

eWrite

Response exemplars



The eWrite described scale

eWrite is scored with an analytic rubric or marking guide, across several criteria, and each score point has a specific description. The descriptions help determine the correct score for a response against each criterion. Criteria scores from responses to different eWrite tasks can be converted to scores along the common eWrite scale. This allows for objective comparison of writing ability across writing tasks and genres.

The eWrite scale is divided into bands, and the writing responses that fall into these bands share similar qualities, as they receive similar scale scores.

The band descriptions are general summaries of the skills demonstrated by students within each eWrite band, created by synthesising the score point descriptions for the scores in that band. The band descriptions are provided alongside the response exemplars in this document.

Response exemplars

The exemplars in this compendium are authentic responses collected from students administered eWrite tasks over a number of years. These exemplars have been selected from a range of genres and were written in response to different prompts, but the writing responses in each band share similarities that are described at the corresponding bands.

Each exemplar is provided in full except where personal identifying information has been redacted or removed.

Accompanying each exemplar is a short description of the qualities that can be observed in the writing that reflect the description of the band in which it sits. The band descriptions are general descriptions of typical qualities of writing in the band. It is important to note that the entire description may not apply to all scripts. These cases are noted in the commentary for each exemplar.

Scale scores are provided for each script. As noted above, eWrite scale scores allow pieces of writing from different tasks and genres to be objectively compared. A higher scale score indicates a stronger piece of writing overall, compared to a piece with a lower scale score.

Criteria raw scores for the scripts are not provided in this compendium. This is because some criteria differ from genre to genre. Also, the mapping of total raw scores to scale scores is unique to each writing task (even different tasks of the same genre). Providing raw score information in this compendium would mean that tasks and responses could not be compared objectively.

Band	Scale score	Exemplar	First words	Page
3 and below	275	1	It would be really cool to be famous	3
	290	2	The great storm	3
	305	3	Childern in the school	4
	311	4	I think this boy	4
4	339	5	Being famous can be fantastic	5
	348	6	this boy is very sad	5
	368	7	Are all school's nice?	6
	354	8	BOOM! the storm struck again	6
5	389	9	Walking and riding is something less common	7
	410	10	grafiti in our school	8
	413	11	This young boy is very sad	8
	421	12	It was a windy night	9
6	442	13	His name is Tommy	10
	452	14	BULLYING	11
	453	15	Just a normal Thursday afternoon	12
	477	16	You might think	13
7	486	17	He walked over to the splintered chair	14
	497	18	Something that I am finding hard	14
	506	19	Ever since I was a young 4 year old	15
	514	20	The Abnormal Storm	16
8	529	21	I hiss as the ominous clouds	17
	534	22	Bullying is a serious problem at our school	18
	553	23	My dog, Coco, is what I value most.	19
	556	24	I see a boy.	20
9 and above	591	25	Due to continual bullying at our school	21
	606	26	Imagine cameras being shoved in your face	22
	676	27	The boy; a depressed, lonely, sad, little boy.	23
	682	28	I walk home from school, like every other Friday	24

Band 3 and below (330 and below)

Exemplar 1

Scale score: 275

It would be really cool to be famous but lots of people will be crowding around your house and make lots of noise. they will follow you were ever you go. and also it is likely people would try and kill you. the good thing though is that you can live in an rich house and have lots of money.

This piece of writing demonstrates some competence in spelling, and sentences that are mostly correct. There is not much evidence upon which to base judgements about the student's writing ability. There is little logical development of ideas or elaboration.

Exemplar 2

Scale score: 290

The great storm

One day there was a great storm this storm started by raining and then there was some thunder and lighnig. A while after the thunder and lightning a hail storm started and broke my windows and we were very scared. The great storm went on for a long time before a blizzard started to happen it was so cold outside our electricety went off for 3 and a half hours. I tried to go to sleep but I cood not sleep because of all the thunder, lighnig and hail the storm started to slow down a bit. The hail and the blizzard stopped together for about 20 minutes. The storm started to stop when the sun came up the thunder, lighnig, hail, blizzard and the rain stopped completly and the sun was finally up and it was bright. The sun light was so great to see then me and my family finally got to sleep. Then I woke up to see the sun but it was raining again I woke my brother and my mum and dad up they were all upset because we only got 55 minutes of sleep and me and my brother were so sad because we were looking forward to be playing tennis outside in the tennis court tonight. My mum and dad tried to turn the television on but there was no power the storm went on for a week without stopping then the sun came up and stopped the rain. The storm didn't come back for now. In the morning we went to play tennis outside it was so fun because I beat my brother 10 times in a row then we went to sleep we slept for 15 hours strait.

This piece demonstrates the element of the band descriptor that refers to assumed shared knowledge. The writer assumes that we know who the narrator is and who the narrator's family is, so there is no information about these facts provided for the reader. There is repetition in the content, which reinforces the simple nature of the sentences.

These sentences are understandable, but their structures are often incorrect.

Exemplar 3

Scale score: 305

Children in the school are getting bored of the playground which contains of some new and old equipment such as slides, monkey bars, tyre swings and etc. So the children complain to the principal about this and they also tell him that the two small ones that are already present are too small. The principal agrees and asks the older kids in school what to do, the children said that they will need some time to think and then they will tell him an idea. About three days later the older children said that the old basket-ball court which is currently being used as a car park for when parents come to pick their kids up from school and so we should break up about a quarter of it and grow grass in the part that is broken up. The principal says that the school can't afford the amount of cash to do that because he said that the children are sad. One person cheers them up and says we will come up with another plan and so the kids thought. One kid said that we should remove one water tank and that will make it better and the principal agreed.

This response provides little support for the reader in terms of orientation or structure. The grammar of the sentences is often incorrect, and reading is interrupted. It gains a slightly higher scale score than Exemplar 2 because there is more variety in content.

Exemplar 4

Scale score: 311

I think this boy is going through a tough time in his life maybe his parents had gotten divorced and he is living in two different houses and he is upset and took some time out and sat outside. This boy seems quite curious he might be interested in the cameraman. This might just be a famous photo because I think I have seen it before somewhere it could be a famous picture because it is very good quality and it shows his true feelings and emotion in one picture. This picture looks fairly new so it's not a hokd fashion picture.

I think this boy is having a big think about everything in his life at the moment and what he can do to solve it or fix it. The boy has dark skin black hair and is wearing an orange shirt he seems upset maybe even angry at someone or something. Maybe he wants the cameraman out of his face because it is annoying him. I know I wouldn't want a cameraman in my face when I'm trying to take a moment to myself that I could relax and think about absolutely nothing.

this boy might have changed school and everyone is picking on him maybe for being black or because his parents have separated.

thank you for reading my description of the boy

This piece is already demonstrating paragraphing that is more typical of Band 4. Other aspects of the writing such as sentence-level grammar, punctuation and spelling are more typical of Band 3. The interpretation of the prompt is quite literal, which reflects the simple approach to sentence structure.

Band 4 (330 to 379)

Students in this band use punctuation to separate sentences and spell most common words correctly. They are also beginning to organise their writing into paragraphs. Responses in this band may often lack detailed elaboration of ideas.

Students in a given band will typically demonstrate all skills of the bands below.

Exemplar 5

Scale score: 339

Being famous can be fantastic but at times not so great. At times you can do great thing and be supported by all your fans. On the other hand you can be brought down by haters who can make false statments about you. although being famous you can live a luxarius life in a huge house with everything a person dreams of. However when singing or acting you can get sick or lose your voice so that makes you sound not so great and your album or movie might be delayed further more fans will be angry. When your rich and famous you can afford any medicen so you can feel better faster additionaly it lets people into your privet life which can embaress you. So being famous can be stressful and fantastic.

This response shares many of the characteristics of a typical Band 3 response. The aspect of the response that is more typical of Band 4 is the way it attempts to keep the reader oriented through the use of 'signposts' (e.g. 'On the other hand', 'however', and 'furthermore'). It also attempts to adopt a structure that relates back to the opening sentence: every idea is matched to an opposing idea. We can infer that the understanding of structure is a developmental step preceding being able to divide a text into paragraphs. This relates to the part of the band descriptor that refers to writers 'beginning to organise their writing into paragraphs'.

Exemplar 6

Scale score: 348

this boy is very sad because he has lost a toy or he has hurt himself. he looks looks about 8 or 9 years of age and has dark brown hair. he looks sad or tired because his eyes are half closed and he is leaning on his arms. he could also be sad because his dad has gone away or because he has hurt himself. i tink he is just very very tired from having a late night the night before because he is leaning on his arms and his eyes are half closed. he is outside in the sun and he is sitting on the the chair and hes leaning on a table. He could also be hungry or in need of a drink. he could just be posing for a photo though. he looks as if he is at a restraunt or at a cafe. it is a very nice day because in the reflection you can see the nice blue sky and they fluffy white clouds.

you can see the nice trees in the backround aswell.

This response contains correct sentences marked with end-of-sentence punctuation, though lacking capital letters to start. There is an attempt to separate the text into two parts, though the second paragraph should have started a sentence earlier, when the writer moves on to the topic of the background. This is the beginning of organising writing into paragraphs. There is some attempt to include descriptive details.

Exemplar 7

Scale score: 368

Fixing a problem at school

Are all school's nice?

Okay, let me tell you about my problem as a student in my old school. Once in my school people didn't like me because, I was better at all the subjects than them. Then someone called Jordan came along and spread untrue rumors about me. Then in time the whole school knew about it and, they all hated me. They all yoused to get me in trouble for what I didn't do. For example if someone else did something bad they would blame it on me and, the teachers would bielve them because they all backed up each other and they were about 6 people saying the same bad thing about me because, they had all talked together at lunch time to remember what to say and not for one person would say something different. When they were each interviewed sepretly, they all said what each other's story was. So the teacher beileved them. That's how I allways got into trouble. One day I was so upset I didn't want to go to school anymore because, I was allway's getting bullied, in trouble and I couldn't work any more. So my dad got me homework from school and then I did home school which was much better than being bullied, getting in trouble in school and making me look like a total naughty person. So my dad took me to a jewish authodcks school. I love it! The kid's, teacher's and people are all very nice and caring! Even the people I don't know! l'am suprised. So, if you have a problem, move schools. Trust me, I tell you.

This response demonstrates developing skills in within-sentence punctuation, and end-of-sentence punctuation is used accurately. There is a clear attempt to orient the reader, typical of writing above Band 4. The writing has internal cohesion, but the writer has not yet made the step to paragraphing.

Exemplar 8

Scale score: 354

BOOM! the storm struck again the rain was poring and big chuncs of hail were falling. the little vilage of rezorma was getting flooded in a huge storm. peoplewere running out of there homes and getting into there cars. sudenly there was a masive huricane "AAAAAHHHHH!!" people running as fast as they could now. houses,cars and playgrounds were getting ripped up. A little boy called steve hopped into a hot air baloon and flew over the eye of the huricane. He jummped out and fell into the eye of the huricane. he fell for a few seconds and then hit somthing hard he looked around and found himself on some sort of pod. he found a hach and jumped through. He landed on the ground with a "THUD!" he was in some sort or lab and right in the middle of it all was a evil geniuse. "soon this town and then the world Muhahahaha!."

"not if im around" said steve bravly.

"but how did you get in here?"asked the evil geniuse

"through the hach on the roof"said steve. The evil dude stared at him and got out his srink ray. "prepare to be smalified" said the evil dude.Steve grabed a different gadget and shot it at the evil geniuse. The evil dude sudenly started to grow huge muscles.

"wheres somthing good when you need it. he grabbed another invention and turned the evil geniuse into a slug. Steve sudenly ran to the machine that the evil geniuse used to make the storm srund it and destroid it never to be found agani.

The storm stopped and steve was a town hero.

This response demonstrates that the writer is able to separate sentences using punctuation, though there are some lapses and many missing capital letters. The writing is beginning to be organised into paragraphs, with attempts to adopt the narrative conventions for dialogue being presented as different paragraphs for different speakers. There is an emerging awareness of audience.

Band 5 (380 to 429)

Students in this band produce texts that have a clear purpose and show some awareness of their audience. They express ideas in mostly correct sentences, with some elaboration, using a variety of structures and they are beginning to use punctuation within sentences.

Students in a band will typically demonstrate all skills of the bands below.

Exemplar 9

Scale score: 389

Walking and riding is something less common these days. Instead of getting up and exercising, people are driving around in cars, catching the bus or the train to work. This is unhealthy and here are some reasons below to explain why people should walk and ride more often.

A healthy body is something today's society is lacking. More and more people are using cars or public transport to get them to their destinations. This is not good because cars and other forms of motorised transport causes pollution. Walking and riding is the healthy alternative to a better lifestyle because it increases your fitness levels and keeps you active. There are many people who are overweight, have heart problems or are diagnosed with diabetes, these things are usually caused by a lack of fitness or a very unhealthy body.

In conclusion, people should walk and ride more because it is healthy and can help improve the pollution in the Earth's atmosphere. It also means less of a risk of people getting endangered by cars or other forms of motorised transport.

This response has a clear line of reasoning, presented in correct sentences with generally accurate sentence-level punctuation and spelling. The writer has begun to use punctuation within sentences including commas for listing and separating clauses, and an apostrophe to show possession (Earth's). There is internal coherence.

Exemplar 10

Scale score: 410

graffiti in our school

One of the problems at our school is graffiti, people come in over night and spray paint our walls and windows and we need to stop it.

The reason this needs to be fixed is because it is vandalism and that is illegal plus it makes our school look disgusting. Also kids might start to think it is good to do graffiti. They could be kids doing it at school, so we could suspend and tell their mum and dad about them doing it and that is why it needs to be stopped.

One idea is to add more security cameras to help catch the culprits and we can also put plastic covers over the walls and bins so if they take them off we can get their fingerprints and show them to the police. Plus the culprits might have vehicles that they use to get here so we can use the description of those vehicles to catch them as well.

Another way to catch them is to maybe have some guards patrolling the school at night sometimes so we can see if the criminals come back. Plus we could fine or sue the culprits and have them arrested and sent to jail.

These are my reasons and ways to stop graffiti.

This response is clear in its purpose, and most of its arguments are clearly presented. There is a sense of audience in the use of inclusive pronouns (we and our). The instruction in the task is to write to the principal, so this is an appropriate acknowledgement of the audience and correct register.

Exemplar 11

Scale score: 413

This young boy is very sad. He could be sad for a number of reasons. Maybe he lost his toy truck or maybe he can't find his parents or he could even be an orphan. We would never know. He looks upset; like he can't do anything to stop it and even if he tried he wouldn't be able to. He has brown/black eyes and had light brown skin. His hair is dark brown and he is wearing an orange short-sleeved T-shirt. His arms are crossed and he is resting his head on his arms which are on the table. He looks like he wants someone to comfort him; yet no one wants to help him, or no one has seen him upset yet. He is most probably thinking that no one loves him and that no one needs him anymore. He thinks that he is not special and is just a regular child. He feels down and weak; like whatever he tries to do no one will appreciate him and everyone would just ignore him. He looks like he could have been upset yesterday as well or he could have just been upset a few hours ago. He looks like he is around 6 years old. His eyebrows are pulled up showing that he has a lot on his mind. He could be thinking of what he could do to get his toy car back or what he could do to finally be adopted. All this boy wants is a family who would love him. He is the lost boy.

This response is clear and supports the reader in following the writer's train of thought, despite being a single unit of text. The sentences show variety in their structures, and punctuation is well-used to separate sentences and clauses. The correct use of semi-colons is typical of higher bands. The response includes some insightful details.

Exemplar 12

Scale score: 421

It was a windy night, as Hannah tried to sleep she heard a loud crash she couldn't help but run outside to check on what it was but she knew her mom wouldn't let her, so she grabbed a torch and a jumper and quietly went outside.

She couldn't see anything different in particular, except small footprints leading to the forest.

Hannah thought for a few seconds deciding if she should run into the forest or not, she thought that it might not be anything but her feet moved her forwards while her mind said no.

As Hannah was walking she saw a boy stuck in a ditch, he called out "Hello is anyone there!" Hannah was afraid, he might have been a orphan running away or something like that, but she couldn't leave a person when she knew he was in need.

Hannah called out and said "Are you okay!" the boy said "I think I sprained my ankle!" he said,

Hannah held out her hand and pulled him up, he was around the same age as her but had dark green eyes and dark brown hair, Hannah asked him what his name was and he replied "My name is James and I was out playing soccer with my friend but we lost our ball so I went to get it and fell in this ditch." Hannah asked where his home was but he stayed silent so she didn't ask again. As Hannah looked around she said rather frightened "Umm do you know how to get out of this forest?" James grew rather pale and said in a small and quiet voice "No." Hannah looked back and saw the footprints that she followed and said "Come with me." and they went to her house and James said that his parents had died so he was living with his aunt and Hannah's parents drove him back to his house and said that he could visit their house anytime.

This narrative response orients the reader and leads the reader through a complication to a resolution (that appears somewhat hastily written due to time constraints). The sentences show variety, and are mostly correct, though there are several run-on sentences. The writer is also developing their ability to use punctuation within sentences, as demonstrated in their use of speech and commas for separating phrases and clauses.

Band 6 (430 to 479)

Students in this band are able to express ideas with mostly accurate use of punctuation and spelling. They provide sufficient elaboration of the main ideas using precise vocabulary. Their text structures reflect an emerging awareness of the typical structures of the required text type.

Students in a band will typically demonstrate all skills of the bands below.

Exemplar 13

Scale score: 442

His name is Tommy and he is a boy with a few differences. He plays games and eats like a normal human being would. But the only 2 differences are that his 2 eyes are different colours and he has an unknown blood type. Because of his unknown blood even if he was stabbed 100 times he wouldn't feel pain. And because of this he wanted to join fighting classes, boxing classes and even have a fight with his brother. His cheeks were very chubby and he has tan skin. He has a small dent in his head. His eyes would always shine bright blue and green. His hair would always be messy.

A few weeks later he had finished boxing and fighting classes. But he noticed something wrong with his nose, it was broken and crooked on the inside. He was afraid to tell his parents and was always depressed because he didn't know if he wanted to tell his parents. The next day he went to school and a bunch of kids wanted to bully him. One kid pushed onto the ground, and Tommy got a big scar on his knee. After that day his scar healed but the mark of the scar would permanently stay there.

He is thinking of what he should do to not get bullied again so he made a few friends and they always walked together at school. Later when he came home he was still wondering if he should tell his parents about his nose. He went to his room and tossed a coin 100 times to see if he should tell his parents. In the end he never told.

Towards the lower part of Band 6, this piece has similarities with writing in Band 5, but the overall spelling and sentence-level punctuation are generally stronger than writing typical of Band 5. This piece was a response to a writing prompt that asked for a description, but it veers into narrative. The writer is most likely seeking a way to elaborate on the main ideas they have had about the image they have been asked to describe.

Exemplar 14

Scale score: 452

BULLYING

At school there is a problem and that problem is bullying. I think bullying is bad for the school environment and these are ways you can solve it.

Firstly if a someone asks for your lunch money and threaten you if you don't give it to them what you can do is say "no, this money is for me to spend and for me only." If that doesn't work and they keep threatening you just act like you don't care and ignore them eventually they will go away and leave you alone.

Next, if some kids come past you, tease you and call you names you can ignore them. However if they carry on you can say "sticks and stones will break my bones but names will never hurt me." Then they should get bored and go away.

If a few people start a rumour about you and it's mean what you can do is go up to your teacher and tell them what is happening and the teacher will probably do something about it (this is why you can trust teachers to help you).

If you are scared of bullies then read these tips and soon our school will be bully free!

This is a text with a clear intention: to provide concise information for victims of bullying. There is sufficient elaboration of the ideas to meet the text's purpose, and the ideas are expressed using accurate spelling and sentence-level punctuation. There is an attempt at a cohesive structure.

Exemplar 15

Scale score: 453

Just a normal Thursday afternoon walking into my dreaded school, wearing my dreaded uniform, I reach down into my pocket and... oh no it's not there, i cannot believe it, it's not there! where is it? This is terrible, i've lost my phone after having it for only 2 weeks! my dad is going to kill me, I think that I might scream or cry or maybe even both! that phone was my life!

After searching and asking people if they've seen my pink phone for what seems like forever, I start to lose hope. That phone had all my memories on it my photos, videos, songs, all my social medias! this is the worst day of my life! I go to my normal classes and just carry on with my horrible day upset that i still havent found my phone, but i keep searching it need to find this phone.

It's near the end of the day now and I still have no luck! what if someones stolen it? oh no they could be going through all the things on my phone, I dont even want to think about what would happen to my phone if someone else has it. I know that I should probably go to the office or ask a teacher about it, but I just can't they'll think that I'm stupid for losing my phone, so no, i'm not telling them.

I hear the bell go telling me that the school day is over, so I leave school grounds and get on the bus disappointed that I didn't find my phone today. I could be listening to my music right now but because I dont have my phone, I guess I'll just be nosy and listen to other peoples conversations, it's better than nothing.

I walk off my bus and think of what im going to say to dad when I get home, this is going to be tough, maybe I should i tell him that i got jumped and somebody stole it! No, he might call the police or something and that would not be good, maybe I could just say my friend is using it untill she gets hers fixed, nah, he wouldn't believe that, I guess I'll just have to tell him the truth, that I've lost my phone. when i get home I'm shaking with nerves i am so terrified to tell my dad about how i lost my phone. I walk into the kitchen and it seems like nobody is home I guess I still have a bit of time before my dad kills me, so I quickly make myself some food and sit at the table. Ohmygod... I cannot believe it! There it is! My phone, on the kitchen table. It's been there all day!

This response experiments with punctuation with some success but lacks control in places. The ideas in the narrative are developed and elaborated and the 'twist ending' is a typical narrative structure. There is an emerging voice.

Exemplar 16

Scale score: 477

You might think books are boring, pointless and are full of rubbish but today I will be telling you how important books are for your life and your education and convince you to read books more often.

Have you ever seen a book, a story book, you looked at the cover, thought it was bland and walked away? Well I can tell you quite a lot of books are fun and intriguing. Some books are full of action and adventure, some are full of bad jokes that no one laughs at and some books can be about friendship. Just about any sought of book you want to read will be out there. Trust me I have seen books that don't look interesting but when I pick them up they are just amazing because books are a lot of fun to read.

Secondly, books are very useful for a childs development. When a child is younger one of the subjects they do at school is English. English is key to everything and is vital to a childs development. The more a child reads the better they'll get at reading and they will learn new words they have never heard of before, and they will also learn the spelling of that word because every book has the correct spelling in it. So when a child reads it will improve their reading, writing and spelling immensley.

Lastly, books have better information than computers. This is true because when you go on the internet and ask a specific question you may not get the answer you were looking for where as in books there is a greater chance you will find your answer. Besides all the information that you find on the internet may say it was from another website but then where did that website get their information from? Well the answer to that is books. Books are the reason why that information is even on those websites and that is why books have better information than the internet.

So do you feel more intriugued to read a book now and prepared to have the time of your life? Well I hope you can feel that way now because these are my reasons why books are the best and why people should read more books.

This persuasive essay presents and supports several points of argument, in a structure typical of the genre. An assertive voice is attempted. Spelling and punctuation errors are relatively minor and do not interfere with the meaning.

Band 7 (480 to 529)

Students in this band are able to produce texts that are beginning to orient and engage a general audience. They express ideas using a variety of correct sentences and their texts are organised into developed paragraphs. Errors are relatively minor.

Students in a band will typically demonstrate all skills of the bands below.

Exemplar 17

Scale score: 486

He walked over to the splintered chair and sat down and sunk his head into his arms with pain and sadness realizing he was never going back home, his home. He was in a new environment, nothing like the dry, blistering bush land he use to live in, now he lives in a place where stairs can move and where you can walk into boxes that get you into that take you one level to another. He had to accept the fact that he was never going back.

Step one was adapting he got up and walked inside he looked around and saw buttons on the walls and moving pictures on a screen. He walked past a door saying "Jame's Room" he walk inside and saw the comfy bed and a playstation thinking "This isn't me". He got and ran not knowing what to do he felt like screaming as if he was in agony but he didnt want to that so he just sat down and did nothing, absaloutely nothing.

Rocking back and forth with no faith in his mind if you walked passed him you would just see a boy rocking back forth but really there was a boy in excruating pain not knowing what to do trying to wonder whats the point there no point trying.

This response is beginning to engage a general audience through evocative language. The distinction between description and narrative is blurred somewhat, but the piece develops ideas that have arisen from the elements of the picture being described.

Exemplar 18

Scale score: 497

Something that I am finding hard about with this school is that the students have no way to anonymously interfere with any important areas such as the fundraisers and the rules the school uses. I believe that there is a way to help this problem, SRC (student representative council). SRC is a council of students that consists of one boy and one girl from each class who their classmates would vote to be the responsible in showing their ideas in a meeting every fortnight. These would be meetings that would show what the students like or dislike about procedures or testings.

The SRC would attempt to make fundraisers more fun and help out the principle by taking care of some of his responsibilities. The representatives would be chosen once at the beginning of the year and once at the beginning of term three. No student would be allowed to take the place twice a year and so a rotation would be made without many people knowing. the student would nominate names to be voted on. They can vote for themselves.

The SRC has been at my past schools and I find that it helps the students have a bit more freedom in the ways that the school is run. It also makes the students more involved in school affairs which gives them more want to come to school so that they can help other students find more comfort at school.

I believe that a SRC would help this school.

This response is a focused report that proposes a fairly detailed set of solutions to a perceived problem, supported by anecdotal evidence from personal experience. The response orients the reader and in laying out a practical solution encourages the reader to engage with the idea. Errors in expression are minimal.

Exemplar 19

Scale score: 506

Ever since I was a young 4 year old I valued swimming as my greatest ability. I picked it up in an instant and skipped swimming levels in days without having to complete them and as I grew up I began to train regularly and at a higher difficulty. I began to learn in all areas of swimming (beach swimming, surf lifesaving, racing and surfing). I wasn't terrible at most other contact sports and swimming was my only good strength. Swimming was the only thing I practiced that's why my dad and my mum put so much pressure on me to keep up my swimming and to never stop.

My first swimming event was in year 4 at school carnival. It was tough and there were many other fast swimmers in the carnival as well. I so desperately wanted this, my faction counted on me, my parents counted on me and my friends counted on me. But in the end, another kid called Mason took gold and I was left with silver. That was not good enough. It wasn't fair, he was good at running and everything but this is the only thing I was good at. I would have to try harder.

Next year I trained twice a week at a high level. I had to win this time. I swam my heart out every lesson constantly aiming to beat my personal bests and I made a log book to keep track of my times. Every now and then I would go down to the swimming pool to time myself with my dad. We wouldn't leave until I had beat my personal best. Now it was the year 5 swimming carnival. This time I had to win. But a new kid called Charlie had come and he was really fast. I mean like seriously fast. I had seen him in training and he was brilliant. My friends were patting me on the back saying, "You can beat him!" But I couldn't. I left again with another silver.

That was it, I wasn't good at running, contact sports and I was average at school... I wasn't good at anything. But I didn't give up. I trained 3 times a week in a very hard difficulty in swimming, determined to beat Charlie. Swimming was the only thing I was known for so I had to win good for my last year at this school. At the carnival I raced as hard as I could. Unfortunately I couldn't beat Charlie in freestyle but I beat him in everything else. Finally I could wear that gold medal around my neck and finally I could be recognized as someone. The swimmer who beat Charlie. That is why I value swimming the most.

This response presents the writer's opinion about what they value the most in an autobiographical form (which may or may not be imagined). This is an engaging, though not sophisticated, approach to a persuasive prompt. The central opinion of the piece is still supported by clear reasons for why swimming is the writer's most valued ability, including resilience, dedication, competition, and a feeling of achievement and self-worth. The piece is fluently written and errors are minor.

Exemplar 20

Scale score: 514

The Abnormal Storm

It all started when I came home from school one boring day. "Hi Mum!" I called upstairs to my mum. "Hi darling, I hope school was fun today," said Mum, cheerfully. Of course, it wasn't though. I hate school since we moved here a month ago. I left all my friends but my Mum doesn't really give a toss. We moved here to be closer to my Grandma. Mum was getting quite worried now that Grandpa is gone. He died six months ago and it sort of made life not worth living. I didn't go to school for a month. I just stayed home with Mum because she got leave from her work as well. "We have to go to see your Grandma today Lucy," cried Mum. She was really cheery today, that's a bit extraordinary; Mum is always busy doing something that does not involve talking to me. "Yes Mum, I'll just get changed." I said hurrying up the stairs to my room. I unpacked my bag quickly, grabbed a juicy, scrumptious apple and ran to the car after closing the door behind me. As we passed our neighbourhood I could see dark, grumpy-looking clouds hovering. "Honey are you all right you seem to be a bit melancholy this afternoon," asked Mum rather curiously. "I guess I just had a bit glum day." I replied. There seemed to be a storm on its way.

When we arrived at Grandma's house it was hailing and raining bucket loads of water. I was quite worried. We hopped out of the car and made a dash for Grandma's house. We opened and Mum called "hello, Mum? Are you here?" We looked at each quite worried. Until we heard Grandma's soft gentle voice half whispering, "yes I'm here darlings. Awful storm, isn't it? We both nodded. Mum and Grandma made us tea while I was huddled up on Grandma's house with my favourite blanket, out of the corner of my eye I saw flicker of movement. I jumped up to the window and saw a little puppy Labrador whimpering outside. He was getting hailed on and I was very sympathetic that I decided I would have to save the little helpless pup. I grabbed a raincoat and opened the door, slightly. I peered outside. I saw what the problem was the little puppy's foot was stuck in the drain. I sprinted outside as fast as my feet would go without tripping over each other. I detangled his foot and picked up the whimpering cutie. I ran back but a huge gush of water came rolling down the road to my feet. I fell landing with a smack on the head. I hear my Mum's voice screaming, "Lucy! Lucy! Are you alright?" I started to see my Mother again with her flushed cheeks carrying us back to the warmth of Grandma's house. The puppy and I were safe.

I woke up and I started walking to the kitchen holding the adorable mutt. On the bench was a book that looked interesting and fascinating. It was called Storms Of The Century. It was about all the storms that had happened just like the one today. There was a bookmark on a page and the chapter was called The Abnormal Storm. I skimmed and read quickly. I can't believe it. A hundred years ago there had been exactly the same storm with a little dog in the picture that looked exactly like the one I had in my hands. I kept him forever.

THE END

This response is near the boundary with Band 8 and exhibits control of spelling and punctuation typical of higher bands. There are many details (sometimes repetitious) and vocabulary is chosen to demonstrate variety (e.g. 'little puppy', 'little helpless pup', 'whimpering cutie', 'adorable mutt' and 'little dog'). The narrative structure demonstrates that the writer is able to produce a response that is 'beginning to orient and engage a general audience'.

Band 8 (530 to 579)

Students in this band are able to produce well-structured texts with a degree of fluency. Their ideas are expressed with accurate spelling and a range of vocabulary intentionally selected to be effective. They are able to competently use punctuation within sentences. Any errors are easily read through.

Students in a band will typically demonstrate all skills of the bands below.

Exemplar 21

Scale score: 529

I hiss as the ominous clouds begin to gather in the dark, retched sky above. I decide that whoever is upstairs hates me with a burning passion as the freezing droplets patter against me. Looking for any suitable shelter I hide under a small dumpster behind the abandoned casino in the heart of the city. The council is reluctant to do anything about the place, which is good for others like me, stuck in the middle of the city with no where to go. As the rain continues to pour a large BANG awakens me from my trance. 'No', I think, 'it isn't safe outside anymore'.

Gathering all the courage I have left, I quickly scurry across to the edge of a fancy, overpriced salon named 'Pawtastic Pet Care'. When someone opens the door I safely sneak in without anyone noticing, however that peace of mind didn't last long. A single scream is uttered from a lady by the humungous blowdryers and my heart leaps with fright. The disgruntled owner tuts as she angrily reaches for a broom and proceeds to roughly kick me out of the shop. It isn't an unusual phenomenon for someone like me, abandoned and forgotten on the streets of New York.

The dreary weather looms over me as I trudge through the puddles of the deserted lanes, my ginger hair all black from dirt and grime of the now empty pathways. It wasn't long before yet another flash of lightning terrifies the life out of me and I sink into an even deeper misery. Sitting on the nearest steps I could find, I curl up into a tiny ball and sob. Well, not exactly sob, more like pout and wonder what evil criminal acts I have committed to deserve such a dreadful fate. Before long, the minutes turned to hours and the storm started to evade. As I was about to leave the now comfortable step, the door to the inside opened, and an elderly woman stepped out.

'Just wonderful, I wonder how long it will take before I am kicked out again!' I waited, and waited, but suddenly realised, I haven't been shoved out the door like I have been countless times before. I ponder why this lady is all of a sudden not treating me like the scum on the bottom of her shoe. Why I suddenly matter to this world. I wasn't allowed to think for much longer because before I knew it, I was scooped up into a tight, yet cosy and comforting hug. She brings me inside, feeds me, bathes me and not before long, keeps me. All because of a storm I found a new world where I feel like I matter, and it is incredible. I am no longer an unwanted stowaway but rather I'm cared for, for the first time in my life, I have a place to call home. I'll never forget the words she uttered after she took me in. She had whispered, "I've always wanted a cat".

This response is both engaging and reflective. The sentences are varied and there is appropriate use of adjectives and adverbs to add richness to the description. There is correct use of punctuation, which guides the pace of the response. The reflective note adds a maturity to the response, which is a commentary on the nature of humanity.

Exemplar 22

Scale score: 534

Fixing a problem at school

Bullying is a serious problem at our school that needs fixing. Some bullies bully for far worse reasons than we realise. This situation needs to be solved fast so that this school is a happy and safe environment for everyone.

There are many different styles of bullying and here are some of them:

- Emotional bullying
- Physical bullying
- Cyber bullying

Physical bullying is extremely inappropriate except that isn't the problem at our school. Its cyber bullying and emotional bullying that's the problem and it needs to stop.

Lots of girls are bullied for many reasons such as looks, disabilities and other reasons to. Some ways to solve this is to sit down with the bully and discuss why she is bullying other people and try to stop the bully, try different strategies to make the bully feel more relaxed (that might stop the bully) and Make other girls include the bullies because that might have been the problem in the first place.

If any girl sees bullying being done or is getting bullied they need to tell a trusted adult to stop it because no bullying is acceptable at this school.

This is a succinct response with a clear structure, expressed with accurate spelling and vocabulary selected to sound authoritative. Bullet point lists are used in reports, so the use of a list reflects the writer's understanding of the genre. The response is fluently expressed and clearly set out and the writer builds their argument in clear steps. Spelling inaccuracies are minor.

Exemplar 23

Scale score: 553

My dog, Coco, is what I value most. She is four years old in human years and her birthday is September the 21st. We got her when she was six weeks old. She was a gift from my grandparents.

I love my dog and I know she loves me too. When I am feeling down she is always there to cheer me up. She always brings a smile to my face. My whole family adores her. She is a part of the family and included in the number of people in our household. I know, whoever glances in her direction will either get an affectionate bark, or a comforting lick. Everyone wants to take her home with them.

I am so sad when we go overseas because unfortunately, we can't take her with us, as the quarantine would take longer than how long we would be staying there. She has to stay at our friend's house. When we finally do arrive home the first thing on my mind is when I am going to pick her up the following day. When we do go to pick her up, the kind people that looked after her, want us to stay overseas longer, so they can keep her longer.

Coco has undergone many problems from occasional bee-stings to running away in the park. Recently another dog attacked Coco and she ran away for two hours. Eventually, when we found her, she had to have surgery and nobody knew whether she would come out of it or not. Fortunately, she did survive and I love her even more now, because I now know that those sort of events can happen, and not just something you see on the television in thriller movies.

Unfortunately, my grandpa passed away a few weeks ago and Coco is the only possession I have left of him. When I stare into her eyes I realise what a wonderful man my grandpa was for getting her for our family. Most of all, when I think about my dog in general, I think my mom doesn't need to have another baby, we have found our fifth member.

This response is a well-structured exposition of the writer's opinion and the reasons for it. It is expressed with accurate use of language conventions. The content is sensitive and interesting and the points being made are well elaborated. Spelling errors are minor and do not interfere with meaning or fluency.

Exemplar 24

Scale score: 556

A Boy

I see a boy. I see a sad and lonely boy. He has no home, no parents, no food, no water, he has nothing. He is alone with no parents and he is so young living by himself trying everyday to survive. There is no where that he can stay and he has no shelter. He only has one pair of clothes so he is freezing in winter and his clothes are dirty and ripped and worn out but he has nothing else to wear. Everyday he only eats a tiny bit of bad food but it is something to keep him living. He only has dirty water and it is a treat to have clean water. He has no shelter he is just living out in the cold hiding behind and between buildings, in corners living so lonely and so sad. I see a boy.

He feels scared so young to be alone, he cries all the time just hoping that his parents will come back to life. He thinks about the day when he has nothing at all and is just left there to die and go with his parents. He thinks about leftovers in a bin that will feed him for the night how nice, food. He wonders if it is his fault, why was he born poor, why did his parents die, why does he have nothing. He doesn't know why he is who he is not a person with a home, food and water, an education and a family. He is a boy

He just dreams of the day when someone will find him and take him to live with them and love and care for him and he can laugh and smile and be happy and part of a family once again. If only someone would care and give him some food, water or clothes he would be greatfull for anything that he gets. He is a boy

This response is a sensitive description of the image in the prompt, with many imagined additional details. It is well expressed and uses a poetic technique to provide additional structure and impact: the refrain at the end of each paragraph. Spelling errors are minor and do not interfere with the reading of the response. There is a degree of intentional authorial control over the content of the response.

Band 9 and above (580 and above)

Students in this band are able to produce texts that are engaging and consistently meet the needs of a general audience. Their ideas are well-organised into paragraphs and expressed in sentences with structures deliberately chosen for specific effects. The technical aspects of language are accurate and responses are fluent. Any errors are inconsequential.

Students in a band will typically demonstrate all skills of the bands below.

Exemplar 25

Scale score: 591

Due to continual bullying at our school, I hypothesise that we, one of the most respected schools in the state, should improve our bullying policies. Bullying has been taking place in nearly every year level and the bullies have not suffered any discipline for their irresponsible actions. The bullies have made children feel trapped in their own human shell, suffer from depression and such a great anxiety on a daily basis, that they are too frightened to come to school.

The problem has caused many of the students at [redacted] Primary School much grief and immense anxiety, coming home and bursting into tears. This bullying craze will effect the standard of work and our school reputation might start dropping. With an annual fee \$2500, parents would expect a much higher standard of policies. According to a poll that I conducted, 65% of our students do not feel safe at our school. The parents of these students have also asked teachers to talk to those responsible, but unfortunately this has only made the problem worse.

In conclusion, I say that we must increase the standard of life for these unfortunate students. Put stronger policies in place, possibly even get a school psychiatrist, put the bullies into detention, if this is what is needed to stop the bullying craze. Those who are being bullied should be able to have 24 hour availability to the school psychiatrist, and be able to report the individual or social group that is treating them with immense disrespect. No child deserves to have tears cascading down their cheeks every day of their school lives.

This is a strongly argued piece that is fluent and clearly structured. It elaborates the arguments and offers solutions, and has appropriate spelling and punctuation. It has a sustained, strong voice throughout the piece that is convincing. Sentences are well structured and spelling is of a quite sophisticated level. Vocabulary is sound.

Exemplar 26

Scale score: 606

Imagine cameras being shoved in your face, about a thousand people stalking you every day. Any onlooker gawks and points whenever they see you and, worst of all, no one apparently cares that they are violating your own privacy. That, my friend, is the cost of being famous. Would you really sacrifice your own privacy just to have recognition?

To start off, fame is a toxin to one's mind. I understand, one does want attention. It's natural. The average human mind requires other's attention. It's how we can communicate, how we can interact with one another. We can't hold conversation with another person if we don't notice the receiver of our speech. There's a reason all prisoners fear solitary confinement. However, too much attention is just as bad. Letting the recognition get to them destroys their mind. They forget the essence of reality. They lose sense of what's right and wrong. They begin taking the law for granted. They begin to think they can do anything they desire all because of fame. And reality slaps them hard in the face.

Fame is not just a poison, but also a nuisance. Paparazzi and onlookers, will try to steal as much privacy from you as possible. Anything you do, they know. Anything you eat, they know. And everywhere you go, they know. They will constantly bother you, pester you. They'll leave you alone. Never a moment of peace, and eventually, you'll become stressed and metaphorically tearing your hair out all the time.

Fame is worldwide recognition, but it comes at a cost. if you really think it's worth it, let me ask you again: your privacy or worldwide fame?

This is a lively response that engages the audience through its content and arguments. The piece includes interesting observations about the topic that go beyond the obvious. It is fluently written with language used for effect. Sentence structure is varied and there is a conscious use of writers' techniques (e.g. directly addressing the reader, ending on a provocative rhetorical question).

Exemplar 27

Scale score: 676

The boy; a depressed, lonely, sad, little boy. Teased for the shade of his skin, friendless and unpopular.

His big, brown, button eyes hold back forced tears that would pour out and make a whole ocean if he let them go. His constant frown trembles and shakes when he is about to cry and then swallows hard when he can feel the tears approaching. He feels like a grain of sand along a wide beach - one of many, nothing special.

His heart aches at the sound laughter and joy that surrounds him at school, and wonders why his life can't be like that. He trudges out of school day after day, dreading to return the next day. He feels over-looked and unwanted, yet he is sure that there is someone, somewhere that loves him. He hopes that one day, the tormenting bullies at school will just give up, leave him alone, and let him be. They ruin his life and treat him like he has no place in this world. There are no words for him to describe the trauma he goes through everyday, and he feels too afraid to ask anyone for help. He's afraid, and dreads what might happen to him the next day at school.

He sits and ponders about what to do, and when no one is looking lets his bitter tears flow from his eyes. They pour out like a water-fall during rain season. As he sits there, with his dear, delicate, tear-stained face held in his hands, all he can think about is how much more his life will be ruined the next day. He can't bring himself to walk with his head held high or stand with his shoulders back, as his self-esteem and burned out to nothing but ash. He wants a life. He can't stand the constant teasing and tormenting, day after day, but doesn't have the courage to make a change to his life.

The boy; a depressed, lonely, sad, little boy. Teased for the shade of his skin, friendless and unpopular.

This is a sympathetically rendered description that is consciously structured, with effective use of repetition. Language choices are appropriate for the genre, and spelling, punctuation and grammar are well-controlled. This is a fluent piece that shows a mature understanding of descriptive, evocative writing.

Exemplar 28

Scale score: 682

I walk home from school, like every other Friday, waiting for a miracle to happen. It being a friend inviting me over, Mum telling me I get to go to London (never going to happen) or even Dad picking me up from school. Instead, I get home to a frantic household of craziness. Everyone is madly running around the house, packing things into suitcases like photo albums, pyjamas, food & water. What the heck is going on? I run past my sisters room, then my brothers and then mine. The doors are wide open, and there is stuff EVERYWHERE. I walk into mine, and everything is neat and tidy; just the way I left it this morning. I chuck my bag on the ground and run over to mum. "Oh hi darling" she says to me. "WHAT is going on?" I say to her. She says she will tell me later, all I need to pack is essentials. I go up to my room and think. "Essentials, essentials essentials." I pull out some clothes for the morning and the next day. Undies, Hair brush, toothbrush, ipod, Laptop & photos. It is really hard when you have to pack things when you don't even know what is going on, or where you are going.

"OK kids, get into the car. We are leaving ASAP". Ok Cruella De Vil I think to myself. We all get into the car and the boot is full to the brim. Dad has literally brought the whole entire fridge. We drive out of the driveway and I wait for some silence. "Mum?" Where on earth are we going?"

"Long story short. On the news this morning it said that there is going to be a massive storm. So big, that it is bigger than a storm. A hurricane. A cyclone. Everyone in the area, especially Paddington needs to evacuate. We need to drive into the country where we will be safe."

"Great", I think to myself. We have to drive into the country because if we stay in our house in Paddington we will all die. DIE. Our house is going to be ruined. "So, umm where are we going to go?" I say to mum. "We don't know honey. We don't know"

The sky starts turning dark black. Clouds start to move together in a big mob, as lighting starts falling.

I look out of the car window. The storm passes through the street, snatching all the leaves off the trees. The thunder cracks; as rain starts to fall to the ground. I think of all the people who are out in the world, in the middle of the streets with no roof over their head. No bed to get into at night, no dinner to come home to and no blankets to keep them warm.

We keep driving, and driving and driving. We stop off at Hungry Jack's to get some dinner, as dad doesn't want to waste our supply of food. "That's great". We have to be so precious with our food because we are going to the country. The country. There is no shops in the country! I get it now. NO clothes shops. No Boost, No Roxy and No Paddington Quarter. Just me, and Lily and Ben & Mum & Dad, in the middle of the country, with no house but the car. THE CAR. No shower, no toilet and no privacy.

Now I have to be the one receiving money. Not fundraising for children living in poverty, but ME receiving it because now I am the person who is living in poverty. We keep driving; Dad is not stopping. I keep looking out the window, as I slowly drift away into the darkness.

I suddenly wake up, as there is light pouring through the windows. It is extremely hot, no storm, just sun. "Wow, how far have we driven Dad!?"

"Welcome to the country kids!" It's kind of relieving thinking that we are not going to die. Dad stops off outside a real estate property. He quickly runs in and dashes out with a set of keys in his hand. I can't be bothered asking him were we are going, until we pull up outside a beautiful house. It looks like a mansion of a movie. There is garden everywhere, a pool and horse stables. "Dad?" "Welcome home kids."

I don't know whether to be happy or angry. I giggle, and run inside.

This response is a well-developed narrative that sustains the reader's attention through its detail. There is a clear voice and an attempt to vary sentences. The pace is maintained and the resolution satisfying. It is fluent, with appropriate vocabulary and punctuation. Any errors are minor and do not interfere with either the pace or our engagement with the piece.