

Section 1

#1: "Lunchtimes at the school used to be fairly dull — just chatting, reading, or scrolling on phones. Then K-pop exploded everywhere. Suddenly, hallways were alive with dancing, singing, and posters of idols — and it stayed fun... until the teachers decided to join in."

Strengths:

- Your opening creates a clear before-and-after picture that immediately shows readers how much things changed
- The phrase "until the teachers decided to join in" builds curiosity and makes readers want to know what happens next

Weak Opening Hook → Your first sentence tells us lunchtimes were "fairly dull," but it doesn't paint a vivid picture that helps readers feel what those dull lunchtimes were actually like. The contrast between boring and exciting would be stronger if you showed us more details about what made those lunchtimes dull. For example, instead of just listing activities like "chatting, reading, or scrolling," you could describe the quiet, empty feeling of the hallways or how students looked bored sitting in the same spots every day.

Exemplar: *Before K-pop arrived, lunchtimes felt like a long, quiet stretch where students sat in small groups, quietly eating their sandwiches whilst staring at their phones, with only the occasional murmur of conversation breaking the silence.*

#2: "The clash between students' energetic K-pop activities and the teachers' attempts at participation created an atmosphere widely regarded as awkward and "cringe." "It was like watching a YouTube nightmare," remarked one student. "We just wanted to dance, but suddenly our ears were bleeding from those horrible songs." The situation became a comic battlefield, a clash of generations dancing to entirely different beats."

Strengths:

- The student quote adds a real voice to your writing and helps readers understand how students actually felt
- Your metaphor about "a clash of generations dancing to entirely different beats" cleverly connects to the K-pop theme

Telling Instead of Showing → Your paragraph tells us the situation was "awkward" and uses the word "cringe," but it doesn't give enough specific examples of what the teachers actually did that made students feel this way. What did the teachers' dancing look like? What other jokes did they make besides the "Golden in maths class" line? Readers need more concrete details to truly understand why it felt so uncomfortable. The phrase "the situation became a comic battlefield" is quite vague—what does a comic battlefield actually look like in a school hallway?

Exemplar: *Teachers attempted to mimic student dance moves but stumbled through the steps, their movements stiff and out of sync, whilst others stood in doorways clapping off-beat and calling out idol names they'd clearly just learnt.*

#3: "Lunchtimes are quieter now, posters have been recycled, and the corridors are free of glitter and choreographies — yet if one listens closely, the faint echo of a perfectly timed dance move can still be heard, like a ghost of glitter past, reminding everyone of a school briefly taken over by K-pop fever."

Strengths:

- Your circular structure brings readers back to quiet lunchtimes, which creates a satisfying sense of completion
- The phrase "ghost of glitter past" is creative and memorable

Unclear Conclusion Message → Your ending describes what the school looks like now, but it doesn't clearly explain what we should learn from this whole experience. What's the main point you want readers to take away? Your piece tells an entertaining story about K-pop taking over the school, but the conclusion doesn't clearly state why this story matters or what lesson it teaches us about school culture, student expression, or the gap between students and teachers. The metaphor about "a faint echo of a perfectly timed dance move" sounds poetic, but it's not clear what you mean—are you saying the K-pop spirit still exists? That students miss it? That it changed the school permanently?

Exemplar: *Although the hallways are quiet again, the K-pop craze taught everyone an important lesson: students need space to create their own culture, and when adults try too hard to join in, they can accidentally ruin the very thing that made it special.*

■ Your piece tells an entertaining story with a clear beginning, middle, and end, and your voice comes through strongly, especially in phrases like "comic battlefield" and "ghost of glitter past." However, your writing would benefit from showing more and telling less. Throughout your piece, you use words like "vibrant," "lively," "awkward," and "chaotic," but you don't always provide enough specific details to help readers see and feel these things for themselves. For example, when you say "hallways were alive with dancing," what did that actually look like? How many students were dancing? What songs were playing? Were they dancing in groups or individually?

Additionally, your piece focuses heavily on describing what happened but doesn't dig deep enough into why it matters. Think about exploring the emotions more—how did students feel when the teachers first joined in? Was it immediately uncomfortable, or did it become awkward gradually? What did students think would happen when they first started the K-pop craze? Also, your paragraph about the rules being implemented feels rushed. You could expand this section to explain how students reacted to the new rules and whether they tried to resist them.

Consider developing your paragraphs more evenly as well. Your second paragraph is quite long and packed with information, whilst your fifth paragraph is shorter and could use more detail. Try to balance the amount of information in each section. You might also think about adding a paragraph between the teachers joining in and the rules being made—what happened during that in-between time? How did things get bad enough that rules were needed?

Finally, your conclusion would be stronger if it clearly stated the main message of your piece. What do you want readers to understand about student culture? About how adults should (or shouldn't) participate in youth trends? Right now, your ending is descriptive and poetic, but it doesn't leave readers with a clear understanding of the bigger picture.

Overall Score: 44/50

Section 2

#1 Lunchtimes at the school used to be fairly dull — just chatting, reading, or scrolling on phones. Then K-pop exploded everywhere. Suddenly, hallways were alive with dancing, singing, and posters of idols — and it stayed fun... until the teachers decided to join in.

The craze began as a student-driven phenomenon and was highly entertaining. Many classes adopted their own signature choreographies, often calling them "gang signs," ~~while~~ [whilst] others transformed hallways into stages for their friends. The talent show quickly became dominated by K-pop performances, with students energetically covering songs — whether singing Blue by Yung Kai or playing Blackpink's Jump on the drums.

#2 The frenzy spread beyond co-curricular activities into academic spaces. Presentations included K-pop idols as the most inspirational figures, with Niki from the boy group Enhypen being particularly popular. Many students also creatively decorated bus tags with idol photos, turning them into miniature displays of fandom. The atmosphere was vibrant and lively, with hallways echoing laughter and music as students engaged in friendly competition, showcasing dedication and creativity. The corridors buzzed like a hive of energetic bees, each student adding to the chaos.

Teachers were soon confused, parents amused, and the principal... diplomatic. "We love students expressing themselves," said Principal Debra, "but lunchtime performances need to stay lunchtime-friendly." That did little to slow the trend. By Week Two, students had created banners and posters hung everywhere — in corridors, near the oval, and even in bathroom stalls. When it became clear that attempts to tame the students were futile, staff opted for a new strategy — one that no other school had attempted before, a strategy that promised an unexpected catastrophe: joining in.

When the teachers became involved, the situation shifted dramatically. Rather than performing, they began making awkward jokes, such as, "Who is ready to be Golden in ~~math~~ [maths] class today?" The school bell system was also replaced: the national anthem was substituted with Golden and Soda Pop, tracks from the recently released animated children's movie K-Pop Demon Hunters. Although staff believed students would enjoy the music, playing it four times daily — before class, recess, lunch, and school dismissal — quickly turned the novelty into irritation.

#3 The clash between students' energetic K-pop activities and the teachers' attempts at participation created an atmosphere widely regarded as awkward and "cringe." "It was like watching a YouTube nightmare," remarked one student. "We just wanted to dance, but suddenly our ears were bleeding from those horrible songs." The situation became a comic battlefield, a clash of generations dancing to

entirely different beats. The situation revealed a clear gap between student culture and adult understanding, much to the frustration of the student body. Eventually, the school implemented rules to restore order: performances were banned from hallways, posters had to be removed, and K-pop music was limited to designated events.

The K-pop craze transformed the school from playful creativity into a humorous yet slightly chaotic spectacle. ~~While~~ [Whilst] the teachers' involvement was well-intentioned, it altered the original dynamic, demonstrating how trends can be interpreted differently across generations. Even with the bans and restrictions, the period left a lasting impression, highlighting both the energy of student innovation and the sometimes-unintended consequences of adult participation. Lunchtimes are quieter now, posters have been recycled, and the corridors are free of glitter and choreographies — yet if one listens closely, the faint echo of a perfectly timed dance move can still be heard, like a ghost of glitter past, reminding everyone of a school briefly taken over by K-pop fever.