted to be less strict ~~like~~ [than] they are today. New teachers came and went, [,] ~~as it~~ [It] took forty-nine years to rethink the system. The bell was ringing 24/7 during the latter half of these years. This was an issue, [,] but it was not ~~as~~ [considered] important at the time. In the future, this ~~next~~ issue should just be resolved in days or weeks. It is just a clock problem. Just buy a clock and install it on the wall of the hall. Simple as that.