



TCU<sub>2</sub>

#### Topic - What an amazing machine

One day I made a
machine. It is a motor
like that has your brain
You just press the butten
and it goes 1000 km an
hour! And it goes there.
When you stop if you
want you just press the
other butten and footy's come
out the front. You
can practice your
marking. It has a realy
loud alarm! Once someone
tried to steal my
more the was in the
shop and came out
and yelled at him.
You havto have the keys
to start it. The helmet
that you wear can
never break, It has a
tiger and some fire on
<u>it</u>

#### Texts and Contextual understanding: 2 – a short or limited text

- Some elaboration of ideas and description
- Enhances the text with some detail
- Basic organisation of ideas about the machine

#### Linguistic structures and features: 2 – a short or limited text

- basic control over sentence structure
- correct use of punctuation: capitals, fullstops, exclamation marks

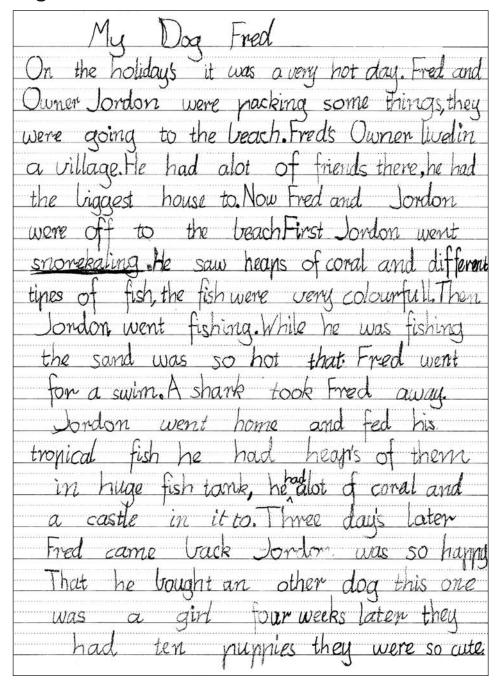
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**TCU 2.5** 

#### Topic - My Dog Fred



#### Texts and Contextual understanding: 2.5 – a text with some attempt at structure and detail.

- An emerging storyline with a reasonable attempt at structuring an introduction, body and conclusion
- Use of supporting detail eg "tropical fish in the huge fish tank, a lot of coral and a castle in it" Linguistic structures and features: 2.5 a text with some attempt at structure and detail.
- Inclusion of a variety of sentence structures
- Emerging tense consistency

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TCU 3

#### Topic - What an amazing machine

The state of the s
I woke up this marning and i thought why don't i make
a breakfast making machine. So i got up and went into
My envension room a Started of putting the parts of
it together. Then i mixed the engredients together.
Finally i put the finishing touches on. I painted
it. Then I put hands on it so it could puss me the food.
Finally i put wheels on it so it could give
me breakfast in bad. Ifter a white i got tired
so I whent to bed
The next morning , woke up and my
breakfast invension was wating there for me
to wake up it had my breakfast. It
posit to me on a tray. It made
me trench toust. It was delishouse.
when I was finished I rang up
my Freinchs and told were about my
yearney new good break first making machine.
They all came to my house and I
had a larg party and my break east making
machine was feeding every body. All my
freinds had to do 15 tell 17 what to
they want and it would be ready
Strait away and it would serve the food.
nicolya
After a Little while my friends
Whent home. I had a great party thank to my Great talented good on ting
to my Great talented, good, exiting
Greakfust muking machine.

Texts and Contextual understanding: 3 – a text with developing structure and some supporting detail.

- Good development of a storyline.
- Elaboration of ideas and detail to add interest to the topic
- Sets the scene well and works towards an effective conclusion

### Linguistic structures and features: 3 - a text with developing structure and some supporting detail.

- Appropriate use of a variety of vocabulary (great, talented, good, exiting (sic), delishouse (sic), engredients (sic)
- A variety of well controlled sentences
- Basic punctuation: fullstops, capital letters, paragraphs

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TCU 4

#### Topic - At the Zoo

At the 200.	7
As the famous Molly proformed an outstanding trick just	
using a net and a couple of pink and fluffy bird	- 1
On her own little stage was a small shiny box to	
proform her magical trick. Then she picked up he	
net and in mid air a pink fluffy bird appleand	
mesteresly. While the crowd was in shack.	
	NEXT THE
Her next proformance included a empty fishtank	
and a black sheet. Molly slowley covered the tan	
with the sheet and pulled it of and their wa	
know longer an empty fishtank but a full tan	
with otlest 30 fish in there. We where all amozed,	we
all went "Wow trow did she do that."	
Later my parents and I left and saw some huge	
crocodiles. About 5 minits later we wached	a_
crocodile show staring Peat and Pe	
Peal and Paul are brouthers, this is their	new
carreir. They work with crocodiles. First th	ey
stuck their heads and hand in the croco	diles
mouth. Then one of them wet the floo	г
and went write down the other end s!	
across the floor while my dad got bit	en.
by a bee.	
	1111
Then when the show was still on we	
left the 200 and went back to the mo	
from our holiday to Thiland. The trip &	
grate espeshaly seeing elephants play	
saccer that was really funny . My favo	
thing was riding the elephant and fe	eu-
ing it.	
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	***
I came back With heeps of suveniers a	
i came home. But it still felt really good . be home.	रेड_

#### Texts and Contextual understanding: 4 – a well developed text

- Structure well with an effective introduction, body and conclusion
- The text follows a consistent plot
- Detail to enhance storyline eg "in mid air a pink fluffy bird appeared mesteresly" (mysteriously)

#### Linguistic structures and features: 4 – a well developed text

- Use of language to convey precise meaning
- Control over punctuation and vocabulary
- Appropriate paragraphing and variety of sentence structure

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**TCU 4.5** 

Topic - The crowd was waving and cheering ... (page 1)

"The crowd was waving and cheering ..." / was so excited ! I was getting ready for the best time in my whole entire life. I threw on some years and a tee-shut. I grabbed my bag and went down staus to wait for my mends. When they arrived I got in the car and we drove to the mace. All my filends were so excited too. The mall was packed. Everyone was probably there por the my money for what seemed like forever. now had managed to save three hundred and fully dollars. We went to every shop in the mall to find the perfect thing. There were so many things to choose from. When we all finally picked our favourite things we went to have dresser I was sitting special chair and the was fiddling with my hair and felling me what she thought would Look good for this special occassic "mmm" I said "Ummm & don't know." I couldn't sit steel. I had butterflies in my tummy. I was nervous, but excited as well.

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#### **AIM 2006**

#### Annotated samples of student writing

**TCU 4.5** 

#### Topic - The crowd was waving and cheering ... (page 2)

#### Texts and Contextual understanding: 4.5 – a clear and consistent text

- A structured and well developed story with a logical conclusion
- Includes reflection and considerable detail to add impact and interest
- · demonstrates ability to engage the audience

#### Linguistic structures and features: 4.5 – a clear and consistent text

- Uses detail, variety of sentence structure and specific vocabulary to good effect
- Accurate use of a range of exclamation mark despite lacking paragraphs

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TCU 5.5

### AIM 2006

Annotated samples of student writing

**TCU 5.5** 

#### Topic - The crowd was waving and cheering ... (page 1)

"The crowd was waving and cheering ..."

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### AIM 2006

#### Annotated samples of student writing

**TCU 5.5** 

### Topic - The crowd was waving and cheering ... (page 2)

Cates opened at different parts all around
the colloseum and out come tigers. These
were animals that had been trained for
weeks on how to eat himans. The very
thought of these arimals should make a
grown man conver but no . The two fighters
were so absorbed in their battle they
didn't even notice the tiges creping up
on then As the types got closer the
tigers and crivel resuld.
Each fighter allowed himself a quick
peck to see what had gotten the
crowd so excited What they saw made
their blood run cold and even freeze in
some parts.
They each swung their swords at each
They each swang their swords at each noring to end it now but they int each other sword other sending sparks through the air. They each
pushed off each other sund to face
the dreated bearts in the back of their
minds they knew that senetimes animals
won't est because of the roise
the crowd makes, but looking into those
eyes they som as fear. Sonta sow as fear
right up to the point where the tiger
t e e e e e e e e e e e e e e e e e e e



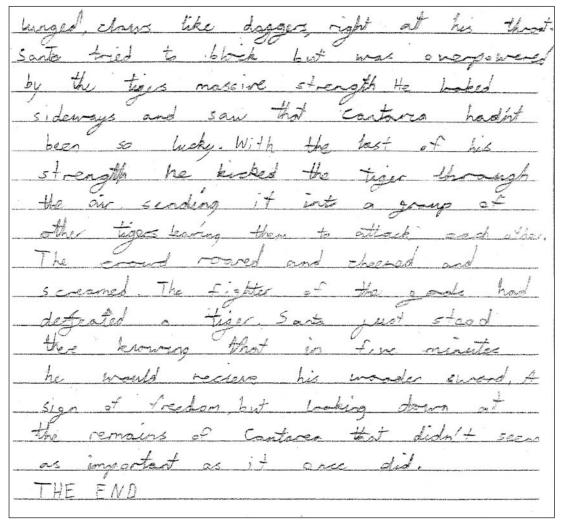


### AIM 2006

#### Annotated samples of student writing

**TCU 5.5** 

#### Topic - The crowd was waving and cheering ... (page 3)



#### Texts and Contextual understanding: 5.5 – a consistent and coherent text

- A well controlled and extended text
- well developed and sophisticated plot working towards a thoughtful conclusion
- Suspense and subject specific detail to engage the audience

#### Linguistic structures and features: 5 – a consistent and coherent text

- Effective control of a variety of sentences and a wide range of relevant vocabulary to convey precise meaning
- Minor expression errors are masked by the quality and strength of the narrative

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