

## Section 1

### #1: Opening paragraph

"Leaves rustle as I entered the park. I saw a shadow in the distance. That was my friend."

#### Strengths:

- Your opening uses simple, clear sentences that help readers ease into the story naturally
- The detail about leaves rustling creates a sense of place and atmosphere right away

**Tense inconsistency** → Your writing shifts between present tense ("rustle") and past tense ("entered") in the same sentence, which confuses readers about when the story is happening. This continues throughout your piece, making it hard to follow the timeline. To fix this, you need to choose either past tense (rustled, entered) or present tense (rustle, enter) and stick with it all the way through. Past tense is usually easier for narrative writing like this.

**Exemplar:** *The leaves rustled as I entered the park. I saw a shadow in the distance—it was my friend.*

---

### #2: Dialogue section

"'What are you doing here, you never came back here' I whispered with a hint of sadness.

Studying, figured I'd never live a good life out of it."

#### Strengths:

- Your dialogue feels realistic, like how friends would actually talk to each other
- The emotional detail "whispered with a hint of sadness" helps readers understand how the narrator feels

**Missing punctuation in dialogue** → Your dialogue lacks proper punctuation at the end of spoken words, which makes it hard to tell where one person stops speaking and another begins. In your piece,

you've written "Studying, figured I'd never live a good life out of it" without quotation marks, so readers might think this is the narrator's thought instead of the friend speaking. Every time someone speaks, their words need to be inside quotation marks with proper punctuation (comma, full stop, question mark) before the closing quotation mark.

**Exemplar:** *'What are you doing here? You never came back here,' I whispered with a hint of sadness. 'Studying. I figured I'd never live a good life without it,' he replied.*

---

### #3: Friend's explanation

"Well... I started training more and less academic practice which led to my scores being falling like flying colours. After I failed my rep team trial horribly for the 3rd year in a row figured that I wasn't good enough, so I started studying."

#### Strengths:

- This section reveals important backstory that helps readers understand why the friend changed
- Your use of specific details (3rd year in a row, rep team trial) makes the explanation feel real and believable

**Run-on sentence structure** → This sentence tries to explain too many things at once without proper breaks, making it exhausting to read. You've packed in training habits, score changes, failed trials, and the decision to study all into one long sentence connected by weak words like "which" and "after." This makes readers lose track of what you're trying to say. Breaking this into shorter sentences would help each idea stand out clearly. Additionally, the phrase "scores being falling like flying colours" mixes up two different expressions in a way that doesn't make sense.

**Exemplar:** *'Well... I started training more and practising academics less, which made my scores drop. After I failed my rep team trial horribly for the third year in a row, I figured I wasn't good enough. That's when I started studying.'*

---

■ Your story tackles an interesting idea about two friends who've grown apart because they chose different paths, which shows you're thinking about meaningful themes like friendship and priorities. However, your piece needs stronger development to help readers fully understand what's happening

and why it matters. Right now, the story feels rushed—you jump from the narrator entering the park to suddenly having a full conversation without building up the moment. Your readers need more context about why these two friends separated in the first place and why this meeting is significant.

The emotional heart of your story—the tension between academic success and following your dreams—gets lost because you don't explore the characters' feelings deeply enough. Your narrator seems cold and distant ("I said coldly"), but you don't explain why they've become this way or how they feel about their friend's change. Additionally, the ending leaves too many questions unanswered. Why is the narrator wondering about their friend's choices when they're the one who pushed academics first? What does the friend disappearing into the mist symbolise?

To strengthen your piece, focus on showing rather than telling. Instead of saying "Memories flashed back," describe one specific memory that matters. Instead of stating "My life was in ruins," explain what actually happened. Also, your piece would benefit from clearer paragraph breaks—each time a different person speaks, you should start a new paragraph. This helps readers follow who's talking and makes the conversation easier to read. Finally, consider adding more description throughout to help readers picture the scene and feel the emotions alongside your characters.

---

**Overall Score: 40/50**

---

## Section 2

~~Leaves rustle~~ [Leaves rustled] as I entered the park. I saw a shadow in the distance. That [—it] was my friend. We ~~took separate~~ [had taken separate] paths because I studied and he just played sports. This was where I always studied ~~but~~ [, but] why was he here?

**#1** He sat under a jacaranda tree ~~the~~ [, the] one where we used to laugh and play. Memories flashed back ~~but~~ [, but] I ~~snapped my snapped myself~~ [snapped myself] out of it ~~knew~~ [. I knew] we've separated.

**#2** 'What are you doing here, [?] ~~you~~ [You] never came back here[, ' ] I whispered with a hint of sadness.

~~Studying, figured I'd never live a good life out of it.~~ ['Studying. I figured I'd never live a good life without it,' he replied.]

'Well~~at~~ [, at] least you finally came to your senses[,'] I said, this [. This] is what I told you before.

'What made you stop[?'] I asked curiously.

~~Well...~~ ['Well...'] I started training more and less academic practice which led to my scores being falling like flying colours. After I failed my rep team trial horribly for the 3rd year in a row figured that I wasn't good enough, so I started studying. My grades weren't shooting up but they were going up steadily. [I started training more and practising academics less, which made my scores drop. After I failed my rep team trial horribly for the third year in a row, I figured I wasn't good enough, so I started studying. My grades weren't shooting up, but they were going up steadily.']

#3 'Wow, I never thought you'd give up~~it~~ [. It] was something you'd [had] chased ever since I knew you[,'] I told him with no emotion.

Silence blew over the morning air, [,] ~~chill~~ [A chill] came over us.

~~At~~ ['At] least I got into a decent university~~good~~ [—good] enough for me to get a good job.[.]

~~My~~ ['My] life was in ruins until I remembered what you told me in high school" [: "Your] ~~academic~~ [academics] always ~~comes~~ [come] first no matter what" [,""]

'Glad you remembered[,'] I said coldly.

~~I got~~ ['I've got] to go~~my~~ [. My] university lesson starts in ~~1 hr.~~ [one hour.']

~~But~~ ['But] it's only 5:30![']

'I know, I have big dreams[,'] I said~~turning~~ [, turning] around~~got~~ [. I've got] to go.

I left wondering why he ~~has~~ [had] done ~~so he~~ [this—he] never would've done this. All [before. All] he ~~does~~ [did] was party and play sports~~nothing~~ [—nothing] else.

I left the path~~and~~ [, and] the leaves ~~flying~~ [flew] up then ~~falling~~ [fell] back down slowly, floating. Soon his figure was fading~~the~~ [as the] mist slowly engulfed him.