

Section 1

#1: "What's all the fuss about 6-7?" to "How it started in our school"

Strengths:

- Your opening hook immediately grabs attention by posing a question that makes readers curious about this mystery
- You've explained the origin of the meme clearly by connecting it to the viral song and social media platforms

Weak sentence structure → Your second paragraph begins with "It began innocently enough," but then jumps between different moments without showing how they connect in time. You write "One student whispered... Others heard it... Before long... During recess... Even students doing math would pause..." This creates a choppy feeling because each sentence feels separate rather than building a smooth story. The events need clearer transitions to help readers follow the timeline of how the meme spread through your school.

Exemplar: *It began innocently enough when one student whispered "six seven" after Mrs. Lee asked who forgot their homework. Within hours, others had caught on and started giggling as they repeated it. By the next day, the phrase was echoing down corridors, and during recess, someone's yell of "six seven" sparked a chorus of responses from across the playground.*

#2: "Chaos in class"

Strengths:

- You've provided specific examples (Kid 1 and Kid 2) which help readers visualise what actually happened during lessons
- Your description of teachers' reactions ("Some teachers frowned. A few tried to ban it.") shows different perspectives on the situation

Lack of depth in consequences → Whilst you mention "missed multiplication tables" and "forgotten instructions," you haven't really explored what this disruption meant for learning or how it affected the

classroom environment beyond "a lot of giggling." Your paragraph tells us there was chaos, but it doesn't help us understand the impact. Did students fall behind in their work? Did Mrs. Lee have to change her teaching plans? What happened to the kids who kept interrupting?

Exemplar: *The constant interruptions meant that Mrs. Lee had to repeat instructions multiple times, and by the end of the week, the class was a full lesson behind in their multiplication unit. Some students who actually wanted to learn felt frustrated because they couldn't concentrate, whilst others found themselves in trouble for joining in when they hadn't meant to be disruptive.*

#3: "Why it works" to "Final thoughts"

Strengths:

- You've attempted to analyse why the meme became so popular by identifying its absurdist humour and mysterious quality

Underdeveloped analysis → Your explanation of "why it works" only scratches the surface. You write "it doesn't mean much" and "it's absurd, random, and so ridiculous that it's funny," but these phrases essentially say the same thing in different words without deepening our understanding. You also mention "Kids love copying what others do," which is true but doesn't explain why this particular phrase spread so rapidly compared to other potential memes. Your final thoughts paragraph is only three sentences and doesn't reflect on what you've learnt from this experience or provide any meaningful conclusion.

Exemplar: *The 6-7 meme succeeded partly because it gave students a sense of belonging – everyone who repeated it felt part of an exclusive club that teachers couldn't quite control. Additionally, the phrase's meaninglessness made it safe; unlike jokes that might offend someone, "six seven" was neutral enough that anyone could join in without worry. This experience taught me how quickly schools can transform when students find a shared source of amusement, even if it's as simple as two numbers.*

■ Your piece captures an amusing moment in school life and explains a phenomenon that many students could relate to. However, your writing would benefit from more substance throughout.

Whilst you've described what happened, you haven't explored the deeper questions: How did this meme change relationships between students? What did it reveal about school culture? Did anything meaningful come from this experience? Your paragraphs tend to be quite short and surface-level, which makes the writing feel rushed rather than thoughtful.

To strengthen your content, try expanding your paragraphs with more detailed observations and reflections. For instance, your "Chaos in class" section could include specific dialogue or describe a particular moment in detail rather than giving a general summary. Additionally, your "Why it works" section needs deeper analysis – think about connecting this meme to broader ideas about humour, peer pressure, or school dynamics. Consider adding a paragraph about what happened after the initial chaos: Did the meme eventually fade? Did teachers find creative ways to use it for learning?

Your conclusion currently just summarises what you've already said ("Is it distracting? Yes. Is it unforgettable? Definitely.") without adding new insights. Try ending with a reflection on what this experience meant to you personally or what it taught you about your school community. This would give your piece a more satisfying finish and show that you've thought carefully about your subject beyond just describing the events.

Score: 39/50

Section 2:

#1 What's all the fuss about 6-7?

Lately in Year 5, especially in class 6-7, kids have been randomly shouting "six seven!" everywhere ~~everywhere~~ [everywhere: during] math class, lunch, even during quiet reading time. No one seems to know exactly why, and that's what makes it hilarious. The phrase comes from a viral song Doot Doot (6 7) by Skrilka, which popped up on TikTok and Instagram.

How it started in our school

~~It began innocently enough. One student whispered "six seven" when Mrs. Lee asked who forgot their homework. Others heard it, giggled, and repeated it. Before long, "six seven" was echoing down~~

corridors. During recess, someone yelled it and everyone joined in. Even students doing math would pause and say, "six... seven." It became kind of like a secret inside joke. [It began innocently enough when one student whispered "six seven" after Mrs. Lee asked who had forgotten their homework. Within the hour, others had overheard, giggled, and started repeating it themselves. By the following morning, "six seven" was echoing down corridors between lessons. During recess that same day, someone yelled it across the playground, and suddenly everyone joined in with a chorus of responses. Even students concentrating on maths problems would pause mid-calculation to mutter, "six... seven." Before the week ended, it had transformed into something resembling a secret inside joke that united the entire year level.

#2 [Chaos in class

In Mrs. Lee's class, lessons were repeatedly interrupted. Kid 1 would raise their hand and instead of answering, yell "six seven!" Kid 2 echoed it. ~~Missed multiplication tables, forgotten instructions, and a lot of giggling.~~ [This led to missed multiplication tables, forgotten instructions, and endless fits of giggling.] Some teachers frowned. A few tried to ban it. But that only made kids whisper it more cunningly.]

#3 Why it works

Part of the meme's power is that it doesn't mean much. It's absurd, random, and so ridiculous that it's funny. To use a meaningless phrase just for laughs makes it mysterious and fun. Kids love copying what others do.

Final thoughts

The 6-7 meme turned our school into a stage for silliness. Is it distracting? Yes. Is it unforgettable? Definitely. Sometimes, chaos is just what makes school days extra spicy.