

Section 1

#1: Opening paragraph ("It was a perfectly ordinary day... what a BORING start to the day.")

Strengths:

- Your opening immediately establishes the everyday school setting, which creates a strong contrast for the unusual events that follow.
- The capital letters in "BORING" effectively show your character's feelings about the day.

Vague Transitions → Your piece jumps between ideas without smooth connections. The phrase "so I thought, what a BORING start to the day" appears suddenly after mentioning people getting in trouble, but you haven't explained how these events connect. Adding a linking phrase would help readers follow your thinking more clearly.

Exemplar: *It was a perfectly ordinary day, with the normal school schedules and plain breaks. The same people got in trouble this morning, just like always. Seeing the same routine again made me think, what a BORING start to the day.*

#2: Middle section ("The next day, she passed along an envelope... but the message started kicking into my brain of what was going on.")

Strengths:

- Your description of the note snaking around the classroom creates a vivid picture of how gossip spreads in a classroom.
- The revelation from your partner adds tension and moves the story forward at just the right moment.

Unclear Story Structure → Your piece becomes confusing because you introduce the note but then immediately jump backwards in time without warning. After mentioning "my snobby partner shouted out," you begin explaining past events ("It was about the day when she told me..."), but readers don't know when this happened or how it relates to the current moment. This makes it difficult to follow the sequence of events.

Exemplar: *My snobby partner shouted out, "Hey Mia! Did you know that Anna lied to you about the talent show?" Suddenly, I remembered what had happened weeks earlier. It was the day when she told me that I should enter the talent show because of my singing talent.*

#3: Final section ("But that was then and this was now... if the tables had flipped.")

Strengths:

- Your phrase "that was then and this was now" nicely separates the past humiliation from the current decision you're facing.

Missing Emotional Development → Your piece ends without showing us your character's feelings about this important decision. The phrase "I couldn't choose if we could still be friends" tells us you're uncertain, but you haven't explored why this choice is difficult or what you're thinking about. Readers need to understand the inner conflict—do you want to forgive Anna? Are you still hurt? What makes this decision hard? Without these thoughts, your ending feels incomplete.

Exemplar: *But that was then and this was now. As I held the envelope, my hands trembled. Part of me remembered how Anna had been my friend since preschool, but another part couldn't forget standing alone on that stage, hearing the laughter echo around me. Could I really trust her again after she'd left me there? I couldn't decide whether we could still be friends or if everything between us had changed forever.*

■ Your piece tells an engaging story about friendship and betrayal that many students can relate to. The talent show incident is memorable and provides good material for exploring complex feelings. However, your writing would benefit from clearer organisation of time. You've written events out of order, which makes readers work hard to piece together what happened. Try planning your story timeline first: decide whether you'll tell events in the order they happened or use flashbacks (memories), then signal clearly when you're moving between different times. Additionally, your story needs more showing of emotions rather than just stating facts. Instead of writing "I was confused," describe what confusion feels like—perhaps your heart racing or your mind filling with questions. You could also expand the ending by showing Mia wrestling with her decision, perhaps remembering specific happy moments with Anna alongside the painful talent show memory. This would help readers understand why forgiveness might be difficult but possible. Finally, work on connecting your

sentences more smoothly using words like "however," "meanwhile," or "because" so readers can follow your thoughts from one idea to the next.

Overall Score: 41/50

Section 2

~~It was a perfectly ordinary day, with the normal school schedules and plain breaks.~~ [It was a perfectly ordinary day, with the normal school ~~schedules~~ [schedule] and plain breaks.] The same people got in trouble this morning, ~~so I thought, what a BORING start to the day.~~ [just like always, which made me think, what a BORING start to the day.] When I came into the classroom, something felt different. **#1** Anna, a friend from preschool, started looking around anxiously, as if trying ~~to not to have eye contact on me.~~ [not to make eye contact with me.] It felt weird all right! "What is it Anna?" I asked ~~her though~~ [her, though] she acted like she didn't hear me at all. Then I ~~thoroughly and carefully~~ [loudly] shouted once, "What is it Anna?" She then shot her hand up as fast as a bullet [.] ~~and~~ [She] asked the teacher if she could be excused from class. I was confused and had so many questions without answers. Was she all right? ~~and~~ [And] ~~Is~~ [was] she ignoring me deliberately?

#2 The next day, she passed along an envelope for me. It snaked all around the classroom, but everyone had a chance to read it (which Anna didn't ~~appreciate~~ [recognise] [recognise] at all). She still acted a little bit shy around me. Finally, just before I got the note, my snobby partner shouted out, "Hey Mia! Did you know that Anna lied to you about the talent show?" I was ~~sightly~~ [slightly] confused, but the message started kicking into my brain ~~of~~ [about] what was going on. I quickly wrote on a piece of scrap paper [.] ~~and threw~~ [I threw] it ~~bang-smack~~ [right] in the middle of Anna's desk. She looked startled. ~~It was about the day when she told me that I should enter the talent show because of my singing talent.~~ [I'd written about the day weeks earlier when she'd told me that I should enter the talent show because of my singing talent.] At first, I didn't know what she was talking about, but then she wandered around me giving compliments to my rough, out of tune singing skills. The next day, I carelessly told her I had the confidence to sing an awful song wearing ~~garbage~~ [rubbish] bags in front of the whole school only if she entered with me. She promised me that she would do it. The next week, Anna questioned the teacher if she could use the bathroom. I was ~~a~~ left in the line ~~of~~ [for] the talent show [.] ~~shocked~~ [I was shocked] that she ~~just~~ [had just] left me standing there all alone with our silly costumes.

The next thing I knew was that I was in front of the whole entire school, wearing a ~~garbage~~ [rubbish] bag [.] ~~and singing horrible~~ [I was singing horribly] out of tune as promised, but only alone! I was laughed at for ~~an another~~ [another] month that felt like ~~it was~~ a year. #3 But that was then and this was now. Thus, now I couldn't choose ~~if~~ [whether] we could still be friends or if the tables had flipped...