

## Section 1:

## #1 Strengths:

- Your vivid imagery creates a unique atmosphere ("sultry hot sun spread itself over our gymnasium")
- You've established a creative concept with the sock pickles that shows imagination

Weakness: Unclear central focus → The opening paragraph jumps between multiple ideas without establishing a clear purpose. Phrases like "sock pickles danced across the room" and "chess pieces made of mini moulds of pickles covered with socks" create confusion about what's actually happening. What are sock pickles? Why are they important to your story?

Exemplar: *The sultry hot sun poured through our gymnasium windows as we gathered for the final day of game week. The unusual chess pieces - pickles wrapped in socks - sat ready on the board, reminding us of the creative challenges we'd faced throughout the week.*

## #2 Strengths:

- You've included a specific date which grounds the narrative
- You've captured contrasting emotions ("huge excitement and disgust")

Weakness: Disconnected timeline → This paragraph begins with "17TH July 2025" but then immediately states the week "came and went," creating confusion about when events are happening. The sentence "The wind had still bit us in mid-air as if a snake was unleashed from its prey" doesn't connect logically to the surrounding content about sock pickles.

Exemplar: *On 17th July 2025, our Year 6 class experienced the final day of game week. Though the week passed quickly, the memory of those unusual sock pickle games lingered - from our initial disgust at their pungent smell to our eventual enjoyment of tossing them across the chess board.*

## #3 Strengths:

- You attempt to create a conclusion by thanking the principal
- You try to convey the significance of the experience ("It meant a lot")

Weakness: Overdeveloped comparisons without context → Comparing sock pickles to "Van Gogh's resplendent portrait" is difficult to understand without more context. The phrase "a one-time thing that became alive" doesn't clearly explain what happened during this event. The reader still doesn't understand what these sock pickle games actually involved.

Exemplar: *Playing games with sock pickles transformed our ordinary gymnasium into something special - like stepping into a painting where everyday objects became extraordinary. Thanks to Principal Ms. Mullins, we experienced something unique that we couldn't have done in our regular school day.*

■ Your piece shows tremendous creativity and imagination, but the reader needs more concrete details to understand what actually happened during game week. Try starting with a clear explanation of what sock pickles are and how they were used in the games. You could improve your writing by organising your thoughts in chronological order - perhaps beginning with how you felt before the event, then describing what happened during game week, and finally sharing what you learned or how you felt afterwards. Also, consider using simpler comparisons that help the reader visualise what you experienced. When you write "sock pickles danced across the room," explain who was throwing them and why. Adding specific examples of games you played or moments you enjoyed would help your reader connect with your experience.

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**Score: 42/50**

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Section 2:

Sock pickles on the run

The sultry hot sun spread itself over our gymnasium room, pouring its goodness while it bit into my soul. Days after game week finished, the atmosphere still seemed to whisper stories of where sock pickles danced across the room and chess pieces made of mini moulds of pickles covered with socks slept over the chess board ~~I as~~ [I was] playing with my friends, acting as the ultimate opportunity to make deep connections. This wasn't just a play and win the game show but the majestic experience of playing chess with sock pickles, throwing sock pickles and most of all smelling ~~then~~ [them] for the time we were there, each intricate second reminded me of the unspoken aroma that translated all the work ~~need~~ [needed] to produce this cacophony into realistic life in games. It was a place where ~~the fusion of physical sport was cut by a knife in the attempt to save the superior base of sublime fun,~~ [physical sports gave way to more creative games,] nothing else could seem more of a dream. Sock pickles in games offered a symphony of weaved friendships, engaging force to this everlasting experience, while offering a range of excitement fields. Was I actually here after being selected for this interschool program and did I want to do it? #1

~~17TH~~ [17th] July 2025, the classes of ~~year~~ [Year] 6 ponder upon an awe-inspiring, way beyond human imaginational games that run in game week. The week came and went as if a person just blinked his eye, and it was all done. From huge excitement and disgust feelings from having to smell and see these grotesque pungent sock pickles to having to touch and throw them was on another level. ~~The wind had still bit us in mid-air as if a snake was unleashed from its prey.~~ [The excitement hit us like a sudden

gust of wind.] However, the transcendent view and another sight of these sock pickles on the chessboard shook away the adamant nature. Each second that went by with another wave of another sock pickle reminded me that I was in this interschool challenge, playing and dancing with sock pickles. #2

Playing with the fusion of sock pickles in games, is the balance of Van Gogh's resplendent portrait of the scene, where the sock pickles travelled through the gym, a one-time thing that became alive. It wasn't just the joy of going there, it was an indescribable experience. This trip gave us a ~~wholesome~~ [wealth] of fun and experience with some sock pickles flying in the air to the next destination ~~of into~~ [into] the hole, which we couldn't possibly have done in ordinary life. Thanks, ~~principal MS.~~ [Principal Ms.] Mullins for your support in this life event. It meant a lot. #3