

Section 1

#1: "I should have known that the package wasn't for me. I desperately wanted to know what that was."

Strengths:

- You've created an immediate sense of mystery that hooks your reader's attention right from the opening
- The honest admission about wanting to know builds curiosity effectively

Unclear pronoun reference → In the second sentence, you write "what that was," but it's confusing because you haven't yet told us what "that" refers to. Your reader needs to know you're talking about what's inside the package. This makes your opening a bit hard to follow.

Exemplar: *I should have known that the package wasn't for me, but I desperately wanted to know what was inside.*

#2: "I inspected the note and got something to eat and went to the sofa desperate to open the crispy box sitting there patiently."

Strengths:

- The word "crispy" is an interesting, unusual choice that helps us imagine the box
- You're showing the character's actions, which helps move the story forward

Run-on sentence structure → This sentence tries to do too many things at once by connecting "inspected the note," "got something to eat," and "went to the sofa" all with "and." This makes it feel rushed and hard to follow. Your reader needs to pause between these different actions to understand what's happening clearly.

Exemplar: *I inspected the note, then got something to eat. Sitting on the sofa, I stared at the crispy box, desperate to open it.*

#3: "The library was called The Palace Of Infinite Doors, the school was called the academy of impossible questions this how my mother saw the town."

Strengths:

- The imaginative names for ordinary places (like "Palace Of Infinite Doors" for the library) are creative and poetic
- You're revealing an emotional connection to your mother through how she viewed the world

Missing punctuation and incomplete thought → This sentence has two problems. First, you need punctuation between "academy of impossible questions" and "this how my mother saw" because these are separate thoughts running together. Second, "this how" is missing the word "is" or "was." These errors make it difficult for your reader to understand your important realisation about your mother's perspective.

Exemplar: *The library was called The Palace of Infinite Doors; the school was called The Academy of Impossible Questions. This is how my mother saw the town.*

■ Your piece contains a genuinely moving idea at its heart—discovering how your mother saw the world differently through the objects she left behind. The emotional core is strong, especially the realisation about the purple flowers you walked past but never noticed. However, your writing would benefit from slowing down and giving your reader more details about what you're thinking and feeling in each moment. For example, when you open the box, you could describe your emotions when you first see each item, not just list what's inside. Additionally, the beginning feels rushed because you jump between actions without explaining why you're doing them. Why did you walk past the box 30 times? What were you feeling each time? Also, your ending stops quite suddenly after "She noticed everything." You could strengthen this by adding one or two more sentences explaining what this discovery means to you or how it changes the way you see your town now. Think about expanding the moments that matter most emotionally, particularly when you're looking at the map and realising how your mother viewed ordinary places as magical.

Overall Score: 38/50

Section 2:

~~I should have known that the package wasn't for me. I desperately wanted to know what that was. [I should have known that the package wasn't for me, but I desperately wanted to know what was inside.]~~
~~#1 I stopped and looked at it~~ [I stopped and looked at it], ~~the~~ [. The] writing looked familiar. I inspected the note ~~and~~ [, then] got something to eat ~~and went~~ [. I went] to the sofa ~~desperate~~ [, desperate] to open the crispy box sitting there patiently. #2 I walked past it about 30 times ~~now~~ [now,] sometimes with food and sometimes just curiously staring at the box. ~~At the end~~ [In the end,] I couldn't resist the temptation and opened the box carefully with a butter knife.

Inside ~~was~~ [were] toys, books, pictures ~~and~~ [, and] a map that ~~looks~~ [looked] like one that is not found across the shops but one that was seen by someone in a different way. It looked exactly like ~~town~~ [the town] we live in. #3 The library was called The Palace ~~Of~~ [of] Infinite Doors, the [; the] school was called ~~the academy~~ [The Academy] of ~~impossible questions~~ [Impossible Questions] ~~this how~~ [. This is how] my mother saw the town. She noticed the purple flowers that I walked past at least 20 times ~~and~~ [, and] I never noticed ~~it~~ [them]. The picture looked ~~one~~ [like one] that I ~~remember~~ [remembered] seeing around the house that I drew before. The picture was carefully placed in the box. She noticed everything.

Section 1

#1: "I closed my eyes as the high-pitched echoed through the room that I was in. I glared at the pipe after I opened my eyes."

Strengths:

- You've created a clear image of a moment by showing physical actions (closing eyes, glaring at the pipe).
- Your use of sensory details helps readers experience the uncomfortable sound.

Incomplete sentence structure → In your opening line, "as the high-pitched echoed through the room" is missing what made the sound. The phrase "high-pitched" needs a noun after it, such as "high-pitched sound" or "high-pitched noise". Without this, the sentence feels unfinished and confuses readers about what's actually happening.

Exemplar: *I closed my eyes as the high-pitched screech echoed through the room.*

#2: "He didn't move. I was getting frustrated. Then he told me to play C# but still no other word said."

Strengths:

- Your short sentences create tension and show the narrator's growing impatience effectively.
- You've captured the feeling of waiting for guidance from a teacher.

Unclear phrasing and sentence flow → The phrase "but still no other word said" doesn't quite make sense grammatically. It's unclear who didn't say other words or what you're trying to express. Additionally, the connection between Master Cornelius not moving and then suddenly speaking feels abrupt. Your reader needs smoother transitions between these ideas to understand the sequence of events.

Exemplar: *He didn't move. I was getting frustrated. Then he finally spoke, telling me to play C#, but he offered no explanation.*

#3: "I needed ask him something but he was face was showing that he wanted me to listen to him."

Strengths:

- You're attempting to show character observation by describing Master Cornelius's facial expression.

Missing words and repetition errors → This sentence has two problems: "I needed ask" is missing the word "to" (should be "I needed to ask"), and "he was face was showing" repeats the word "was" incorrectly. These errors make the sentence very difficult to read. When you're writing quickly, it's easy to accidentally leave out small words or repeat them, but these mistakes interrupt the flow of your story.

Exemplar: *I needed to ask him something, but his face showed that he wanted me to listen to him.*

■ Your piece tells an interesting story about learning to play the organ and discovering something unusual about the instrument. The mystery of the screeching sound and the dust you spotted creates curiosity for readers. However, your writing would benefit from slowing down and checking each sentence carefully. Many of your sentences have missing words or awkward phrasing that makes them hard to follow. For instance, when you write "I have already been playing for long enough to know that organ pipes don't screech or scream," this disrupts the flow because it suddenly shifts to explaining background information. Instead, you could weave this knowledge into the story more naturally by showing your surprise at the unusual sound. Additionally, your piece would feel more complete if you developed the ending further. You've spotted the dust on the pipe, but what happens next? Does the dust cause the screech? What does Master Cornelius say about it? Adding a few more sentences to resolve this mystery would make your story feel finished rather than cut off. Also, try reading your work aloud before submitting it—this helps you catch missing words and awkward phrases that your eyes might skip over when reading silently. Your ideas are good; they just need clearer expression to shine through.

Overall Score: 37/50

Section 2

~~I closed my eyes as the high-pitched echoed through the room that I was in.~~ **[I closed my eyes as the high-pitched screech echoed through the room.]** #1 I glared at the pipe after I opened my eyes. I looked at Master Cornelius. He didn't move. I was getting frustrated. ~~Then he told me to play C# but still no other word said.~~ **[Then he told me to play C#, but he offered no explanation.]** #2

~~I have already been playing for long enough~~ **[I had been playing long enough]** to know that organ pipes don't screech or scream. ~~I needed ask him something but he was face was showing that he wanted me to listen to him.~~ **[I needed to ask him something, but his face showed that he wanted me to listen to him.]** #3 I played C# ~~but~~ **[, but]** a loud ~~high-pitched screech~~ **[high-pitched screech]** came back. Was this normal? I started to wonder. I stared back ~~to~~ **[at]** the instrument. I spotted a small group of dust on the side of the pipe ~~clinged~~ **[clinging]** on. Well, Master Cornelius did not say anything yet. I kept on playing to see if it would screech again while staring at the group of dust.