

Section 1:

#1 "Have you ever noticed how Fridays, the day we all wait for, sometimes pass by just like any other day—quiet, rushed, and a little too serious? On behalf of the school, I'd like to propose something simple but meaningful: a weekly "Fun Friday" activity where students can gather during lunch to play board games, laugh, and enjoy each other's company in a relaxed, welcoming space."

Strengths: Your opening question effectively engages the reader. Your proposal is clearly stated with specific details about the activity.

Ambiguous audience → Your writing doesn't clearly establish who is part of the "we" and "school" you mention. This creates confusion about whether you're writing on behalf of students, a club, or another group. ***I'd like to propose, on behalf of the student council, something simple but meaningful...***

#2 "Every student, no matter their age or background, faces pressures—assignments, deadlines, friendship struggles, and the constant push to do more and be more. Many carry these worries silently, with smiles that don't always reflect how they're feeling inside. I believe that by creating a space where students can let go of stress, even for just a short while, we can help make school feel more like a community—and not just a place to study."

Strengths: Your paragraph shows empathy and understanding of student experiences. You make a compelling case for why the activity matters beyond just having fun.

Underdeveloped reasoning → Your argument would be stronger with specific examples of how these pressures affect students at your school. ***For example, last term during exam week, I noticed many Year 4 and 5 students eating lunch alone while studying. Creating a space where students can let go of stress could transform school into a true community rather than just a place to study.***

#3 "I truly believe that this idea could help create a more connected, joyful, and caring school environment. Sometimes, it's the smallest ideas that have the biggest hearts behind them. Thank you so much for reading and for considering bringing "Fun Fridays" to life."

Strengths: Your conclusion expresses genuine enthusiasm and reinforces the emotional value of your proposal. Your gratitude shows respect for the reader's time.

Vague conclusion → Your final paragraph lacks specific next steps or a clear call to action for Miss Cherry. ***I truly believe this idea could create a more connected, joyful school environment. If you approve, our student volunteers could begin setting up Fun Fridays next week. May I meet with you on Monday to discuss implementing this plan? Thank you for considering how this small change might brighten every student's week.***

■ Your piece shows genuine care for student wellbeing and presents a thoughtful proposal. To strengthen your writing, consider adding more specific details about how you would implement Fun Fridays. Who would supervise these sessions? Where exactly would they be held? Also, you could add a brief explanation of how you plan to ensure all students feel welcome to participate, not just those who already have friendship groups. Your argument would be more persuasive if you included a brief example of where similar activities have worked well, perhaps in another class or school. Additionally, you might want to address potential concerns Miss Cherry might have, such as noise levels or cleanup afterwards. This would show you've thought through practical considerations, making your proposal more likely to succeed.

Score: 41/50

Section 2:

Subject: A Small Change That Could Brighten Every Student's Week

Dear Miss Cherry

#1 Have you ever noticed how Fridays, the day we all wait for, sometimes pass by just like any other day—quiet, rushed, and a little too serious? On behalf of the school, I'd like to propose something simple but meaningful: a weekly "Fun Friday" activity where students can gather during lunch to play board games, laugh, and enjoy each other's company in a relaxed, welcoming space.

#2 Every student, no matter their age or background, faces pressures—assignments, deadlines, friendship struggles, and the constant push to do more and be more. Many carry these worries silently, with smiles that don't always reflect how they're feeling inside. I believe that by creating a space where students can let go of stress, even for just a short while, we can help make school feel more like a community—and not just a place to study.

Games may seem small, but they bring big things: laughter, teamwork, conversation, connection. They create moments that linger—when someone finally wins after trying for weeks, when two students who never spoke before become partners in a game, when someone who's been feeling down leaves the lunchroom smiling. That's the power of small joy.

With the \$100 prize, we could purchase classic games like Uno, Jenga, Connect Four, and maybe even start a simple puzzle table. We could rotate student volunteers to help run it, creating a program by students, for students. It would take very little to launch, but the emotional and social impact could last far beyond the lunch hour.

#3 I truly believe that this idea could help create a more connected, joyful, and caring school environment. Sometimes, it's the smallest ideas that have the biggest hearts behind them. Thank you so much for reading and for considering bringing "Fun Fridays" to life.

With hope and appreciation,

Inaaya in ~~grade~~ [Year] 5