Annotated Writing Samples

The ISA annotated writing samples illustrate different levels of the ISA narrative/reflective and exposition/argument writing scales. The two ISA writing tasks are each assessed on three separate criteria. The level that is assigned to a piece of writing reflects the combined scores for the three criteria therefore a piece of writing may not meet all the criteria in the level description. For example, a piece of narrative/reflective writing may have a high score for content and a lower score for language and spelling, so the content of the piece may match the level description and the spelling and language may fall slightly below the level description.

On the following pages there are samples for most, but not all, levels of the two writing scales as follows:

Writing Task A: Narrative/Reflective
Criteria
Described proficiency levels 1–10
Annotated samples levels 3–9

Writing Task B: Exposition/Argument
Criteria
Described proficiency levels 1–9
Annotated samples levels 4–8
Writing Task A: Narrative/Reflective

**Narrative/Reflective** is a story or reflective piece, either imaginary or based on experience.

**Criteria**

*Content* criterion is about the quality and range of ideas presented, the development of plot, characters and setting if a narrative is written, and the writer's sense of audience and purpose. It also encompasses the overall shaping of the piece.

*Language* criterion deals with sentence and paragraph structure, vocabulary and punctuation, and the writer's voice.

*Spelling* criterion takes into account students' knowledge of phonetic and visual spelling patterns and the range of words attempted, as well as correctness of spelling.

**Described proficiency levels**

Students at this level typically:

<table>
<thead>
<tr>
<th>Level</th>
<th>Combined description for Content, Language and Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Write a sustained piece distinguished by complexity of purpose, viewpoint or subject matter. Include thought-provoking reflection on attitudes, values or ideas. Construct a skilful and original piece of writing supported by carefully selected detail. If a narrative, create a convincing persona as author or as a participant in the action. Develop characters with emotional or psychological complexity. Write maturely and fluently. Form well-constructed sentences whose grammar, syntax and punctuation are error-free. Use effectively a sophisticated but unpretentious vocabulary. Display a strong individual voice and considerable flair. Spell a wide-ranging vocabulary with virtually no errors.</td>
</tr>
<tr>
<td>9</td>
<td>Write a sustained and convincing piece that engages the reader. May include some reflection. If a narrative, create characters that give the reader a sense of insight into their lives. Structure the piece effectively overall, and use correct grammar and punctuation. Select imaginative vocabulary and phrasing to create mood and atmosphere. Demonstrate an individual voice or style that suggests growing maturity.</td>
</tr>
<tr>
<td>8</td>
<td>Link ideas and events within a well-constructed piece of writing that has a clear time sequence and a consistent voice. If a narrative, create convincing characters, showing the motivés behind their actions and their emotional responses. Deliberately engage the audience, perhaps through humour or suspense. Control grammatical structures and punctuation in a variety of complex sentences. Select precise and effective vocabulary, though it may not necessarily be sophisticated or extensive. Spelling is competent.</td>
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<tr>
<td>7</td>
<td>Link ideas and events within a sound structure that has a clear time sequence. If a narrative, create individualized and credible characters, showing the motives behind their actions and their emotional responses. Attempt to engage the audience. Generally control grammatical structures and punctuation in complex sentences. Select appropriate vocabulary, with some sense of emerging voice. Spelling is mostly correct.</td>
</tr>
<tr>
<td>6</td>
<td>Shape writing with a clear beginning and end and with ideas, details and events chosen to enhance the piece. Create distinct characters through description, speech or action. Write fluently and smoothly overall, though may include some lapses in grammar or syntax. Use a variety of sentence forms and a range of linking devices. Organise writing using paragraphs. Use a vocabulary suited to the content and type of text. Spell correctly most words from a typical student vocabulary, including those with irregular pronunciation.</td>
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<tr>
<td>5</td>
<td>Show an understanding of narrative or reflective writing, with most ideas contributing to the piece. If a narrative, an emerging ability to develop characters through description, speech or action. Write with a degree of fluency using a variety of sentence forms, and possibly paragraphs. Attempt to select vocabulary for effect. Spell correctly a wide range of vocabulary that is commonly used by school children.</td>
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<tr>
<td>4</td>
<td>Develop a piece that includes key elements such as a logical sequence of events, main character/s, and a setting. Show an emerging sense of audience. Include compound and complex sentences in which clauses are joined by linking words such as “but”, “when”, “after”, “because”, “or”, “so”. Vary sentence beginnings. Punctuate sentences using full stops / periods, capital letters, question marks, and perhaps commas. Spell correctly most words from a limited (student) vocabulary.</td>
</tr>
<tr>
<td>3</td>
<td>Develop a piece with a simple plot. It may be episodic or descriptive, rather than a connected narrative. Control simple sentence structures, using common punctuation and demonstrating a sense of sentence shape. Generally use simple vocabulary without spelling errors. Show awareness of phonetic and visual patterns when attempting to spell less common words.</td>
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<tr>
<td>2</td>
<td>Show a basic understanding of the task by producing a recognisable (possibly very brief) story that is related to the prompt. The piece includes some narrative elements such as characters, setting or a problem to be resolved. Use simple sentences and some linking words such as “and”, “but”, “then”, “because”. Use full stops / periods and capital letters. Spell common words and readily recognised words of one- and two-syllable consistently and accurately.</td>
</tr>
<tr>
<td>1</td>
<td>Show an awareness of the topic and the task, though without necessarily producing a recognisable story. Use basic conventions and simple (perhaps unpunctuated) sentences. Usually spell correctly frequently used words and one- and two-syllable words with common spelling patterns.</td>
</tr>
</tbody>
</table>
Develop a piece with a simple plot. It may be episodic or descriptive, rather than a connected narrative. Control simple sentence structures, using common punctuation and demonstrating a sense of sentence shape. Generally use simple vocabulary without spelling errors. Show awareness of phonetic and visual patterns when attempting to spell less common words.

The Mermaid

Once upon a time there was a deep scene. In the scene lived a mermaid called Lesett. She was so pretty. But when she was a baby the bad Queen Grusilider and her daughter Marie cast a spell on her which made her a person. Once when Lesett came back from shopping she bumped into a boy named Jack. He helped her up he looked kloser to her and saw that she was sloley turning into a mermaid he ran of.
Lesett walked slowly to the coast. She became so dizzy because she was turning back into a marina. Soon she fell on a place called Caosty Rock. Jack came running back and quickly pushed her into the water. Then he heard someone say Thank you to him. One day Jack saw some thing moving he went closer and suddenly a wave of water came bursting up from underneath him a splash him up. Jack fell in the water and was never to be seen again.
Develop a piece that includes key elements such as a logical sequence of events, main character/s, and a setting. Show an emerging sense of audience. Include compound and complex sentences in which clauses are joined by simple linking words. Vary sentence beginnings. Punctuate sentences using full stops / periods, capital letters, question marks, and perhaps commas. Spell correctly most words from a limited (student) vocabulary.

"Snork Rock"

Sloan and MacDonald were snorkeling along the coast of "Snorkel Rock," when they saw a shark! Sloan swam up to the shore and started screaming. MacDonald didn’t come up. "Mac!!!" Sloan shouted out loud. "Oh no! What am I going to do?!?!?! Sloan asked herself.

It was the next day. Mac hadn’t come back! Sloan thought she had lost her friend. So, she decided to explore the island. She saw sooooo much. She brought things back with her. She made tiki torches, a fire, even some jewelry. "What am I going to do?" Sloan thought. "Mac had all the tickets and passports! Horsley had my camera and water drone! Oh no, I’ll just have to sleep and wait for tomorrow.

In the night, two people came and woke Sloan up. "Wake up!! We’re going along the rocky coast and going snorkeling again. Come...
on!" cried Hensley and MacDonald. "Mac! Hensley! You're alive!" said Sloan relieved. "Yeah... why wouldn't we be? I was just out scuba diving for a long time, and Mac found me and came with." giggled Hensley. "Well... but... I thought... Oh, never mind laughed Sloan." I knew that. I was just playing around. Now, let's go snorkel!"

So the girls continued staying at 'Snork 'Pack' and having fun. After the trip, Sloan said she was just seeing things! Ha ha ha!
Level 5
Show an understanding of narrative or reflective writing, with most ideas contributing to the piece. If a narrative, an emerging ability to develop characters through description, speech or action. Write with a degree of fluency using a variety of sentence forms, and possibly paragraphs. Attempt to select vocabulary for effect.Spell correctly a wide range of vocabulary that is commonly used by school students.

It was a cold day. We had a party in one of my friend’s house. I looked my watch it’s almost 2 o’clock in the morning. So I decided to go home. My house is very close to my friend’s house. It’s only 5 min a way from here so I decided to walk home. But I felt little bit scared because couple weeks ago my other friend got kidnapped on the same street. So I started to run. Maybe I ran about 5 min. I can feel there is a car is coming from my back slowly. But I couldn’t see the light from the car on ground so I was going to turn but I got hit by someone. Then I don’t know what happened. When I woke up next morning I was in a small room there is no one inside and they didn’t do anything to me but in that small room they only thing is one light the window will closed by rocks, and there is one door but it’s locked.

CONTENT
Some details selected for audience impact.

LANGUAGE
Some lapses in grammar disrupt the flow of the story.

SPELLING
Accurately spells most student vocabulary.

CONTENT
Some details selected for audience impact.
From outside. So there is no chance to get out the house. I start to think how can I get out the house? They took my mobile watch, except my neckless. But that neckless is very spacy. You can open it, in the neckless there is a small red button. When you press it, it will call the police and it also shows the address.
A day and fifteen hours

It was a cool ocean evening. I was sitting on deck thinking what a brilliant idea this had been. My brother and I had set off from Atlanta to take a free prelude sailing trip to Europe. My life had been too hectic and stressful in the city with work and bills and now I was here in the middle of the Atlantic feeling the ocean breeze on my skin and not a single soul to interrupt me.

I noticed my brother coming from the bunk. "Hey, I'm going to bed, okay?" He said with a tired voice. "Yeah, sure I'll stay out here for a while." He went back down and I continued watching the ocean. Suddenly I noticed something, a dark cloud was appearing on the horizon. It came closer and closer with every minute. I became worried, "shouldn't wake him, it's just a cloud, no harm," I thought. After about ten minutes the cloud was above the boat and then I realized that there was harm, a lot of it. A huge storm was following it and before I could react everything went dark.

I woke up. My head was burning as if something had been punctured into it. I didn't open my eyes but instead felt my surroundings. I was on ground, it was soft, it was sand. I opened my eyes slowly. The sun was extremely bright and the soft golden
sand began to feel good pressing onto my skin. I could hear the waves splashing towards the beach. I carefully pushed myself up, my back was still in dramatic pain and I now realized my legs were extremely weak as well. But the site was incredible behind the golden beach was a tall cliff face and the beach was covered with sandy stones. It was a miracle that I had survived through all those rocks in the water. My head began to hurt again and the thought of my brother came to me. I began to feel hopeless and depressed, "What had happened to him? Had he survived?" I asked myself. There is always hope, I thought.

I decided I better look around. I forced myself to stand up. The cliff wall was too hard to climb so I began walking around the beach. After 5 hours of walking around the beach through rocks with no sign of a way to get above the cliffs I gave up. I saw a large rocky outcrop with a hole in it. "The whole looked so perfect as if someone had carved it out. I knew I would be here for a while so I decided to check it out. The inside of the rocky cave was damp and
gloomy. "It's the best I have at the moment," I thought. I predicted it was about 7 pm already and surprisingly I wasn't feeling very hungry, I still went outside to the beach to try and get some fish which was an impossible task for a city guy who has never caught anything except a few of course. I laughed to myself to try and get the image of my dead brother out of my head. "There is hope, there is hope," I repeated that in my head and as I did it began to rain.

I ran inside the cave, now it felt warm and confort compared to the cold outdoors. It was getting late so I decided to get some rest. The ground was covered in sand and so was the best offer. I lied down and began thinking about tomorrow. The night was restless, I felt cold and my body itched from the salt water. I spent the whole night fully awake.

The next day the sun was shining brightly as ever as I came out of the cave. As I came out I heard a high pitched yell coming from the North of the island. I began following the
“What could it be?” I wondered. As I was walking I suddenly saw a boat. My heart was pumping. “Am I saved? Could it be?” As I came around the corner I saw 3 people, 2 men and a woman. The men noticed me and hurried towards me. “You must be Stephen,” said one of the men. “Yes, how did you know?” I was about to ask. “Your brother told us,” he said. “My brother?” I asked. “Yes, he is inside,” the other man said. After a discussion I found out my boat had been destroyed by the storm. The men and woman who were tourists from Britain had found my brother in the ocean. My brother had been unconscious for a few hours after that he had told the rescuers that I was still lost. After a days’ search they had found this island and rescued me. The woman had screamed because she stepped on a crab, which tone was hilarious.

So that had been my day and fifteen hours of being stranded on an island. Pretty crazy for a city guy.
Level 8

Link ideas and events within a well-constructed piece of writing that has a clear time sequence and a consistent voice. If a narrative, create convincing characters, showing the motives behind their actions and their emotional responses. Deliberately engage the audience, perhaps through humour or suspense. Control grammatical structures and punctuation in a variety of complex sentences. Select precise and effective vocabulary, though it may not necessarily be sophisticated or extensive. Spelling is competent.

Crump...crump...crump. The sound of his footsteps becomes more solid as he reaches his destination. The day is starting to cool off and the heat of the sun is unnoticeable by now. A gust of cool wind rushes past Jake's face. He paused and looked forward ahead of him before taking another step.

There it was. The memories of his childhood, the afternoon swim, the secret place, his cave by the coast. All the memories flashed right back into his mind.

Jake lowered himself down in the shades of the open cave and stared out to the rolling waves. He reached into his backpack and gently pulled out the precious jar he always carry with him.

A couple of years ago he was a only a man without a place to go. He was pretty much a homeless person with a home, but doesn't want to get back there. Jake had his pride of his own, but it seems to bring loneliness with him too.

It was his fault, really, to end up being like this. He was arrogant and immature. Before Jake became this way he was rich and spoiled. Until one day his father decides to give his company to Jake's younger brother, but not him.

The decision frustrated Jake more than anything he could ever imagine and because of this he decides to get out of the house with the belief that he was going to be fine.

Years passed and his family is still unable to persuade...
him to come home. He became hopeless and desperate, though, living his own life. Even so, he didn’t dare to come home, for he was too embarrassed of his failure of life.

One day a letter reached him saying that his father had passed away, and that he should come home just for the sake of being father and son. He did.

The night he reached home his mother handed him a letter from his father. It says that the company will become his in a few years because he wasn’t ready. It was Jake who misunderstood all along that his father loved his brother more than him.

Now that he was back at the cave he feels secure and relief. This was the place where his family and him used to have fun together.

Jake opens the jar lid and allowed his father’s ashes to blow with the wind.
Level 9

Write a sustained and convincing piece that engages the reader. May include some reflection. If a narrative, create characters that give the reader a sense of insight into their lives. Structure the piece effectively overall, and use correct grammar and punctuation. Select imaginative vocabulary and phrasing to create mood and atmosphere. Demonstrate an individual voice or style that suggests growing maturity.

"You know, there are reasons why I hate coming to school on Mondays," Dill crossed his arms, refusing to touch the plate in front of him.

"And that would be?" Rayne took a sip of his water, then continued eating.

"The school lunches." Dill answered, and they both started laughing.

The cafeteria was full of students, some were loud and couldn’t stop talking, while others sat quietly trying to enjoy their meals. It was a dull room. The walls were hospital white, with long metal tables lined up neatly. There were three dinner ladies, one with huge glasses, one who never smiled, and a kind looking elderly lady with red hair. They stood lined up behind the counter, giving the students what they requested.

Rayne and Dill had stopped laughing, and were now concentrating on emptying their plates. When they had scraped up the last little bits of chicken, they got up, carrying their trays with them. But little did they know that Butch was on his way in. He was the school bully, so when they did notice him, they stayed clear of his path.

They stood in the hall for some time before Dill looked at his bestfriend.

"So are you going to that party on Friday. You know, the "Halloween" one?"

"I don’t think so," Rayne replied, "But I do have another idea..."

It was close to midnight when they arrived at the old abandon...
The house by the park. Its windows were broken, and the door hung from only one of its hinges. They had brought candles, flashlights, and of course pop corn. They were just about to enter when they saw a girl coming towards them. As she stepped under one of the street lights, they could see who she was. She had long brown hair, reaching down her back, and had a long red leather jacket. Her eyes shone from where the two boys were standing, were bright green. It was, no doubt, Spencer. Dill had had a crush on her for years now, and was the first to approach her.

“So, he started, “What are you doing here?”

“Oh, I was just...” she hesitated, “around... You?”

“Actually we were thinking of having a little Halloween party, wanna join us?”

“Sure, I mean, I got nothing else to do. So, you’re sure.”

Although it wasn’t obvious to them, Rajne could see through both of their charades. They were both interested with each other. He was just about to interrupt the awkward silence when a scream came from inside the old house.

“What was that!” Spencer shouted.

“I don’t know...” Dill led the way as the trio entered the house. It didn’t take long before the could hear a foreign voice coming from a corner:

“Here you are, and here you’ll stay. You’ve come here, and how you’ll never be able to go away...”

They saw a creature like girl, with smoke white skin. She look at
thick, her eyes large and black, and her lips smeared with red.

Who are you?” Rayne flashed the flashlight on her eyes, revealing
her cat-like appearance.

“I’m Norierna...” she smiled devilishly, but soon she changed to a
prowl, and got up on to her feet, “...and now you’ll never leave. Now
you’ll never die. Now, you’ll be all mine...”
Level 9

Write a sustained and convincing piece that engages the reader. May include some reflection. If a narrative, create characters that give the reader a sense of insight into their lives. Structure the piece effectively overall, and use correct grammar and punctuation. Select imaginative vocabulary and phrasing to create mood and atmosphere. Demonstrate an individual voice or style that suggests growing maturity.

Just in Time!

It is December 31st, 1999. Father time faces the halls of a celestial palace, wracked with worry. The doctor has just warned him that Mother Time’s annual baby may be late.

“What!” Reared Father Time. “He is a member of the Time family. By definition, it cannot be late.”

“That’s just the way these things happen,” the Doctor replied. “We can’t change it.”

After the doctor left, Father Time went to complain to Mother Time.

“It can’t be late, and especially not this year,” he grumbled, bemoaning the new problem fate had sent him. “I’ve already had enough problems, with people committing suicide because they think the world will end, and other difficulties, like the Y2K bug. You and I haven’t even had time to sex dozen and name our son, and he should...”
be born today.''

"Now, listen to me," Mother Time replies. "He will arrive whenever he feels like it, as always. You go deal with all the other problems the date is causing, and let me worry about the baby. Find some names for it, if you have the time."

Receiving none of the sympathy he was soliciting from his wife, Father Time stalked out of the room, and down to his study.

"One advantage of being Master of Time is that it allows me to choose names from any time period," mused Father Time as he perused the ancient book titles in his library, before settling down with one dated from 1412 AD. He whiled the hours away reading lists of names.

That evening, just minutes before the glittering Waterford Bell began to drop over New York, Mother Time yelled "Here he comes!"
Father Time rushed in, blissfully happy, as the baby appeared out of thin air. This is the way such children are born, of course.

"I have chosen a name," he shouted.

"Justin!"

"Why Justin?" asked Mother Time.

"Because he is just in time!" answered Father Time, laughing as he held his new baby. On the television behind him, the massive crystal ball fell on a glittering, overstruck, New York City. The 21st century had arrived.

CONTENT
Uses humorous, original ideas. Links subject matter to a contemporary issue.

LANGUAGE
Controls dialogue with flair.
**Writing Task B: Exposition/Argument**

Exposition/Argument is a piece of writing setting out ideas on a proposition. In the ISA Exposition/Argument task, students may take an explanatory approach (exposition), a persuasive approach (argument), or they may combine the two approaches.

**Criteria**

*Content* criterion looks at the depth and range of ideas presented, and at the quality of reasoning demonstrated in the ability to provide evidence and logical argumentation in support of a position.

*ESOL language* (English for Speakers of Other Languages) criterion is applied to all students’ writing regardless of their language background, but focuses on the grammatical correctness and command of English syntax, as well as sentence fluency and variation, and vocabulary.

*Structure and Organisation* criterion deals with the overall structure of the writing, for example the presence of a clear introduction, development and conclusion; and its internal coherence, such as linking between and within paragraphs.

**Described proficiency levels**

Students at this level typically:

<table>
<thead>
<tr>
<th>Level</th>
<th>Combined description for Content, Language (with an ESOL emphasis) and Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Present a comprehensive account of the issue with authority and individuality. Provide a thoughtful analysis and discussion that goes beyond the obvious, and may be highly original. Organise content to show inter-relationships between ideas and to build to an effective and satisfying conclusion. Demonstrate a mature and sophisticated command of language.</td>
</tr>
<tr>
<td>8</td>
<td>Develop a sustained and coherent discussion of the issue, using a number of supporting ideas or detailed evidence and reasoning. Approach to the issue implies a degree of critical distance, rather than merely personal involvement. May outline one or more counter arguments.</td>
</tr>
<tr>
<td>7</td>
<td>Present a coherent approach to the issue, maintaining focus while moving beyond the prompt. May attempt to engage or persuade the reader. Convey a sense of development and connectedness in the way the piece is organized, for example, an introduction to orient the reader and a conclusion that goes beyond restatement. Use effective transitions between paragraphs. Write fluent text, at native or near-native speaker level.</td>
</tr>
<tr>
<td>6</td>
<td>Write a well-constructed piece with a clear thesis, development and conclusion. Show evidence of thinking beyond simply personal experience, and beyond ideas obviously derived from the prompt. Support position with several related points. Use some devices to make transitions between and within paragraphs.</td>
</tr>
<tr>
<td>5</td>
<td>Present a discussion relevant to the issue though a position or stance may not be maintained consistently. Offer several supporting ideas, from both a personal and a general perspective. Write a piece that has overall coherence and shapes ideas to a resolution. Attempt to use paragraphs to develop ideas separately, with one paragraph for each idea. Use a range of sentence forms, generally with correct grammar and syntax. Consciously vary language and structures.</td>
</tr>
<tr>
<td>4</td>
<td>Develop several points related to the issue, either offering an opinion with some support or describing several different views. Ideas about the issue tend to be limited in scope. Present ideas in a generally logical order. Attempt to use paragraphs. Attempt a variety of sentence forms. Use a mostly accurate vocabulary.</td>
</tr>
<tr>
<td>3</td>
<td>Present a few ideas and/or offer an opinion on the topic, based on personal involvement. Control syntax in simple and compound sentences and possibly attempt more complex structures. Attempt to use a variety of verb forms.</td>
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<tr>
<td>2</td>
<td>Write a brief piece (perhaps of one or two sentences) with some evidence of reasoning. Show evidence of shaping and sequencing ideas in part of the writing though not throughout. Compose a piece that is readable but does not flow, with some grammatical mistakes.</td>
</tr>
<tr>
<td>1</td>
<td>Make a simple statement or give an opinion related to the topic, without offering reasons or support. Show emerging evidence of understanding the task: for example, may begin with “I think” and have an introduction or conclusion. The text may be difficult to follow due to grammatical errors or because key words are left out.</td>
</tr>
</tbody>
</table>
I don’t think lions should be kept in cages it’s cruel. Well thinking of being locked up gives me goosebumps. Being locked and looked at cameras and yells and screams it must be terrifying. To be free! Wonderful magnificent and great. They could do what ever they wanted.
Annotated Exposition/Argument Writing Sample Level 4 Additional Notes

Keeping lions in cages

The summary description of this piece shows that this student has the capacity to:

- Develop several points related to the issue, either offering an opinion with some support or describing several different views. Ideas about the issue tend to be limited in scope.
- Present ideas in a generally logical order.
- Attempt to use paragraphs.
- Attempt a variety of sentence forms.
- Use a mostly accurate vocabulary.

Three ISA criteria:

Content
This piece shows a good early understanding of the expository/argumentative genre. The piece presents one main idea with a narrow range of supporting evidence. It includes brief and simple comments about the prompt, but clearly states a main case (I don’t think lions should be kept in cages) and a supporting reason (it’s cruel). The writer then follows this up with an exploration of the experience of caged lions. As a young writer, the piece shows the characteristic personal position and reasons – empathising with the lions from a personal point of view.

Language
This piece includes a variety of sentence forms, but still lacks control, especially in attempting more complicated sentence constructions. It shows a clear and decisive individual voice with good selection of vocabulary to achieve a persuasive purpose. The language invites the reader to share the feelings that support the position. The student does not employ typical connecting devices in this piece.

Structure
This piece shows evidence of shaping and sequencing ideas but lacks a sense of overall structure. The ideas are logical but are not ordered into a recognisable generic structure for exposition.

Some features that this student employs:
- Clear introduction with supporting evidence.
- Sense of communicating with the reader and attempting to persuade the reader.
- A focus on the main topic despite using quite personalised and lively language.
- Powerful points in support.
- Attempt to employ a rhetorical question.

Some features that could be improved:
- Consideration of other reasons for the opinion.
- Improved hierarchy of ideas: point of opinion supported by evidence or some other support.
- Proof-reading of verb tense, spelling and punctuation.
- Understanding of the typical structure for expository writing:
  ◊ Opening introduction or orientation to the reader.
  ◊ Presentation of main points in paragraphs, developing the ideas in priority order each with its supporting evidence.
  ◊ Final summary or other conclusion.
- Use of devices for transitions between paragraphs or clusters of ideas.
- Consideration of a more distanced position.
Should lions be kept in cages? Yes and No for the yes it would protect them from poachers and other dangerous beasts, but if we have to keep lions from extinction I would approve that lions should be kept in cages. Otherwise that I would say O.K. is they make an enormous encloser for the lions with other animals I would say no cause it is very mean to put them in cages. Lions should be in the the jungle and savanna, what would you feel like if you were in a cage so that is why we should not put lions in cages, but if we do let them go in the jungle the will be killed buy the pochers so they could get money out of lions they sell them skin for carpets and head for decoration. I would say it is the most barbaric thing in the world. So that is why lions or any other kind of animals should be kept in cages or any kind of bad things.
I think big families are the best because you would never get bored and there is always something for you to do. But is your have a big family sometimes you struggle for money but I think love and laughter is better. Sometimes when you go on holiday it can be boring. I have a sister and we still have fun but is your only child poor got. Sometimes only children are spoilt and there bossy which is not good.

I think big families are the best but some people would not agree with me. But there is many different kinds of families so different people have different opinions no one is right or wrong. That is what people forget.
that this question no one right or wrong it is just what we think and I think no one has the right to tell us what to write. But I think big families are cool. But having to buy all your good it would cost alot. When you come from in different country like in Africa, they have lots of children and in Scotland, they don’t have that much children, it might not be right but that’s what I think.

I think there are very many different kinds of families so I think what ever kind of family you get your very lucky where ever you are. And I don’t think you should wish for a bigger or smaller family because your family loves you. You still are lucky.
Level 6
Write a well-constructed piece with a clear thesis, development and conclusion. Show evidence of thinking beyond simply personal experience, and beyond ideas obviously derived from the prompt. Support position with several related points. Use some devices to make transitions between and within paragraphs.

For my opinion, I think games you make up as you go are the best games because if you mess up while your playing you always have something to cover the mistake up.

For instance your playing soccer and your opponent is on a break-away. I would say “I switched the switch goals switch so your gale is my goals and right now your gonna score on your own goals.” And the opponent “Yeah, well I touched the non-switch goal flag so I’m actually going towards your goals.” And so on and so forth.

I also like them because there are no referees or rules. I mean you can do anything you darn feel like doing except for one thing, you can’t kill your opponent. Then it wouldn’t be a game. It would be a war. You could do stuff like “I’m in the forefront of authority. You have to swim in a lake and count to 500. Stuff like that.

And another thing that I like, you never end a game. It just keeps on going, never stops (well as long as you don’t run out of excuses). It’s weird. I’ve never played a whole game with anyone before.

I also like it because it really gets you.
thinking. I mean you’re under a lot of stress when you run out of causes. The only way you can lose is if you run out of stuff to come up with the best games are the ones you make up.
Dangers sports should not be banned. There are many different people around the world who play and enjoy these sports. Not only that but it is also a form of entertainment which is very popular in the world. The dangerous sports include sports like rock-climbing, skiing, car racing etc. People have the right to choose how they want to live.

Everyone in this world has the right to choose what to do with their lives. It is their life and they control it. Forcing someone not to do something which is their life and what they love isn’t right. For example, a skier, they have devoted their life to skiing, practicing since they were young, enjoying the time while they ski. This is what they love to do and their life is skiing, they earn money from it. If these sports were banned, think about the effect of it. Their sport people would be dull for their lives, not being able to do what they love. So dangerous sports should not be banned. It is up to the person to decide what they want to do with their lives.

Furthermore, banning dangerous sports does not only affect the people who are involved in it but also the people who are entertained by it. While watching sports on the TV, many of them are dangerous and people are entertained because of that. One of the most popular dangerous sports is the Formula One racing cars. Throughout the world, there are millions of people who watch the Formula One. In a Grand Prix, ten thousands of people go to see the fantastic performance of these cars. Why? Because it gives their lives entertainment. So for this reason, the dangerous sports should not be banned.
Instead of banning these sports, the people should be developing the technology used in them for better safety. This is a very good thing to do. Not only that, the new technologies which will make the sport safer but the technologies invented can be used further in our everyday life. Before, the Formula One racing cars were very dangerous, but because of improving its technology (the body of the car), it became a much safer sport. This had also improved the structure of cars we use everyday. Banning the dangerous sports would mean preventing the improvements of safer technologies.

People have the right to choose how they want to live their lives. Everyone is responsible for themselves. It is their choice to play these dangerous sports. These sports are also a type of exciting entertainment. Technologies are also developed by these sports.
Happiness is the best thing in life. Happiness has been known for years as the cure to everything. When you're happy, you're loved by something or someone. Happiness is an intangible, but powerful feeling, and here are the reasons why.

Happiness brings sunshine on a cloudy day. When you're loved, you're happy. Happiness comes in many ways, it comes to your inner self when you do a good deed like help a three-legged dog find a home, recycle paper for the environment, or just by donating 200 Baht to an orphanage in Bangkok you can make a difference in the world. You feel fresh and happy when you help others, and you don't even need the words 'thank you' when you help someone, because it's the smiles on their face that counts, and it is worth a thousand words.

The percentage of suicide deaths is rising every second. The progress of technology and economics overwhelm many people. The demand for more and more products and improvements stresses the mind, and causes depression. The increase in greed of people wanting more money makes them forget the values of family, loyalty, patience, and faithfulness. Parents are preoccupied with the thought of giving children all the tangible things in the world.
Wanting them to have the best education, the best chance to be someone, and forgetting the most important thing in life, which is love, which causes happiness.

Happiness can make a student more bright. The love for education, the wanting to learn, is what opens the gates to life, not money. You can have all the money of the world, and die from neglect. It is proven these people that are happy in life, and in what they do live longer than someone that doesn’t like the world. Psychological studies prove that when the mind wants to live, the body fights, when the mind has no hope, the body does not resist the pain. Notice that often people don’t die from a disease until they say what they used to say to a person. For instance, in The Outsiders, Johnny doesn’t die until right after he tells Pony to stay gold.

In conclusion, happiness is the right hand man of love, which is what connects life. Someone that has very little money can live a long, happy life with love. You can feel happy in different ways. For one you can help others to feel inner satisfaction. Even though the world is changing daily, you have to remember that money isn’t as important as happiness. Happiness can take you somewhere in life further than money. That’s what suicide victims forgot when they killed themselves, that’s what everyone forgets in this life.
Level 8
Develop a sustained and coherent discussion of the issue, using a number of supporting ideas or detailed evidence and reasoning. Approach to the issue implies a degree of critical distance, rather than merely personal involvement. May outline one or more counter arguments. Support position with several related points.

I think that it doesn’t matter where someone is born or what their nationality is. The world has long fought over things like land disputes and cultural differences. If the world was one large nation, I think that some of these problems could be solved.

Two men sit down at a table to talk, both have brown hair and white skin, both speak English, but the two don’t like each other based on the generalization of a nationality. By focusing less on some one’s nationality and more on their id an individual’s nationality and more on the common bonds that tie us together, there would be a lot less problems today. If we could all join together than we might learn to share and respect the little bird we have, learn to live in peace with all cultures and ethnicities, help everyone so that we may all be equal, and stop continued wars that kill millions of innocent people.

CONTENT
Shows a mature exploration of ideas. Supported by examples.
people of the world. By focussing on bigger problems we could achieve and resolve problems like poverty, world hunger, AIDS, racism, and environmental problems. Not only do nations close us off from world issues but they sever the connections we have with other people who share commonalities. A Jew in America may speak and read Hebrew, attend service every day but that does not mean that he/she will ever make it to Israel.

How is it that some nations have a copious amount of money, while others have none? The wealth of the world, along with resources should be shared. This will promote equality but also evenly distribute power so that huge wars no longer exist.

The world is faced with problems every day but some are so large that it seems they will never be solved but if we all join together and work as one the world will be a much better place. So whether your born in America, or Saudi Arabia you both want one thing and that is a better life and something, a world you can be proud of.
Families come in all different sizes; this makes it hard to say which could possibly be the best. There are many different people in a family; the size could be best for a few but not so good for others. Families which have only two children can be great because you can really get to know your sibling, but if there is a large age gap when the older leaves home; being the youngest child myself, it feels like you’ve lost your other half.

Big families can be so much fun; there’s always somebody there to turn to, always somebody there to have fun with, to comfort you and for you to do the same in return. Life can get very ecstatic however.

Again it’s so hard to say which could possibly be the best, and have the best interest in each person in the family. As children we never think how hard it is for a mother to let go of her child. If you only have one then the mother has no one else to have to look after. Once the one child leaves home, you could imagine how bored a mother would get. Family is all of fun and I think a big family can be out of fun and good.
times but the parents should make sure they can look after such a big number otherwise the parents might go bankrupt.

With any size of a family it is important to have a mother and father who love each. The relationship between the mother and father can really determine who the child or children grow up to be.

A medium sized family would be the best with three to four children and a loving mother and father. It is also important to have the parents truly in love with their children and the parent goal is the best interest in their children.

A medium sized family can be lots of fun with people to play with and to have fun with.

Whatever the size, the age gaps, the confusion that all families bring along with them, the most important thing is that all families get along with each other and are always there for each other.

Families are the most special
part in our lives that every person is blessed with. Every family goes through rough times but they should always be there for each other no matter what.