Adam Goodes

I could hardly sleep, we had won the Grand Final last year by just 4 points and we were in it again the next day. I was so excited; you don’t see it often with a team winning two grand finals in two years. But that wasn’t the only thought on my mind, the Brownlow medal...I had been a favourite all year and I would have loved to win it for a second time. 2003 was joint winners with Nathan Buckley and Mark Ricciuto. How cool would it be if I won it for a 2nd time?

The Alarm went off, that loud bang and then the announcer’s voice of the morning news woke me back into reality. I woke up feeling excited yet nervous, because this grand final had been talked up a lot. Versing the team that we had beaten last year was a sweet as sugar. I arrived at the MCG and I felt on top of the world. “Leaping” Leo Barry had saved us last year from a defeat in the most important game of the season and I was sure that the whole of the West Coast were out for revenge! Maybe it was my year to be match winner.

We ran out pumped up onto the lush green grass awaiting the Australian national anthem, sung by many people, including Brian Mannix, John Paul Young, Daryl Braithwaite and Shane Howard. And the countdown began, 10 9 8 7 6 5 4 3 2 1. The siren sounded. We were off on another game, but this game was different, it was THE game.

The first quarter had finished and the Eagles were up 26-10. We hadn’t really found our rhythm. In the second we started finding it again, it was amazing the way they were playing. They had obviously worked hard, the end of the second it was 55-30 their way, all quarters are equal in the time, but this definitely felt like the longest. In the third we started our little comeback. The Eagles couldn’t score points and they only scored 15 so by the end of the third we had come back to an 11 point margin in their favour. But the fourth was the most nerve wracking and would prove to be the toughest quarter of my life. The countdown started again 10 9 8 7 6 5 4 3 2 1. The siren went, as if a train heading straight for me. The boys had worked so hard, we were all saturated with determination. My heart stopped as I turned and looked at the scoreboard. I saw 85-84...to the Eagles.

The game had finished but there was still a passion to keep playing, we wanted this so much and it was a close match, which was won by the better team. They had done it, they had their revenge.

The next big obsession on my mind was the Brownlow medal and I was excited. I had been the favourite all year and was hoping to win my second Brownlow medal and to be the first indigenous Australian to win the Brownlow medal twice.

The big night came; the eagerness about this night was like the eagerness on my child’s face on Christmas Eve! The critics were saying that after the Blue and Gold’s narrow win over us, Chris Judd was now one of the favourites, with me and another talented player named Scott West.

The announcer got up and started announcing the point scores for the final tally. My heart was beating like a kick drum. Chris came in third with 21 points, Scott came second with 23 points and then the time came, and I had won the Brownlow medal for a second time. I was ecstatic, this had made up for the disappointment of losing the grand final!

The after party was excellent, and it was then that my indigenous heritage was really tested. An excited man came up to me, congratulated me and then asked me whether I could start an indigenous football academy with my cousin and fellow indigenous Swan Michael O’Loughlin. I couldn’t say no, it was a great opportunity to show young Aboriginals how to play football, right
Grade Commentary

Kelsey has demonstrated an adequate level of competence in composing an imaginative narrative with a sense of time and place on the contribution of Adam Goodes to Australian society. There is evidence of sound research and personal engagement. There are few errors in spelling and punctuation, and the sentence construction is varied. Descriptive and emotive language has been used effectively to create character, mood and tone, although a little more light and shade in the description would assist the pacing of the text. At times the audience and purpose are lost and the text tends towards recount.

Kelsey’s response demonstrates characteristics of work typically produced by a student performing at grade C standard at the end of Stage 4.