

Marking Grid: Speech Content

Chattrapat .

Marking Criteria	Mark
<ul style="list-style-type: none"> <li>• Demonstrates a <b>highly developed</b> ability to address the quotation and develop a thesis</li> <li>• Demonstrates a highly developed ability to structure and express information for a specific purpose</li> <li>• Demonstrates a highly developed ability to use discerning language techniques that addresses the thesis</li> <li>• Demonstrates a highly developed ability to use discerning textual evidence that addresses the thesis</li> <li>• Demonstrates a highly developed ability to explain the use of visual techniques in their representation</li> </ul>	<p><b>A</b></p> <p>15 14 13</p>
<ul style="list-style-type: none"> <li>• Demonstrates a <b>well-developed</b> ability to address the quotation and develop a thesis</li> <li>• Demonstrates a well-developed ability to structure and express information for a specific purpose</li> <li>• Demonstrates a well-developed ability to use diverse language techniques that addresses the thesis</li> <li>• Demonstrates a well-developed ability to use relevant textual evidence that addresses the thesis</li> <li>• Demonstrates a well-developed ability to explain the use of visual techniques in their representation</li> </ul>	<p><b>B</b></p> <p>12 11 10</p>
<ul style="list-style-type: none"> <li>• Demonstrates a <b>sound</b> ability to address the quotation and develop a thesis</li> <li>• Demonstrates a sound ability to structure and express information for a specific purpose</li> <li>• Demonstrates a sound ability to use relevant language techniques that addresses the thesis</li> <li>• Demonstrates a sound ability to use relevant textual evidence that addresses the thesis</li> <li>• Demonstrates a sound ability to explain the use of visual techniques in their representation</li> </ul>	<p><b>C</b></p> <p>9 8 7</p>
<ul style="list-style-type: none"> <li>• Demonstrates a <b>limited</b> ability to address the quotation and/or develop a thesis</li> <li>• Demonstrates a limited ability to structure and express information for a specific purpose</li> <li>• Demonstrates a limited ability to use relevant language techniques that addresses the thesis</li> <li>• Demonstrates a limited ability to use textual evidence that addresses the thesis</li> <li>• Demonstrates a limited ability to explain the use of visual techniques in their representation</li> </ul>	<p><b>D</b></p> <p>6 5 4</p>
<ul style="list-style-type: none"> <li>• Demonstrates an <b>elementary</b> ability to address the quotation</li> <li>• Demonstrates an elementary ability to structure and express information for a specific purpose</li> <li>• Demonstrates an elementary ability to use language techniques that addresses the thesis</li> <li>• Demonstrates an elementary ability to use textual evidence that addresses the thesis</li> <li>• Demonstrates an elementary ability to explain the use of visual techniques in their representation or does not refer to visual techniques used</li> </ul>	<p><b>E</b></p> <p>3 2 1</p>

Marker feedback on visual and content of speech:

Good attempt to start with a declarative statement. You did need to build on this when integrating the stimulus statement because it seems tacked on rather than used to explore an argument. Good point re how 'suffering' can be used to connect people. You need to make use of persuasive techniques that address your audience - high school teachers; your piece is more recount with integrated quotes. Seek feedback on how to make your sentences flow better - start with grammar help. No visual techniques in poster were discussed.



- ★ Demonstrate the ability to compose and deliver a sophisticated speech
- ★ Demonstrate a sophisticated ability to comment on ideas and use textual evidence and techniques

Outcome	Outcome Description
1	responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
3	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
4	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
5	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
6	investigates and explains the relationships between texts
7	understands and explains the diverse ways texts can represent personal and public worlds
8	identifies and explains cultural assumptions in texts and their effects on meaning
9	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Name of Student: Chattrapat Marking Grid: Visual Representation

Marking Criteria	Mark
<p><b>Highly developed</b> ability to represent the developed thesis by incorporating:</p> <ul style="list-style-type: none"> <li>A diversity of effective visual techniques which may include layout, symbolism, images/graphics, font, proportion, vectors and other significant techniques.</li> <li>Instructions of size (A4) as indicated by the task or on PowerPoint slide</li> </ul>	5
<p><b>Well- developed ability</b> to represent the developed thesis by incorporating:</p> <ul style="list-style-type: none"> <li>A diversity of suitable techniques which may include layout, symbolism, images/graphics, font, proportion, vectors and other significant techniques.</li> <li>Instructions of size (A4) as indicated by the task or on PowerPoint slide</li> </ul>	4
<p><b>Sound ability</b> to represent the developed thesis by incorporating:</p> <ul style="list-style-type: none"> <li>Some adequate visual techniques which may include layout, symbolism, images/graphics, font, proportion, vectors and other significant techniques.</li> <li>Instructions of size (A4) as indicated by the task or on PowerPoint slide</li> </ul>	3
<p><b>Limited ability</b> to represent the developed thesis by incorporating:</p> <ul style="list-style-type: none"> <li>Superficial or overly clichéd use of visual techniques</li> <li>Did not follow instructions related to size</li> </ul>	2
<p><b>Elementary ability</b> to represent:</p> <ul style="list-style-type: none"> <li>Attempting to use one or more visual techniques</li> <li>Submitting a representation on paper</li> </ul>	1

\* Good attempt to use words that frame the journey.  
 \* No element of Old Bill who was in your speech?



Chattrapat.

English - The simple gift

represent?

### The Simple Gift

Address audience - high school teacher

Not everyone who suffers become a violent person. In The simple gift, Steven Herrick has two strong main characters which imply to the element of belonging and acceptance. The quote "Out of suffering have emerged the strongest souls; the most massive characters are seared with scars" meaning that even the strongest character can be scarred, which refers to Herrick's characters Billy and Old Bill.

Steven Herrick shows the meaning of characterisation through the character <sup>of</sup> Billy and Old Bill by using the idea of suffering to develop the relationship between two characters and their atmosphere. ? vague.

At the start of the novel, we were introduced to Billy, a teenager boy who decided to leave his own house to get away from his abusive father. Billy reveals himself as a reject, suffer and unacceptance character who is rejected from the typical life of a young teenager boy and school. In the poem, 'Benderat' Herrick used the repeated weather imagery of wind and rain in this chapter stand as a motif to represent Billy's emotional unhappiness with his situation and therefore his need for the change. The weather imagery of rain is used to convey Billy's depressed mood as shown in the lines "Dawn is fog-closed and cold." represents Billy's current mood, sad and gloomy to accentuate Billy's discontent with his father as he approaches Benderat.

needs re-writing

what situation?

Herrick also shows the idea of suffering through Billy's past in the poem 'Sport' as Billy talked about his childhood experience about him and his father with sport "I kicked it too high stupid of me I know, and I broke the bedroom window/ he came over, grabbed the ball, kicked it over the back fence into the bushes/ as dad stood over me and said no more sport no more forever/ I looked through the back window watching him reading the paper in front of television as if nothing had happened" basically, he is emphasising how Billy was being abused and ignored by his own father. The technique of expletive language is also used to depict the poor relationship Billy shared with his father as he called his father 'Old bastard' recounting his poor relationship and his attitude toward the environment he's living in.

→ This quote is too long - you need to break it apart separately to explore.

Old Bill is being represented with the same idea of 'pain and suffering'. After the loss of his daughter, Old Bill became homeless as his home reminds him too much of his daughter, which eventually brings him to the streets turning him into an alcoholic to relieve the pain. Herrick compares Billy to Old Bill as someone who actually fights toward his goal but Old Bill as someone who would run away from the trouble as shown in the line "I sat in my carriage smoking and trying to place the past five years and and my memory flickered and grew dim like cigarettes and I stopped remembering because i knew that i'd end up thinking of my darling jessie".

→ support with technique analysis.

How does it show this?

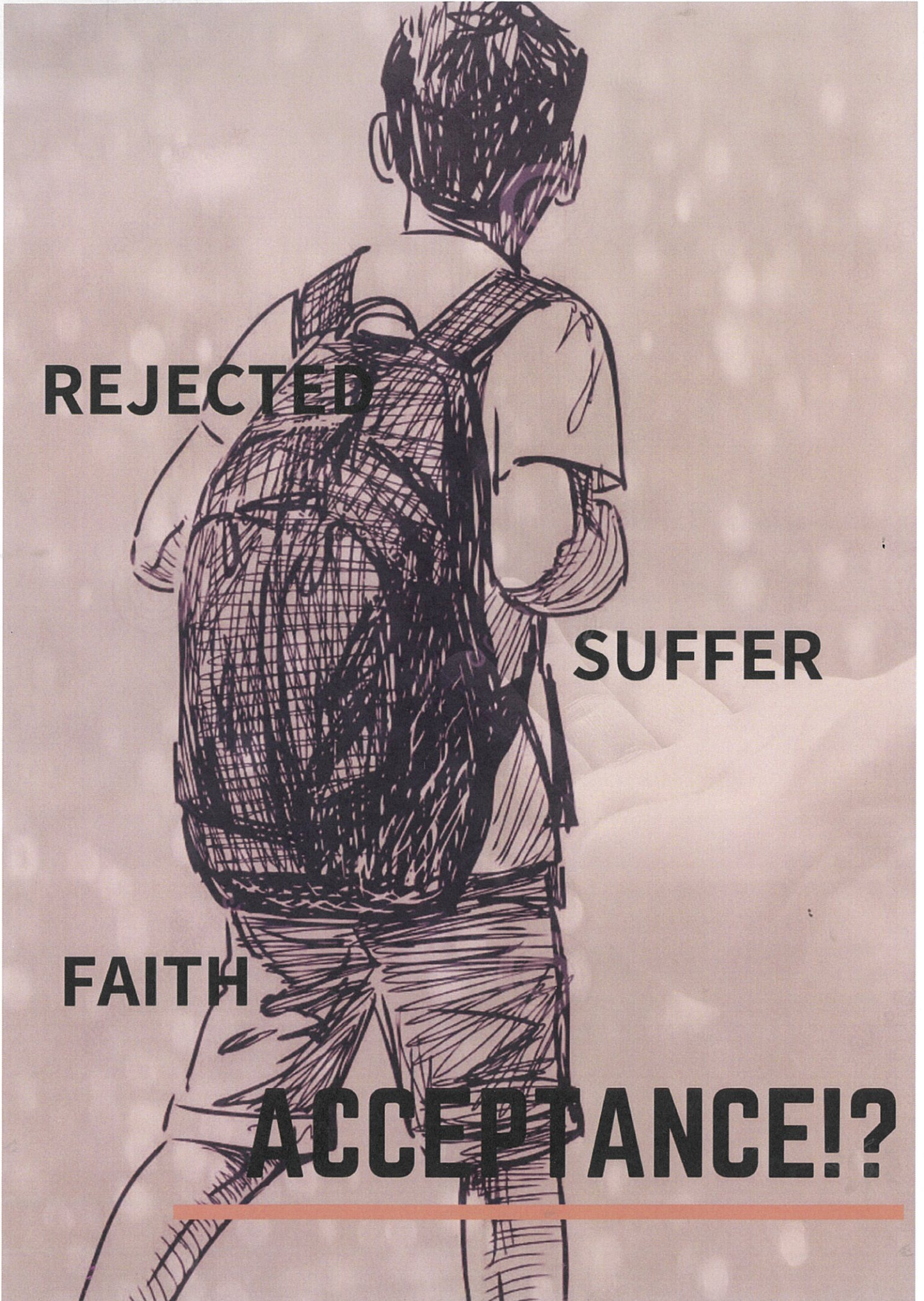
what techniques?

Towards the end of the novel, both characters have developed. Billy found the meaning of his life by knowing Caitlin. Old Bill is no longer a hobo and alcoholic as he said in the line "I'll work on less beer for a while. For the kid's sake" in the poem the clink of the bottles.

Herrick to prove that not everyone who's homeless or alcoholic got a bad personality as being shown through Billy by his <sup>behaviour</sup> behaves in the poem, 'Caitlin and mopping' and the repeating of the line "I'm poor, homeless, but I'm not stupid" in the poem, 'Lunch'.

In <sup>Herrick's</sup> The Simple Gift it is seen that not everyone who suffers become a violent person. Though Billy and Old Bill have suffered a lot throughout their lives they did not develop any violence through the sufferings.





**REJECTED**

**SUFFER**

**FAITH**

**ACCEPTANCE!?**

---



Marking Criteria	Mark
<ul style="list-style-type: none"> <li>• Demonstrates a <b>highly developed</b> ability to address the quotation and develop a thesis</li> <li>• Demonstrates a highly developed ability to structure and express information for a specific purpose</li> <li>• Demonstrates a highly developed ability to use discerning language techniques that addresses the thesis</li> <li>• Demonstrates a highly developed ability to use discerning textual evidence that addresses the thesis</li> <li>• Demonstrates a highly developed ability to explain the use of visual techniques in their representation</li> </ul>	<p><b>A</b></p> <p>15 14 13</p>
<ul style="list-style-type: none"> <li>• Demonstrates a <b>well-developed</b> ability to address the quotation and develop a thesis</li> <li>• Demonstrates a well-developed ability to structure and express information for a specific purpose</li> <li>• Demonstrates a well-developed ability to use diverse language techniques that addresses the thesis</li> <li>• Demonstrates a well-developed ability to use relevant textual evidence that addresses the thesis</li> <li>• Demonstrates a well-developed ability to explain the use of visual techniques in their representation</li> </ul>	<p><b>B</b></p> <p>12 11 10</p>
<ul style="list-style-type: none"> <li>• Demonstrates a <b>sound</b> ability to address the quotation and develop a thesis</li> <li>• Demonstrates a sound ability to structure and express information for a specific purpose</li> <li>• Demonstrates a sound ability to use relevant language techniques that addresses the thesis</li> <li>• Demonstrates a sound ability to use relevant textual evidence that addresses the thesis</li> <li>• Demonstrates a sound ability to explain the use of visual techniques in their representation</li> </ul>	<p><b>C</b></p> <p>9 8 7</p>
<ul style="list-style-type: none"> <li>• Demonstrates a <b>limited</b> ability to address the quotation and/or develop a thesis</li> <li>• Demonstrates a limited ability to structure and express information for a specific purpose</li> <li>• Demonstrates a limited ability to use relevant language techniques that addresses the thesis</li> <li>• Demonstrates a limited ability to use textual evidence that addresses the thesis</li> <li>• Demonstrates a limited ability to explain the use of visual techniques in their representation</li> </ul>	<p><b>D</b></p> <p>6 5 4</p> <p><i>arguments lack development.</i></p>
<ul style="list-style-type: none"> <li>• Demonstrates an <b>elementary</b> ability to address the quotation</li> <li>• Demonstrates an elementary ability to structure and express information for a specific purpose</li> <li>• Demonstrates an elementary ability to use language techniques that addresses the thesis</li> <li>• Demonstrates an elementary ability to use textual evidence that addresses the thesis</li> <li>• Demonstrates an elementary ability to explain the use of visual techniques in their representation or does not refer to visual techniques used</li> </ul>	<p><b>E</b></p> <p>3 2 1</p>

Marker feedback on visual and content of speech:

A good attempt to engage with the quote in your opening - state where the quote came from - always honour the author. Try to add why these characters become meaningful for the audience - and address the stated audience. You try to engage with the concept of 'home' for both characters - a good strategy. You needed to go deeper in your analysis of connecting the visual in your speech. Take us through the diff items specifically - don't assume audience knowledge.

You must edit your sentences to improve flow and meaning of what you are communicating.



- ★ Demonstrate the ability to compose and deliver a sophisticated speech
- ★ Demonstrate a sophisticated ability to comment on ideas and use textual evidence and techniques

Outcome	Outcome Description
1	responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
3	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
4	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
5	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
6	investigates and explains the relationships between texts
7	understands and explains the diverse ways texts can represent personal and public worlds
8	identifies and explains cultural assumptions in texts and their effects on meaning
9	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Name of Student: Dashiell H Marking Grid: Visual Representation

Marking Criteria	Mark
<b>Highly developed ability</b> to represent the developed thesis by incorporating: <ul style="list-style-type: none"> <li>A diversity of effective visual techniques which may include layout, symbolism, images/graphics, font, proportion, vectors and other significant techniques.</li> <li>Instructions of size (A4) as indicated by the task or on PowerPoint slide</li> </ul>	5
<b>Well-developed ability</b> to represent the developed thesis by incorporating: <ul style="list-style-type: none"> <li>A diversity of suitable techniques which may include layout, symbolism, images/graphics, font, proportion, vectors and other significant techniques.</li> <li>Instructions of size (A4) as indicated by the task or on PowerPoint slide</li> </ul>	4
<b>Sound ability</b> to represent the developed thesis by incorporating: <ul style="list-style-type: none"> <li>Some adequate visual techniques which may include layout, symbolism, images/graphics, font, proportion, vectors and other significant techniques.</li> <li>Instructions of size (A4) as indicated by the task or on PowerPoint slide</li> </ul>	3
<b>Limited ability</b> to represent the developed thesis by incorporating: <ul style="list-style-type: none"> <li>Superficial or overly clichéd use of visual techniques</li> <li>Did not follow instructions related to size</li> </ul>	2
<b>Elementary ability</b> to represent: <ul style="list-style-type: none"> <li>Attempting to use one or more visual techniques</li> <li>Submitting a representation on paper</li> </ul>	1

→ Shows manipulation of an image.  
 → Attempts to divide the image according to setting which has links to the speech.



# English Speech

Dashiell Hibberd  
Mrs Kritikos

"Out of suffering have emerged the strongest souls; the most massive characters are seared with scars; these souls take everything bad from their life and use it to pursue something greater and make new opportunities and relationships for themselves. These individuals have found new homes from suffering and have forged them into their own. New relationships have been made through suffering and through kindness. Our <sup>two</sup> protagonists, Billy and Old Bill, have suffered and though these massive characters are created filled with stories and new experiences.

Out of suffering with old homes, Billy had to go through a lifetime of abuse and not even feeling like he had a home. Scared to go into his house, this is made relevant in the poem "sport" "and I broke the bedroom window / I stood in the yard holding the ball looking at the crack in the pane. Dad came thundering out." "I didn't go inside for hours." Then to Old Bill who couldn't live in his home because of the torture of having to face the harsh reality that his daughter and wife are gone. Old Bill originally finds refuge in an abandoned train yard in a carriage which he calls the Bendarat Hilton he spends many years there until Billy stumbles upon him dinking and upset after dropping a whole bottle, "he can't believe he's dropped the whole bottle/ he sits there, staring" this quote is from Billy's perspective and shows the alcoholic answer to his own suffering. Billy then proceeds to move in with Old Bill to the Bendarat Hilton, upon living together the two both grow a stronger relationship which in the end result creates a more homey environment because as we find out later in the book a home is not just a roof under your head it's also who you share that roof with and the relationships you have with them. You can tell understands the concept of a home ass the people you are within the shelter and with that he realised as long as he has Catlin and Old Bill he shouldn't need to change round the house the quote "treading carefully/ quiet/ like in a museum."

(VR)

You can see that on the way to the key (the simple gift) Billy has to pass through all these places on the train tracks of life but eventually after all the suffering and scars you will reach the goal whatever that may be you will emerge a stronger soul after this journey

New relationships form through suffering and though the loss of old ones. Billy has a very bad relationship with his father "He came over, grabbed the ball/ kicked it over the back fence/ into the bushes, / gave me one backhander/ across the face." Billy's father is abusive and neglectful to him and goes back inside as if nothing has ever happened. This neglect and suffering builds Billy up to become a better person and to have better relationships with the people around him, for example he has formed a greater relationship with Catlin. Billy has become a very polite and very well-mannered young teenager. Catlin sees this Bill when she happens to be mopping the floors in MacDonald's, "goodnight Caitlin it's a beautiful name" he says. / so well-mannered/ so unlike every boy/ at Bendarat Grammar." Catlin describes Billy, she then forms a bond with him though his kindness and uniqueness.

Use proper sentence structure!

hmm!

How?  
Where is the proof?

Why?  
How did his father cause this?



Old bill has been through a very tough time through difficult relationships and memories of these relationships that haunt him "they switched off the machine/ and jessie lay there / still not moving, / then she died," Deep words from Old bill describe the moment jessie passed away and so did a part of bill at the same time. "my wife died one year / to the day after jessie / of driving drunk / and a roadside gumtree. Old bill suffers a wrath of trauma and with having everything a family, a home, and money. Suddenly that turns into nothing locking the door to his house and becoming homeless. Old bill forms a new relationship with billy seemingly formed through past relationships two hobos living on the tracks though this connection Old bill gains trust for billy and goes on to give him the sacred key to his house (the simple gift)

-and,  
where's  
the  
proof?

(VR)

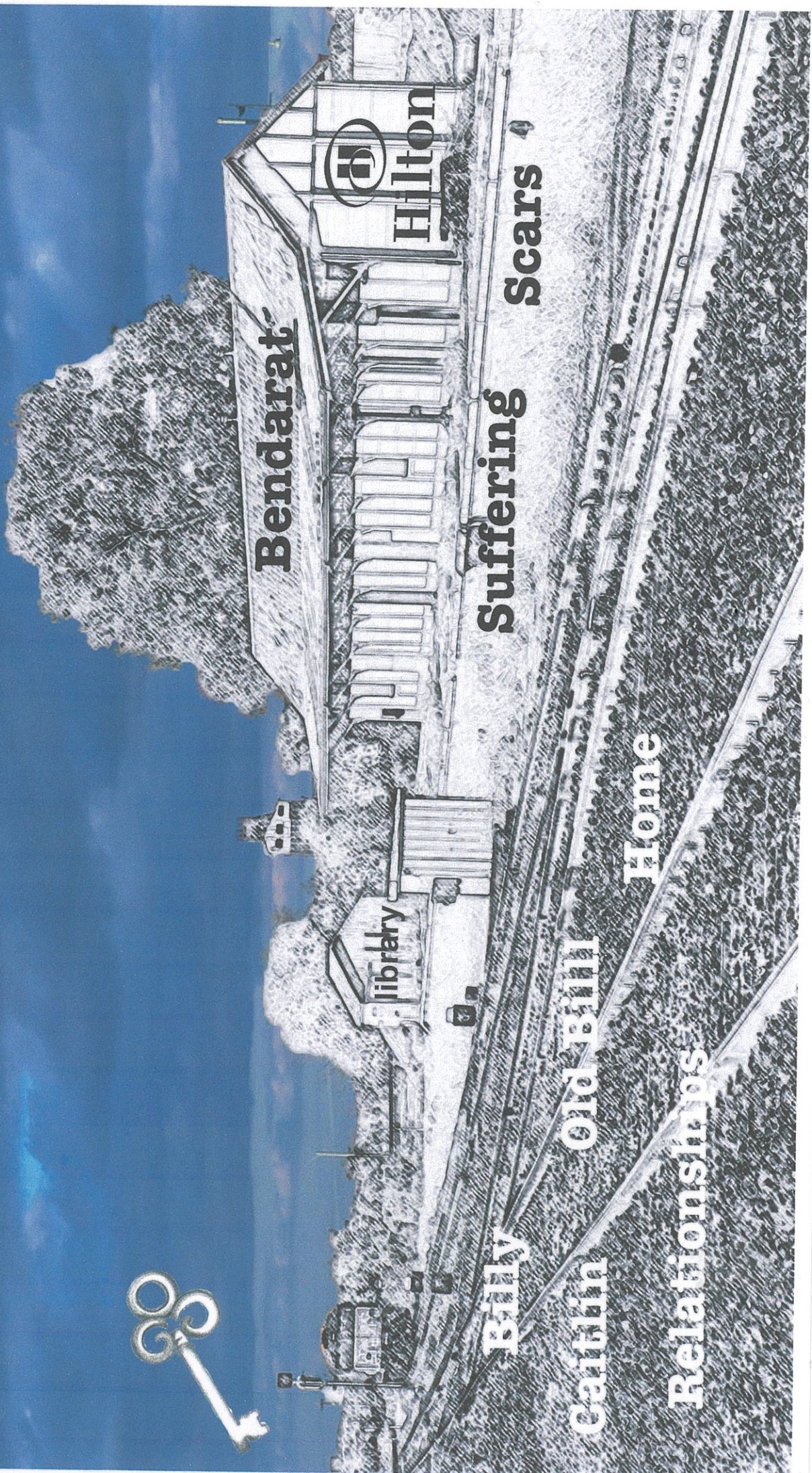
As you can see on the tracks we have everything we can change and on the side we are passing by everything we can't change (explain), all heading towards 1 final goal the simple gift.

Out of suffering have emerged the strongest souls, Billy and Old bill have both emerged stronger through new homes and healthy relationships though this suffering both Billy and Old billy both have stories and experiences to share and something that is consistent throughout the book the idea of a simple gift from a house to some cigarettes they are both able to give-up something of theirs to help someone else and those are the most massive characters of all.

Ask your teacher to  
go through sentence  
structure and  
punctuation with  
help you. Seek  
improve this to  
of your writing the clarity



# The Simple Gift



Billy

Caitlin

Old Bill

Home

Suffering

Scars

Relationships



## Marking Grid: Speech Content

Ziping

Marking Criteria	Mark
<ul style="list-style-type: none"> <li>• Demonstrates a <b>highly developed</b> ability to address the quotation and develop a thesis</li> <li>• Demonstrates a highly developed ability to structure and express information for a specific purpose</li> <li>• Demonstrates a highly developed ability to use discerning language techniques that addresses the thesis</li> <li>• Demonstrates a highly developed ability to use discerning textual evidence that addresses the thesis</li> <li>• Demonstrates a highly developed ability to explain the use of visual techniques in their representation</li> </ul>	<p><b>A</b></p> <p>15 14 13</p>
<ul style="list-style-type: none"> <li>• Demonstrates a <b>well-developed</b> ability to address the quotation and develop a thesis</li> <li>• Demonstrates a well-developed ability to structure and express information for a specific purpose</li> <li>• Demonstrates a well-developed ability to use diverse language techniques that addresses the thesis</li> <li>• Demonstrates a well-developed ability to use relevant textual evidence that addresses the thesis</li> <li>• Demonstrates a well-developed ability to explain the use of visual techniques in their representation</li> </ul>	<p><b>B</b></p> <p>12 11 10</p>
<ul style="list-style-type: none"> <li>• Demonstrates a <b>sound</b> ability to address the quotation and develop a thesis</li> <li>• Demonstrates a sound ability to structure and express information for a specific purpose <span style="color: blue;">-speech.</span></li> <li>• Demonstrates a sound ability to use relevant language techniques that addresses the thesis</li> <li>• Demonstrates a sound ability to use relevant textual evidence that addresses the thesis</li> <li>• Demonstrates a sound ability to explain the use of visual techniques in their representation</li> </ul>	<p><b>C</b></p> <p>9 8 7</p>
<ul style="list-style-type: none"> <li>• Demonstrates a <b>limited</b> ability to address the quotation and/or develop a thesis</li> <li>• Demonstrates a limited ability to structure and express information for a specific purpose</li> <li>• Demonstrates a limited ability to use relevant language techniques that addresses the thesis</li> <li>• Demonstrates a limited ability to use textual evidence that addresses the thesis</li> <li>• Demonstrates a limited ability to explain the use of visual techniques in their representation</li> </ul>	<p><b>D</b></p> <p>6 5 4</p>
<ul style="list-style-type: none"> <li>• Demonstrates an <b>elementary</b> ability to address the quotation</li> <li>• Demonstrates an elementary ability to structure and express information for a specific purpose</li> <li>• Demonstrates an elementary ability to use language techniques that addresses the thesis</li> <li>• Demonstrates an elementary ability to use textual evidence that addresses the thesis</li> <li>• Demonstrates an elementary ability to explain the use of visual techniques in their representation or does not refer to visual techniques used</li> </ul>	<p><b>E</b></p> <p>3 2 1</p>

Marker feedback on visual and content of speech:

Good attempt to open with a rhetorical question but you then need to build on that question to show a smooth transition in your argument. Watch the flow of your sentence structure and use of grammar - seek feedback from your teacher early to allow time for editing. You have plonked the stimulus into introduction, but it needs more exploration. You need to make sure you are using the best quotes to explore the characters and address techniques with consistency - how are they used to craft meaning? You need to refer to the visual techniques of the poster in your speech. Address audience of high school teachers.



- ★ Demonstrate the ability to compose and deliver a sophisticated speech
- ★ Demonstrate a sophisticated ability to comment on ideas and use textual evidence and techniques

Outcome	Outcome Description
1	responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
3	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
4	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
5	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
6	investigates and explains the relationships between texts
7	understands and explains the diverse ways texts can represent personal and public worlds
8	identifies and explains cultural assumptions in texts and their effects on meaning
9	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Name of Student: Ziping Marking Grid: Visual Representation

Marking Criteria	Mark
<b>Highly developed</b> ability to represent the developed thesis by incorporating: <ul style="list-style-type: none"> <li>• A diversity of effective visual techniques which may include layout, symbolism, images/graphics, font, proportion, vectors and other significant techniques.</li> <li>• Instructions of size (A4) as indicated by the task or on PowerPoint slide</li> </ul>	5
<b>Well- developed</b> ability to represent the developed thesis by incorporating: <ul style="list-style-type: none"> <li>• A diversity of suitable techniques which may include layout, symbolism, images/graphics, font, proportion, vectors and other significant techniques.</li> <li>• Instructions of size (A4) as indicated by the task or on PowerPoint slide</li> </ul>	4
<b>Sound</b> ability to represent the developed thesis by incorporating: <ul style="list-style-type: none"> <li>• Some adequate visual techniques which may include layout, symbolism, images/graphics, font, proportion, vectors and other significant techniques.</li> <li>• Instructions of size (A4) as indicated by the task or on PowerPoint slide</li> </ul>	3
<b>Limited</b> ability to represent the developed thesis by incorporating: <ul style="list-style-type: none"> <li>• Superficial or overly clichéd use of visual techniques</li> <li>• Did not follow instructions related to size</li> </ul>	2
<b>Elementary</b> ability to represent: <ul style="list-style-type: none"> <li>• Attempting to use one or more visual techniques</li> <li>• Submitting a representation on paper</li> </ul>	1



What if characters were written without meaningful characterisation? Steven Herrick free-verse novel 'The Simple Gift' <sup>explores</sup> lectures us about why authors such as himself represent character the way they do. The importance of meaningful characterisation allows the author the ability to convey each character more clearly to the reader. The <sup>15</sup> ~~misdirection~~ of what the characters representation are initially provided to us by Herrick emphasis the faults of society, and common social issues that are relatable in society. Relatability allows Herrick to make the story believable and alive to the reader, giving a sense of depth and not a 2D character. The characters Billy and Old Bill through the use of characteristics are "Out of suffering have emerged the strongest souls; the most massive characters are seared with scars." Misdirection through characterisation has proven <sup>that</sup> against all odds that a characters can truly change their societal representation to emerge as one of the strongest souls through simple gifts.

Herrick represents Billy as a teenager to highlight issues of family breakdown and disassociating from society. Herrick doesn't represent him as a hero as most novels would do so but instead as a character that has suffered from domestic abuse and living without a home, the representation gives a clear message to the reader about how society treat the marginalised. The author begins by conceptualised <sup>ing</sup> Billy as a trouble maker, running away from society and his abusive father. "May you all get/well and truly stuffed", the message gave to the teachers of Wentworth High School, shows Billy's actions isolation from society in general through abusive language. Billy through his experiences, from the abuse of his father as a character hasn't hardened. Recognising in the poem 'Keep Warm' there are indeed friendly people in the world. Ernie the train driver concern about this teenager freezing to death in his boat; "hey kid/ get out there/ you'll freeze to death. A random stranger worried about a teenager when Billy own father didn't care about his own son changes Billy perception and develops himself as a character. The author represents Billy character to show the failing of societal ways.

"An old man/with long grey hair/and a beard" The visual description from Billy towards Old Bill, Herrick represent Old Bill by foreshadowing towards Billy that he could himself turn the same way. Old Bill through out text is shown as a stubborn homeless drunk, representing him as a stereotypical "bum" but as his life unfolds poem after poem it is revealed to be a social victim. His lack of human contact and the introduction of Billy makes it seems in the view of Old Bill that he feels Billy is an inconvenience, "I knock quietly and I hear him grunt". Old Bill loss of his daughter has sent him into this oblivion, a place of despair where the only thing consolation was the bottom of a glass. "I fell with her/and I've been falling/ever since" The booze allowed Old Bill him to forget the dramas of losing his daughter and his wife, the booze is Old Bill's only friend. He comprehends the reasons for his dilemma but without help, he is powerless. Herrick characterises him this way to showcase how his tragic downfall is a big problem in today's society. Lack of support for those who suffer from severe depression.

Herrick raises the questions how a simple gift could change the perception for Billy, a friend could change turn Old Bill's life around. Billy throughout the story had been given small little gifts that changed his character from a stealing, lost child trying to belong. Herrick <sup>functions</sup> Billy to give Old Bill hope, giving a positive effect towards him. Billy motives are displayed to Old Bill, he

sentence needs to flow better

has not become hardened to

How?

threatening

constructs



only cares about survival. "That's why I help Old Bill, /for no reason/other than he needs it. Through this he learns to trust and share himself emotionally to characters such as Caitlin. Old Bill's life has turned from a drunk hobo to a sober man out to explore the world. "He's gonna tell me into a health freak!" Old Bill complains about the process to recovery and introduction back into society. This sense of humour allows the reader links with people who struggled to break their alcoholism, making us the readers care more about Old Bill recovery. Billy ability to show care, emerge from all that suffering to help Old Bill through a tough process, truly shows how scars can change a character. Regardless of this society still views you as a homeless person struggling in life. Take Caitlin, she is not marginalised by anything, representing the disregard society allows us the reader to see the truth faults of society "seeing Billy/with that old Hobo/made me think of Billy/as a hobo". Even though society attempts to help but its simple isn't enough.

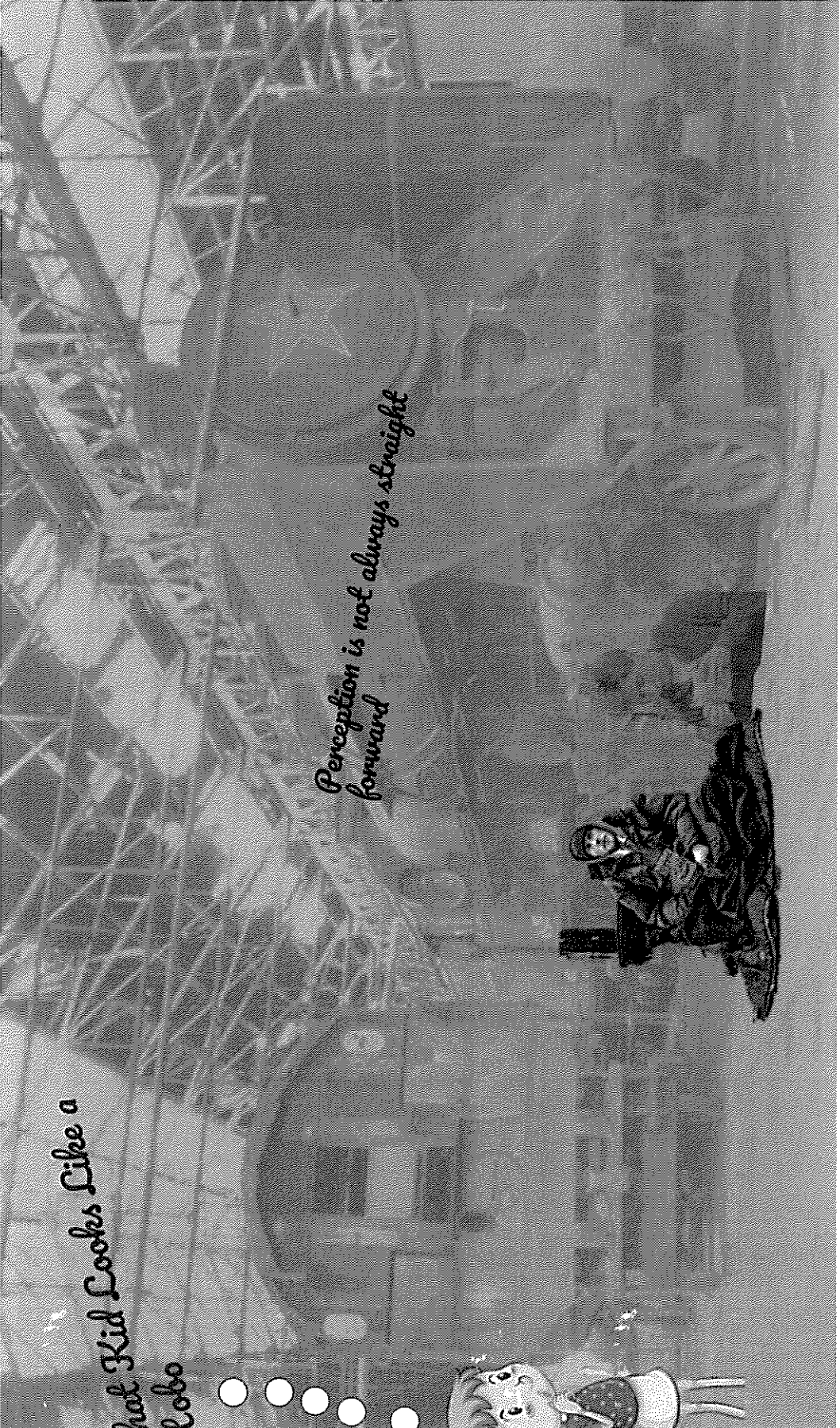
what scars exactly?

↓ Don't just randomly add her in.

Herrick free verse novel highlights the failing of society to help those who need it most, reasoning towards why authors such as Herrick represent characters Billy and Old Bill the way they do. Without meaningful characterisation is needed so we can link and believe the stories in the novel, adding depths examples exclude Old Bill struggle to fight alcoholism and get sober it a common everyday scenario some face. Herrick conveys the message through the character that sometimes maybe a simple gift or a friend could change your life, and those you help will indeed emerge as the strongest souls.



Ziping  
Visual Rep



That Kid Looks Like a  
Lobo

Perception is not always straight  
forward

