

**AIM 2006****Annotated samples of student writing****TCU 2****Topic - What an amazing machine**

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

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



AIM 2006

Annotated samples of student writing

TCU 2.5

Topic - My Dog Fred

My Dog Fred
 On the holidays it was a very hot day. Fred and Owner Jordon were packing some things, they were going to the beach. Fred's Owner lived in a village. He had a lot of friends there, he had the biggest house to. Now Fred and Jordon were off to the beach. First Jordon went ~~snorkeling~~. He saw heaps of coral and different types of fish, the fish were very colourful. Then Jordon went fishing. While he was fishing the sand was so hot that Fred went for a swim. A shark took Fred away. Jordon went home and fed his tropical fish he had heaps of them in huge fish tank, he ^{had} a lot of coral and a castle in it to. Three days later Fred came back Jordon was so happy that he bought another dog this one was a girl four weeks later they had ten puppies they were so cute.

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



AIM 2006

Annotated samples of student writing

TCU 3

Topic - What an amazing machine

I woke up this morning and i thought why dont i make a breakfast making machine. So i got up and went into my enversion room & 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 pass me the food. Finally i put wheels on it so it could give me breakfast in bed. After a while i got tired so i went to bed.

The next morning i woke up and my breakfast invension was wating there for me to wake up it had my breakfast. It put it to me on a tray. It made me trench toast. It was delishouse.

When I was finished I rang up my freinds and told them about my new good break fast making machine. They all came to my house and I had a big party and my breakfast making machine was feeding every body. All my freinds had to do is tell it what to they want and it would be ready. Then it away and it would serve the food nicely.

After a little while my friends went home. I had a great party thanks to my Great, talented, good, exiting breakfast making 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 zoo.

At the famous Molly performed an outstanding trick just using a net and a couple of pink and fluffy birds. On her own little stage was a small shiny box to perform her magical trick. Then she picked up her net and in mid air a pink fluffy bird appeared mesteresly. While the crowd was in shock.

Her next proformance included a empty fishtank and a black sheet. Molly slowley covered the tank with the sheet and pulled it of and their was know longer an empty fishtank but a full tank with atleast 30 fish in there. We whers all amazed, we all went, "Wow how did she do that."

Later my parents and i left and saw some huge crocodiles. About 5minits later we watched a crocodile show starring Peat and Paul. Peat and Paul are brauthers, this is their new carreir. They work with crocodiles. First they stuck their heads and hand in the crocodiles mouth. Then one of them wet the floor and went write down the other end slid across the floor while my dad got bitten by a bee.

Then when the show was still on we left the zoo and went back to the motel from our holiday to Thiland. The trip was grate espeshaly seeing elephants playing soccer that was really funny. My favaret thing was ridina the elephant and feed- ing it.

I came back With heeps of suveniers when I came home. But it still felt really good to be home.

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

**AIM 2006****Annotated samples of student writing****TCU 4.5****Topic - The crowd was waving and cheering ... (page 1)**

"The crowd was waving and cheering ..."

I was so excited! I was getting ready for the best time in my whole entire life. I threw on some jeans and a tee-shirt. I grabbed my bag and went down stairs to wait for my friends. When they arrived I got in the car and we drove to the mall. All my friends were so excited too. The mall was packed. Everyone was probably there for the same reason we were. I had been saving my money for what seemed like forever. I now had managed to save three hundred and fifty 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 hair dresser. I was sitting in the special chair and the hair dresser was fiddling with my hair and telling me what she thought would look good for this special occasion. "mmm" I said "Ummm I don't know." I couldn't sit still. I had butterflies in my tummy. I was nervous, but excited as well.



AIM 2006

Annotated samples of student writing

TCU 4.5

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

My hair was washed coloured, straightened, streaked and styled. I was so boored! But it was worth it. I was a different person. I looked... and I'm not bragging, but I looked fantastic! I checked it off on my fingers, dress, got it! Hair, done. Umm.... what's left? Oh, make up! This part was fun! Three different people were crowding around me muttering to each other, then looking back at me then they started. Blush, foundation, lipstick, I was transformed. I was ready to go. You're probably wondering where I was going and now you will find out. In my year 12 formal. This morning I woke up UGLY! Fuzzy gross hair, a horrible face, big black glasses.... but now, WOW! I was soooo nervous what was everyone going to say when they saw me? Ready! 1, 2, 3! I walked through the doors of the school hall. The crowd was waving and cheering! But was I really that bad to begin with!!!

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

**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 ..."

at the wild scene" Two gladiators, both evenly matched, fought with immeasurable skill. The main interest in this fight was a man that the people never thought would rise to glory. A peasant who it was rumoured that he had learned to fight when the gods had sent down a trainer from the heavens. Watching him you would never guess that a messenger of the gods hadn't taught him. Actually he was taught by his father. His father had learned to fight from his father and so the line continued to the point where none of the living knew what happened.

The crowd continued to roar, thirsty for blood but none the less fascinated by the incredible fight. Santar can as he was called by some "the fighter of the gods") parried what would have been a lethal blow and swung his sword to the other fighters, Cantarea, sword. After a while the emperor got bored of this amazing display and made a decision which he hoped would end the fight much sooner.



AIM 2006

Annotated samples of student writing

TCU 5.5

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

Gates opened at different parts all around the Colosseum and out came tigers. These were animals that had been trained for weeks on how to eat humans. The very thought of these animals should make a grown man cover his eyes. The two fighters were so absorbed in their battle they didn't even notice the tigers creeping up on them. As the tigers got closer the tigers and crowd roared.

Each fighter allowed himself a quick peek 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 other, ^{hoping to end it now but they hit each other's sword} sending sparks through the air. They each pushed off each other's sword to face the dreadful beasts. In the back of their minds they knew that sometimes animals won't eat because of the noise the crowd makes, but looking into those eyes they saw no fear. Santa saw no fear right up to the point where the tiger

**AIM 2006****Annotated samples of student writing****TCU 5.5****Topic - The crowd was waving and cheering ... (page 3)**

lunged, claws like daggers, right at his throat. Santa tried to block but was overpowered by the tiger's massive strength. He looked sideways and saw that Cantarea hadn't been so lucky. With the last of his strength he kicked the tiger through the air, sending it into a group of other tigers leaving them to attack each other. The crowd roared and cheered and screamed. The fighter of the gods had defeated a tiger. Santa just stood there knowing that in five minutes he would receive his wander sword, a sign of freedom, but looking down at the remains of Cantarea that didn't seem as important as it once did.

THE END

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