

### Section 1:

**#1: Opening paragraph** "The photograph had always been there, on the wall, hanging in plain sight, but always blended in, a reminder of home. But what the photograph really was, was never really spoken about. So it was never noticed, never asked about, regarded as that toy under the bed, ignored, alone, and gathering dust."

#### Strengths:

- Your opening creates a strong sense of mystery around the photograph, making readers curious about its significance.
- The comparison to "that toy under the bed, ignored, alone, and gathering dust" helps readers picture something forgotten.

**Repetitive sentence structure** → Your sentences begin with similar patterns, which makes the writing feel choppy. Notice how "never really spoken about," "never noticed," and "never asked about" all follow the same structure. This repetition slows down the flow and makes your ideas feel disconnected rather than building smoothly on each other.

**Exemplar:** *The photograph had always hung on the wall in plain sight, blending into the background like a silent reminder of home. No one spoke about what it truly represented, so it remained unnoticed and unquestioned—just like that forgotten toy gathering dust beneath the bed.*

**#2: The research paragraph** "A kid riding a bike. But what kind of bike—that old fashioned one, the penguin penny? The Father Penning? Searchbar. 'What was that old bike called?' 'The penny-farthing, also known as a high wheel, high wheeler or ordinary, is an early type of bicycle. It was popular in the 1870s and 1880s, with its large ...' Interesting."

#### Strengths:

- Your inclusion of Tommy's actual search process shows realistic detective work and makes the story feel genuine.
- The fragments like "Searchbar" and "Interesting" capture how someone actually thinks when researching.

**Unclear connection between ideas** → Your paragraph jumps from Tommy's confusion about the bike name to the search results, but doesn't show us what Tommy learns or feels from this discovery. The sentence "Perhaps this was something to learn about... but still-where was it from" feels disconnected because we don't understand why the penny-farthing information matters to Tommy's homework or the photograph's story.

**Exemplar:** *A child rode an unusual bike—one with a giant front wheel and a tiny back wheel. Tommy wracked his brain for the name. The penguin penny? The Father Penning? He typed into the search bar: "What was that old bike called?" The answer appeared: "The penny-farthing, also known as a high wheel,*

*was popular in the 1870s and 1880s." Tommy's eyes widened. If this photograph showed a penny-farthing, it must be over a hundred years old.*

**#3: The conclusion**"The next day, the pictures' origins were revealed through a series of calls to ancestry tracers, a few searches in google, and a questioning time for his parents. Soon, the welcoming glint in the photo enlarged into an entire sun, and it provided all the new opportunities for Tommy. A lot of new knowledge. And perhaps more A's. On the bike. The inscription read on the side of the image. The glint smiled, and Tommy smiled too."

**Strengths:**

- Your circular ending, returning to the glint from earlier, ties the story together nicely.
- The final image of both the glint and Tommy smiling creates a warm, satisfying conclusion.

**Missing story details** → Your ending tells us that Tommy discovered the photograph's origins but doesn't actually share what he learnt. Phrases like "all the new opportunities" and "A lot of new knowledge" are vague—readers want to know whose bike it was, why it mattered, or what made this photograph special to Tommy's family. Without these details, your story feels incomplete, like opening a present but never showing what's inside.

**Exemplar:** *The next day, after calling ancestry tracers, searching online, and questioning his parents, Tommy finally learnt the truth: the photograph showed his great-great-grandfather as a boy in 1882, riding the family's prized penny-farthing through the streets of Melbourne. This wasn't just an old picture—it was a window into his family's past. Tommy grinned as he began writing his essay, certain this discovery would earn him top marks.*

■ Your piece tells an engaging story about discovery and curiosity, but it needs more specific details to make Tommy's journey meaningful. Right now, you tell us that Tommy found information, but you don't show us what that information actually was or why it mattered. Additionally, your second paragraph could be shortened and tightened—it spends a lot of words repeating that the photograph was in plain sight and had a glint, when you could move more quickly to Tommy examining the actual image. Also, your story would benefit from smoother connections between paragraphs, helping readers follow Tommy's thought process more easily. Try adding sentences that link one idea to the next, like explaining why Tommy moved from looking at the bike to wondering where the photo came from.

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**Score: 39/50**

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**Section 2:**

**#1** The photograph had always been there, on the wall, hanging in plain sight, but ~~always~~ [it had always] blended in, [—] a reminder of home. ~~But what the photograph really was, was never really spoken about. So it was never noticed, never asked about, regarded as that toy under the bed, ignored, alone, and~~

~~gathering dust~~. [Yet what the photograph truly represented was never discussed, so it remained unnoticed and unquestioned—regarded like that toy beneath the bed, ignored, alone, and gathering dust.] Now~~though~~, [though,] Tommy was holding a sheet of homework, the inscription urging him to complete his task by "Wed 23 Wk8". His task? Find an old photo, [and] and discover what it meant.

Tommy thought about what old photos he had. After a surprisingly long thought session, Tommy ~~realised~~ [realised] the key to success was hanging in plain sight, [in plain sight] in the entrance corridor. #2 It had a beckoning glint under the coat of dust it had ~~bore~~ [borne] for years, like it was eager to shine again, to feel the warmth of sunlight on its glass. The old photograph was pretty straightforward, nothing out of the ordinary. This was bad news for Tommy. Nothing to write about! He was already imagining the comments in red written along his essay about this. But ~~that's~~ [that's] when Tommy looked at the actual picture.

#3 A ~~kid~~ [child] riding a bike. But what kind of bike—that [—that] old~~fashioned~~ [old-fashioned] one, the penguin penny? The Father Penning? ~~Searchbar~~. [Search bar.] "What was that old bike called?" "The penny-farthing, also known as a high wheel, high wheeler or ordinary, is an early type of bicycle. It was popular in the 1870s and 1880s, with its large ..." Interesting. Perhaps this was something to learn about... but still—where [—where] was it from. [?]

The next day, the ~~pictures'~~ [picture's] origins were revealed through a series of calls to ancestry tracers, a few searches ~~in google~~ [on Google], and a questioning time for his parents. Soon, the welcoming glint in the photo enlarged into an entire sun, and it provided all the new opportunities for Tommy. A lot of new knowledge. And perhaps more ~~A's~~ [As].

~~On the bike~~. [*On the bike.*] The inscription read on the side of the image. The glint smiled, and Tommy smiled too.