

e-asTTle



## **Persuade Writing Prompts with Specific Exemplars**

# e-asTTle



Music and  
sport

**Music is more important than sport**

What do you think? Do you agree or disagree? Are there ideas to support both sides of this topic?

Write to persuade your reader of your ideas.

Find four specific exemplars attached.

Prompt 11: Music is more important than sport

Exemplar 1: Some people

Some people think sport was aswone  
Gaga can wick Ranby games and Soccer  
game wick TEINS ON TV golf is a sport to  
and water polo and Ranby go to the  
finals and tennis does too dont be lous  
and stped and fat and attein other time  
in gaga life can can get a gap-

EO1101

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1101
Ideas	R1–R6	R2	A few simple ideas and observations related to sport.	
Structure and language	R1–R6	R1	Structural features relevant to prompt purpose are not evident – text does not state or develop a position in relation to the topic. Tone is familiar, rather than rational, objective or emotive ( <i>dont be lasy and stped and fat</i> ).	
Organisation	R1–R7	R1	A very short text which lacks coherence.	
Vocabulary	R1–R6	R2	Uses simple words and phrases, with some sports-related vocabulary.	
Sentence structure	R1–R6	R2	Some sentences are correct. Others have errors that interfere with meaning (e.g., tense in first sentence).	
Punctuation	R1–R7	R1	One full stop at the end of the writing. Letter formation makes it hard to distinguish whether capitals are intended for sentence beginnings.	
Spelling	R1–R6	R3	Spells a range of high-frequency and topic-related words correctly (e.g., <i>people, think, was, games, golf, finals, tennis</i> ). Attempts at other words show knowledge of phoneme–grapheme relationships and word chunks ( <i>teins</i> [teams]; <i>stped</i> [stupid]).	

Prompt 11: Music is more important than sport

Exemplar 2: Many people think

Many people think that music keeps people calm, but then sports keeps you fit. There is all types of music there is jazz, rock, pop, hip hop, and a all other types. Now with sport there is soccer, rugby, tennis, swimming, squash etc. Now my personal idea is that I think that sport is better than music because you get a good feeling when you score a point or if your team wins. But then music can calm you down when you are angry, your your are feeling down.

EO1102

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1102
Ideas	R1-R6	R3	There are several ideas with minimal elaboration provided through examples and explanation. A main idea is stated, but not developed.	
Structure and language	R1-R6	R3	The opening statement introduces the topic, but the body of the text is not developed and there is no clear conclusion. Text demonstrates awareness of some appropriate language features: timeless present tense ( <i>Many people think ...</i> ) and use of simple text connectives ( <i>Now ...</i> , <i>But then ...</i> ).	
Organisation	R1-R7	R3	Ideas are grouped: e.g., in the first paragraph. Breaks do not support text development. Text is coherent.	
Vocabulary	R1-R6	R3	Uses mostly everyday language, with a small number of sports and music-related words. One or two precise words and phrases ( <i>personal</i> , <i>score a point</i> ).	
Sentence structure	R1-R6	R3	One simple and one complex sentence are correct ( <i>Now with sport.../Now my personal idea is...</i> ). Other sentences have errors in subject-verb agreement ( <i>There is all types of music</i> ) or missing, extra or repeated words.	
Punctuation	R1-R7	R4	Most sentences are punctuated correctly with full stops and capital letters. Commas are used correctly for lists. Experimentation with commas for phrasing. Incorrect use of apostrophes.	
Spelling	R1-R6	R5	High-frequency words are spelt correctly. Only one or two more difficult words included in text ( <i>calm</i> , <i>personal</i> ).	

Prompt 11: Music is more important than sport

Exemplar 3: An amazing thing

Music is more important than sport. Many people believe that this statement is true, but in many cases it is not. I am writing this argument to inform people of the positives and negatives of both sides. Hopefully after reading this you will be able to decide if you think the statement 'Music is more important than sport' is true or false.

Music can be an amazing thing that relaxes and calms many people. Music can be a great way to deal with stress and calm the mind. Being able to play an instrument or create music can be a great career and can help you to have a great future. A bad thing about music is it is not very active and if you are sitting inside all day long playing music you are not helping your body. Your body needs exercise and fresh air and sitting inside playing music will not help with that. Music can be an amazing thing but does have some negative things about it.

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EO1103

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1103
Ideas	R1–R6	R4	Ideas begin to go beyond the writer’s everyday world, relating ideas about music to general health issues. There are several ideas and more than one has some elaboration.	
Structure and language	R1–R6	R4	Some structural features appropriate to persuasion are present – an introduction, a body with some development, and a concluding sentence. However, the purpose is not achieved ( <i>I am writing to inform of the positives and negatives of both sides</i> ). Task appears unfinished.	
Organisation	R1–R7	R5	The first paragraph is an effective introduction. The second paragraph contains a mixture of points that would be better as separate paragraphs each with more development. A concluding paragraph is also required.	
Vocabulary	R1–R6	R4	The text contains words that have been chosen to match the purpose and are more academic in tone ( <i>statement, positive, negative</i> ). Precise words are used to add detail, but this is not consistent (overuse of <i>great</i> ).	
Sentence structure	R1–R6	R5	Sentences show variety in structure and are correct. The writing gives a sense of control over sentence structures, but does not have the impact needed for a category R6.	
Punctuation	R1–R7	R5	Sentence punctuation is correct. Quotation marks have been used correctly, and commas have been used to mark a clause.	
Spelling	R1–R6	R6	All spelling is correct. Text includes some difficult words ( <i>positive, negative, argument, instrument</i> ).	

Prompt 11: Music is more important than sport

Exemplar 4: I personally believe

I PERSONALLY BELIEVE SPORT IS MORE IMPORTANT THAN ~~SPORTS~~<sup>MUSIC</sup>. THERE ARE MANY PEOPLE IN THE WORLD THAT PLAY MUSIC, WRITE MUSIC &/OR LISTEN TO MUSIC BUT NONE OF THESE THINGS KEEP THEM HEALTHY OR HELP THEM LIVE A LONGER &/OR A MORE ~~BE~~ FULFILLED LIFE.

SPORT GIVES PEOPLE A CHANCE TO LEARN ABOUT ~~THEIR~~ THEIR BODIES THIS ~~MEANS~~ THAT ~~PEOPLE UNDERSTAND THAT~~ IT HELPS THEM TO LOOSE WEIGHT & LIVE A BETTER LIFE. NOW-A-DAYS PEOPLE ARE EATING TOO MUCH FAT & PROCESSED FOOD THAT GIVES THEM ~~MAKES~~ AN UNHEALTHY DIET AND CAN LEAD TO THINGS LIKE DIABETES, FAT COVERING THEIR HEART (CAN CAUSE HEART ATTACK) OBESITY, OR ~~A~~ DEATH. IF PEOPLE WERE GIVEN MORE OF A CHANCE TO PLAY MORE SPORT THEN THERE WOULD BE A LOWER-COUNT OF DEATHS IN & AROUND THE WORLD, CAUSED BY UNHEALTHY DIETS.

SPORT DOESN'T ONLY HELP WITH WEIGHT IT ALSO GETS YOUR BODY THINKING & WORKING BETTER. WHEN YOU RUN AROUND ~~WHEN~~ & PLAYING A FAST PACED GAME OF BASKET-BALL OR HOCKEY YOU AREN'T JUST BURNING CALORIES YOU ARE LETTING OXYGEN ENTER INTO YOUR BRAIN, WHICH HELPS IT TO WORK BETTER. IF YOU WERE TO GO FOR A RUN AT 7:00AM AND THEN GO TO SCHOOL YOU WILL BE MORE FOCUSED, REFRESHED AND ABLE TO MAKE IT THROUGH THROUGH THE DAY EASIER.

WHILE MUSIC HELPS YOUR MIND IT DOESN'T HELP YOU BE ABLE TO DO A PUSH-UP WHEN YOUR SO. YES MUSIC CAN CALM YOU DOWN OR LISTENING TO MOZART WHILE STUDYING CAN MAY BE ABLE TO LET YOUR MIND TAKE IN MORE, BUT IT CAN'T SAVE YOUR LIFE, MUSIC CAN'T GIVE YOU THE GLORY OF STANDING ON TV HOLDING THE ~~WORLD~~ RUGBY WORLD CUP. W WITHOUT SPORT WE WOULD BE A WORLD OF FAT KIDS THAT LOVE CHOCOLATE-CAKE.

SPORT IS A FUN AND EASY WAY TO STAY HEALTHY. MUSIC HAS BENEFITS BUT SPORT HAS MORE, SO WHY NOT TRY SPORT. LIVE A LONGER HAPPIER SPORT LIFE.

EO1104

Prompt 11: Music is more important than sport

Exemplar 4: I personally believe

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1104
Ideas	R1–R6	R5	Ideas are complex and show evidence of generalisation to a wider world (e.g., problems of obesity). Some ideas are not developed or are not explained sufficiently (e.g., the relationship between sport and diet).	
Structure and language	R1–R6	R6	Text contains an introduction, body and conclusion and these are developed and appropriate for purpose. Language features are also appropriate. Text maintains a mostly mature and academic/scientific tone, with minor lapses.	
Organisation	R1–R7	R7	Paragraphs are controlled and developed. Topic sentences link ideas and relate back to the position statement in the introductory paragraph (i.e., sport helps promote health and wellbeing).	
Vocabulary	R1–R6	R5	Text includes language specific to the topic, with a sense of precision ( <i>obesity, diabetes</i> ). Use of everyday/informal language causes some jarring ( <i>fat kids</i> ).	
Sentence structure	R1–R6	R6	Sentences are correct and are used to convey precise meanings, with impact and effect that engages the reader ( <i>Music has benefits but sport has more</i> ). Error in use of relative pronoun in one sentence ( <i>There are many people in the world that [who] play music</i> ).	
Punctuation	R1–R7	R5	Sentences are punctuated correctly and there is some correct use of other punctuation (contractions and commas for lists and phrasing). Some punctuation is missing. Use of block letters throughout text is distracting and makes it difficult to determine if capital letters are used correctly.	
Spelling	R1–R6	R5	Some difficulty with commonly misspelt words ( <i>there/their, to/too, loose/lose</i> ) but most high-frequency words are correct. Many difficult words are attempted ( <i>fulfilled, oxygen, diabetes</i> ) and the majority are correct.	



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Wrong to  
fight

**It is wrong to fight**

What do you think? Do you agree or disagree? Are there ideas to support both sides of this topic?

Write to persuade your reader of your ideas.

Find three specific exemplars attached.



Prompt 12: Is it wrong to fight

Exemplar 1: Wrong and allright

It is wrong to fight and it is allright  
to fight. It is wrong to fight because

you might break their nose and  
make them go hospital

you might give them a bleeding  
nose or hurt them really badly

you might break their bones

It is allright to fight becaduse

you might be protecting somebody  
from a robber with a gun  
or weapon

if your friends might be  
bulled you go and try and  
help them

EO1201

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1201
Ideas	R1-R6	R2	Some simple ideas without elaboration. Some ideas are repeated. No evidence of a position taken in relation to the prompt purpose of persuade. The text is list-like.	
Structure and language	R1-R6	R2	Has some points of information about both sides of the topic. Includes simple conjunction <i>because</i> to express logical relationships between ideas.	
Organisation	R1-R7	R3	There is an attempt to group ideas (positive and negative). Breaks are used to separate each sentence or point, as in bullet points, but without the necessary punctuation.	
Vocabulary	R1-R6	R3	Mostly simple, everyday words. A few more precise words related to the topic ( <i>protecting, bulied</i> ).	
Sentence structure	R1-R6	R2	Sentences are mostly correct (taking bullet point format into account), including complex sentences ( <i>It is wrong to fight because you might break their nose ...</i> ). Structures are repetitive. The last sentence shows variety in structure but is incorrect.	
Punctuation	R1-R7	R3	One sentence is correctly punctuated. Rest of text contains no punctuation, possibly because of list format.	
Spelling	R1-R6	R4	Most common words are spelt correctly, as are one or two more difficult words ( <i>somebody, protecting</i> ).	

Prompt 12: It is wrong to fight

Exemplar 2: Violence is never right

It is **WRONG** to fight because violence is never the right thing to do.

Reasons why shouldn't fight:

- Violence is something people who are really messed up do and that isn't an excuse. There are much better ways to solve an argument or influence people's decisions. You could agree to disagree or just walk away.
- Violence is a bad habit. Thinking it's right can get you into all sorts of trouble. Not just now but later on in life. If you make a habit of fighting, you could seriously hurt someone and end up going to prison.
- As I said previously, violence can and will get you into trouble and that could influence your career prospects. If violence is in your past, it might ruin your future.

Causes of Violence and Ways To Stop Them.

The causes of violence are usually similar. Maybe an argument, a misunderstood joke or stealing. Perhaps money but I think know what I be sure, it's actually hurt. Although hurt is wrong, fighting is often worse. Fight break up even stupid things and ruin friendship. That's why we need to stop fighting. If you know that it's a problem, you should find a way to stop, like hitting out your anger in a sport or art or maybe just count to ten. I'm saying that fighting is bad and we **NEED** to stop it.

EO1202

Prompt 12: It is wrong to fight

Exemplar 2: Violence is never right

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1202
Ideas	R1–R6	R4	Ideas are relevant and elaborated and there is some evidence of reflection and generalisation to the wider world ( <i>if violence is in your past, it might ruin you're future</i> ).	
Structure and language	R1–R6	R4	Writer's position is introduced in the opening sentence and restated in the concluding sentence. The body of the text develops the argument, with supporting explanation. The chosen format of subheadings and bullet points could be effective for purpose but is inconsistent through the text. Language features support the purpose: use of modal verbs ( <i>shouldn't, could, might</i> ); text connectives to help structure the argument ( <i>As I said previously ...</i> ); and conjunctions that show cause and effect ( <i>because, if</i> ).	
Organisation	R1–R7	R5	The organisation supports the reader's understanding of the text. Although paragraphs aren't used, the bullet points and headings are effective, and linking words are used appropriately.	
Vocabulary	R1–R6	R5	Uses precise/academic words appropriate to the prompt purpose ( <i>influence, previously, violence</i> ). Everyday words or phrases cause some jarring ( <i>messed up</i> ).	
Sentence structure	R1–R6	R5	Sentences are mostly correct. There is a sense of control and some sentences show rhythm and balance ( <i>If violence is in you're past, it might ruin you're future</i> ). Some sentences are fragments with missing subjects and verbs (e.g., <i>Not just now, but later on in life; Maybe an argument, a misunderstood joke, or stealing</i> ).	
Punctuation	R1–R7	R6	Most sentences are punctuated correctly. Commas are also used correctly to mark clauses and phrases. Many contractions are not marked, or are incorrect (e.g., <i>shouldnt; you're [your]</i> ).	
Spelling	R1–R6	R6	A few errors. Correctly spells a range of difficult words ( <i>previously, influence, seriously</i> ).	

Prompt 12: It is wrong to fight

Exemplar 3: Is fighting really the answer?

Fighting is an issue worldwide, whether it be verbal, physical or any other type.

Fights happens anywhere and everywhere, between siblings, friends or even countries. What might start off as a minor disagreement, can evolve into wars, claiming lives, tainting our future with the wounds of the past.

These disagreements can be started by religion, racism, sexism and other forms of discrimination.

Fights are not an approvable way of venting our feelings, or getting noticed. They tear friends apart and cause some people who were only defending their beliefs to be punished.

Serious fights can be publicised by the media, but who really wants to hear about conflict and strife? Wouldn't we much rather hear about people working together to cure illness, fixing the flaws in our environment, than attention seekers disposing of a life?

Children can be prime targets for abusive behavior and innocent children can be traumatised, or inflict pain on others who don't deserve this. When the adult is arrested, the child will lose a loved one, because children are forgiving, and will still love their parents very much.

They will feel alone in this world, no-one to relate to, no-one to trust. They will mature with this hatred bottled up inside and when they raise a family of their own, they might want the children to feel like they did, isolated and alone. Their partner could leave them through fear, leaving the grief stricken parent, a danger to society.

As you read this conclusion I would like you to think, is fighting really the answer? and who does it benefit?

Prompt 12: It is wrong to fight

Exemplar 3: Is fighting really the answer?

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1203
Ideas	R1–R6	R5	High R5. The writer introduces complex ideas related to the topic and discusses these with reflection on and generalisation to global issues such as war, discrimination, the role of the media, and the cycle of abuse. Some ideas are not fully developed (e.g., discrimination as a cause of violence).	
Structure and language	R1–R6	R6	Generalised introduction in which writer’s stance to the subject becomes apparent, rather than being stated outright. The body develops several supporting points, and there is a brief but effective conclusion that restates the writer’s position through use of a rhetorical question: <i>Is fighting really the answer?</i> Language features are appropriate: the text takes an emotive approach to the topic in order to persuade the reader to the writer’s point of view.	
Organisation	R1–R7	R5	Clearer linking of ideas within and between paragraphs would assist the the reader to follow the line of argument. Some paragraphs have minimal development.	
Vocabulary	R1–R6	R6	Words and phrases are deliberately chosen for precision, impact and effect (e.g., <i>tainting, disposing of a life, isolated and alone</i> ), and include description of abstract concepts ( <i>discrimination, sexism, racism</i> ). One incorrect word choice ( <i>approvable</i> ).	
Sentence structure	R1–R6	R5	Most sentences are correct and there is a sense of control over sentence structure. Minor errors such as missing words ( <i>claiming lives [and] tainting our future; alone in this world [with] no-one to relate to</i> ) do not interfere with meaning.	
Punctuation	R1–R7	R6	Most punctuation is correct, with use of commas, hyphens and apostrophes. Some error in use of commas (e.g., the comma between subject and verb in the sentence beginning <i>What might start off ...</i> ). Text does not show the control over a wide range of punctuation necessary for a category R7.	
Spelling	R1–R6	R6	Only one spelling error ( <i>dissagreement</i> ) in a text that contains many difficult words ( <i>publicised, traumatised, discrimination</i> ).	

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Referee

**The referee is always right**

What do you think? Do you agree or disagree? Are there ideas to support both sides of this topic?

Write to persuade your reader of your ideas.

Find four specific exemplars attached.



Prompt 13: The referee is always right

Exemplar 1: Yea I'm agree

yea I'm agree well a PERSON WITH A C  
 Referee has most ~~the~~ important things  
 to do : Because they has to be more  
 like a ~~that~~ alert person and they  
 need to know how it works, how they ~~the~~  
 should do ~~the~~ right things and be more  
 positive

EO1301

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS
Ideas	R1–R6	R3	Although there is some generalisation to the wider world ( <i>a referee has most important things to do...</i> ), the text consists of brief points written in list form. The main idea is related to the topic and has some elaboration.
Structure and language	R1–R6	R2	Some points of explanation provided in support of opinion. Uses present tense and tone is mostly appropriate (rational/logical), with a minor slip in formality at the beginning ( <i>yea, I'm agree</i> ).
Organisation	R1–R7	R3	Text is very short but has coherence. Ideas are logically grouped (i.e., important attributes of a referee).
Vocabulary	R1–R6	R3	Uses a small number of precise, descriptive words, including adjectives ( <i>important, alert, prosive</i> [positive]), among mostly everyday words.
Sentence structure	R1–R6	R1	With the possible exception of a short initial sentence, the text consists of one run-on sentence with errors (subject–verb agreement, missing or incorrect words, noun–pronoun agreement).
Punctuation	R1–R7	R2	Possibly one full stop after <i>'agree'</i> and another at end of text (writing makes it hard to distinguish). No other sentence punctuation. Other punctuation includes correct use of contraction, comma and colon. Text is a mixture of upper and lower case letters. On balance, category R2 (text has features of category 1 and category R3).
Spelling	R1–R6	R4	Low R4. Spells a range of high-frequency words correctly (e.g., <i>person, works, right, things, important</i> ). One difficult word spelt correctly ( <i>alert</i> ), and one error in a difficult word ( <i>prosize</i> [positive]).

Prompt 13: The referee is always right

Exemplar 2: Margin for error

I disagree becues their will always be margin for era. But a refereee mast call what he/she sees becues a deisin has to be made. side ling refe and video, refes make the margin of era smaller and smaller. but it will never go away.

new temolge can make beter or wors. their will always be a bilist referee.

Summary, evin with beter and beter temolge thair is still a charcks that a refereee will make a roing call.

EO1302

ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1302
Ideas	R1-R6	R4	Text has one basic idea (margin of error), which is elaborated through explanation. A clear opinion (main idea) is stated and maintained through the text.	
Structure and language	R1-R6	R3	No introduction to the topic but a clear attempt at a conclusion/summary. Uses timeless present tense: <i>their will always be a bilist</i> [biased] referee. Text connectives ( <i>evin with ...</i> ) and conjunctions ( <i>because, but</i> ) help to structure the argument. Uses modal verbs ( <i>must, will never go away, will always be</i> ).	
Organisation	R1-R7	R3	Text is coherent. 'Paragraphs' are indicated but their use appears random. Text does not display sufficient control over grouping and sequencing of ideas for a category R4.	
Vocabulary	R1-R6	R4	Some precise, technical and subject-specific words and phrases ( <i>margin for era</i> [error], <i>new temolge</i> [technology], <i>bilist</i> [biased]). Vocabulary goes beyond simple and everyday words.	
Sentence structure	R1-R6	R3	Correct simple and complex sentences show variety. Errors include missing words ( <i>new temolge can make</i> [it/making a decision] <i>beter or wors</i> ).	
Punctuation	R1-R7	R3	Some correct use of sentence punctuation. Other sentences lack capitals to begin. Also uses a forward slash <i>he/she</i> (although this would be better as 'he or she'), and experiments with a comma as a way of introducing explanatory statements ( <i>summary,</i> ).	
Spelling	R1-R6	R3	A range of high-frequency words is spelt correctly. More difficult words are attempted, using knowledge of phoneme-grapheme relationships ( <i>deisin</i> [decision], <i>bilist</i> [biased]).	

Prompt 13: The referee is always right

Exemplar 3: I do not agree

The referee is always right.  
I do not agree with this. I know everyone says "the referee's decision is final" but no-one can be correct all the time.

I think that the referee isn't always right because they can't see everything (unless they are some sort of alien with eyes on the back of their head).

Referees are just humans like us so I don't see why they would have the ability to get everything right and

we don't.

So, to sum it all up, referees aren't aliens with eyes on the back of their heads, they are only humans so the referee isn't always right.

E01303

Prompt 13: The referee is always right

Exemplar 3: I do not agree

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ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1303
Ideas	R1–R6	R4	The writer takes a clear stance on the topic, and one idea (a referee will always make mistakes) is elaborated with brief explanatory detail. Some evidence of abstraction ( <i>no one can be correct all the time</i> ).	
Structure and language	R1–R6	R4	A short text in which all structural features are present. Development is limited due to text length and brevity of ideas. Overall, the language features are appropriate: timeless present tense ( <i>Referees are just humans ...</i> ) and text connectives that structure the argument ( <i>but, because, so, to sum it all up</i> ). The tone is mostly logical, with some lapses in formality ( <i>I don't see why ...</i> ).	
Organisation	R1–R7	R5	Basic paragraphs are used correctly and text is coherent. Paragraphs have minimal development (one sentence).	
Vocabulary	R1–R6	R4	Uses precise words to add interest and detail ( <i>alien, correct, ability</i> ). Also uses a common figure of speech ( <i>eyes on the back of their head</i> ).	
Sentence structure	R1–R6	R4	Sentences show variety in length and structure and are mostly correct. Minor error in subject–verb agreement: <i>referee, they, alien</i> .	
Punctuation	R1–R7	R6	Most punctuation is correct (one run-on sentence, some errors in direct speech). Correct use of parentheses, apostrophes for possession and contractions, commas for phrasing, and a hyphen.	
Spelling	R1–R6	R5	All spelling is correct. The text does not contain sufficient difficult words to demonstrate category R6 spelling.	

Prompt 13: The referee is always right

Exemplar 4: And the All Blacks scored!

And the All Blacks scored! Oh, no, that was definitely a backwards pass. Or at least an offside.

We live in an imperfect world. Wars, battles, murders: it is all part of the human nature to only think of oneself... the human nature of greed. In many sports games - such as rugby, soccer, and basketball - there is always a referee: the one who decides whether it was a foul, whether it was a penalty, whether there was a point scored. Whether who wins. And biased referees can no doubt prove a team's undoing.

Power, wealth, fame. These are the objectives many people strive to achieve in life, using any method to do so, whether it is against their conscience or not. Any human would succumb to the offer of a few thousand bucks for merely calling a yellow card here when there wasn't, calling a penalty despite its lack of existence. Bribed referees are seen all around the world from local competitions to global events, prevailing throughout history. Think about it for a few silver coins, one of Jesus' 'loyal' followers sold him, the son of god, out.

Some referees don't even have to be bribed to make a wrong call: they may be too fat and slow to catch up to the ball, they may have diminishing eyesight, they may hold a personal grudge against a country such as Australia. Just imagine you're the referee of the grand finals of the rugby world cup, New Zealand vs Australia. It's 71-70 to New Zealand, and it's all up to the last few minutes. Fate rests in your hands. The fate of the players, the fate of the coaches, the fate of the crowd. All seems to be going well, but then one of the All Blacks broke the rules just ever so slightly, enough to give Australia the chance to come back and win. But then a flashback engulfs your mind: your very close Australian friend, also a referee, once also cheated in a game, not to mention playing an amusing practical joke involving toilet water on you. Those bloody Aussies. Always so full of themselves, cheating their way to victory. Who wouldn't turn a blind eye, just once, to give those cheaters a taste of their own medicine?

Impossible is nothing. Although these referees are monitored carefully, there will always be that off-chance of a rotten apple in the pile, slowly decaying all the others making inept decisions. The referee is not always right.

Prompt 13: The referee is always right

Exemplar 4: And the All Blacks scored!

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ELEMENT	RUBRIC RANGE	RUBRIC CATEGORY	COMMENTS	EO1304
Ideas	R1–R6	R6	Ideas are complex, developed, and show reflection on the wider world with extended generalisation and abstraction (human nature and the influence of power, wealth and fame).	
Structure and language	R1–R6	R6	Structural and language features have been combined to produce a controlled and effective text.	
Organisation	R1–R7	R6	Paragraphs support the development of the text, but are not always indicated correctly (some long paragraphs could be separated into smaller units). Further development of cohesion across the text and within paragraphs would help the reader follow key ideas.	
Vocabulary	R1–R6	R6	Language has been deliberately chosen to create effects (e.g., use of informal language in the phrase <i>those bloody Aussies ... cheating their way to victory</i> ).	
Sentence structure	R1–R6	R6	Sentences show control and have been crafted to create effects (e.g., repetition in <i>Fate rests in your hands. The fate of the players, the fate of the coaches, the fate of the crowd</i> ). Minor errors (one instance of incorrect tense within a sentence; a couple of missing words) do not detract from meaning.	
Punctuation	R1–R7	R7	Punctuation is mostly controlled and used effectively, including complex punctuation (colons, dashes, commas for phrasing and clauses).	
Spelling	R1–R6	R6	Spells a wide range of difficult words correctly ( <i>inept, imperfect, biased</i> ). The only errors are <i>succum</i> and <i>penalthy</i> .	