

Section 1:

#1 "I was continuously kicking the floor, waiting for someone to give me a signal, saying that they were sick and weary too. To my surprise everyone's eyes were glued to the board, not a single one banging their head on the desk."

Strengths: Your opening immediately establishes the narrator's restlessness and creates a clear contrast between the narrator and classmates. The physical descriptions ("kicking the floor" and "eyes glued to the board") effectively show rather than tell.

Weakness: Underdeveloped internal motivation → Your opening establishes physical restlessness but doesn't clearly explain why the narrator feels this way about learning. Adding context about why the narrator specifically expects others to feel "sick and weary" would strengthen this section and help readers connect with your character more deeply.

Exemplar: *I was continuously kicking the floor, waiting for someone to give me a signal that they were sick and weary of Ms Pal's lessons too. Ever since we started Year 6 maths, I'd found it impossible to concentrate for more than five minutes.*

#2 "Even though my legs kept bouncing around I did kind of get the concept of what she meant. "Handling and controlling our emotions especially during a lesson can be tricky." Yep, I definitely understand "like right now!" "To help us all we need to do is let go of them." You do anything you want to do right before the lesson, making you feel more calm and steady to learn in future times."

Strengths: You've captured a realistic moment of self-awareness and show the narrator beginning to understand the teacher's point. The dialogue effectively mixes the teacher's voice with the narrator's internal thoughts.

Weakness: Dialogue formatting confusion → The quotation marks are inconsistently used, making it difficult to distinguish between what the teacher is saying and what the narrator is thinking. This creates confusion for readers trying to follow the conversation and internal monologue.

Exemplar: *Even though my legs kept bouncing around, I did kind of get the concept of what she meant. "Handling and controlling our emotions especially during a lesson can be tricky," Ms Pal explained. Yep, I definitely understand – like right now! She continued, "To help us all we need to do is let go of them. Do anything you want to do right before the lesson, making you feel more calm and steady to learn in future times."*

#3 "Study pressure: Take 5 minutes if you need Time management: Make sure each assignment has a time limit Neat and tidy: After whatever you do make sure its neat and tidy after Self control: Make sure you know how to manage your emotions"

Strengths: Your list effectively summarises the key points from the lesson in a clear, easy-to-follow format. It provides practical advice that both the narrator and readers can apply.

Weakness: Limited reflection on list items → The list presents important strategies but doesn't include the narrator's personal reaction to each item or plans for implementing them. Adding brief reflections would show character growth and make these strategies more meaningful.

Exemplar: *Study pressure: Take 5 minutes if you need (I'll definitely try this during my next maths homework session) Time management: Make sure each assignment has a time limit (Setting a timer might help me stop procrastinating) Neat and tidy: After whatever you do make sure it's neat and tidy (My messy desk probably isn't helping my concentration) Self-control: Make sure you know how to manage your emotions (This is the hardest one for me, but worth practicing)*

■ Your piece captures the authentic voice of a Year 6 student struggling with attention and engagement in class. The internal monologue feels genuine and relatable. To improve the substance, consider developing the character's journey more fully by showing how their attitude changes from the beginning to the end. Right now, the shift from resistance to acceptance happens quite quickly. You could enhance this by adding more specific examples of what makes learning difficult for the narrator, then showing concrete moments where their perspective begins to change. Also, you might strengthen the ending by including a specific situation where the narrator applies one of the strategies successfully. For instance, you could add a brief scene showing the narrator taking their "5 minutes" during homework time and experiencing the benefits. This would demonstrate real character growth and give readers a more satisfying conclusion to the narrator's journey.

Score: 40/50

Section 2:

I was continuously kicking the floor, waiting for someone to give me a signal, saying that they were sick and weary too. To my surprise everyone's eyes were glued to the board, not a single one banging their head on the desk. #1

My eyes hurt, as I watched everyone enjoy while taking notes. Then I thought "~~wait, let's try to focus?~~" ["Wait, let's try to focus?"]

Troop! Yes I love Troop!! Especially finishing the homework. "~~Now that we are in year 6, we need to understand that our emotions change,~~" said Ms Pal. ["Now that we are in Year 6, we need to

understand that our emotions change," said Ms Pal.] ~~"We can be super excited for a project we love and sometimes in the downsides where we feel that learning doesn't push our way through anymore. ["We can be super excited for a project we love and sometimes in the downsides where we feel that learning doesn't motivate us anymore.]~~

~~"In the end there is nothing wrong about learning something new." It's our decision." Our choice!!~~ ["In the end, there is nothing wrong about learning something new. It's our decision. Our choice!"] Do we want to take the right path and learn new and diverse amounts of things? ~~"Or do we want to end our learning experience with Maths and English?"~~ ["Or do we want to end our learning experience with Maths and English?"] As year 6 students you decide, in fact we can't correct you in making the decision that's right for your future.

Even though my legs kept bouncing around I did kind of get the concept of what she meant. ~~"Handling and controlling our emotions especially during a lesson can be tricky."~~ ["Handling and controlling our emotions, especially during a lesson, can be tricky."] Yep, I definitely understand ~~"like right now!"~~ ["like right now!"] ~~"To help us all we need to do is let go of them."~~ ["To help us all, we need to do is let go of them."] You do anything you want to do right before the lesson, making you feel more calm and steady to learn in future times." #2

~~"Study pressure is also very common at your age."~~ ["Study pressure is also very common at your age."] 20 stacks of homework books right in front of me. Ya, I can definitely relate! ~~"To help reduce this, do whatever you prefer for 5 minutes, either your feeling it while studying or before."~~ ["To help reduce this, do whatever you prefer for 5 minutes, either when you're feeling it while studying or before.]

Oh, I might actually try that next time! This lesson was actually more fun than I expected. The teacher then read a list of what we can do in these situations that we would normally face in our year 6 life.

Study pressure: Take 5 minutes if you need Time management: Make sure each assignment has a time limit Neat and tidy: After whatever you do make sure ~~its~~ [it's] neat and tidy after Self control: Make sure you know how to manage your emotions #3

This lesson was just more on how to manage a ~~year 6~~ [Year 6] life. It was a time to remember and take notes so that next time I will keep this in mind and stop being so bouncy.