

Marking Grid: Speech Content

Teran Spiers

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

Marker feedback on visual and content of speech:

A good attempt to convey a conversational opening that attempts an interaction with an audience... but consider high school teachers. Explore the use of language in the quotes you extract to deepen analysis of the characters you are exploring. You select some interesting quotes to emphasise. You did not integrate any info on visual analysis. Try to conclude more explicitly on why meaningful characterisation is important - look at the big picture connecting the audience.

- ★ 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: Jeran Spiers Marking Grid: Visual Representation

Marking Criteria	Mark
Highly developed ability to represent the developed thesis by incorporating: <ul style="list-style-type: none"> A diversity of effective visual techniques which may include layout, symbolism, images/graphics, font, proportion, vectors and other significant techniques. Instructions of size (A4) as indicated by the task or on PowerPoint slide 	5
Well- developed ability to represent the developed thesis by incorporating: <ul style="list-style-type: none"> A diversity of suitable techniques which may include layout, symbolism, images/graphics, font, proportion, vectors and other significant techniques. Instructions of size (A4) as indicated by the task or on PowerPoint slide 	4
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Elementary ability to represent: <ul style="list-style-type: none"> Attempting to use one or more visual techniques Submitting a representation on paper 	1

→ series of images that, without explanation in speech, do take on a level of superficiality & evidence of character contrasts and love.

Speech:

I'd like you to think about some of the experiences that might have left you troubled or damaged, you might be grieving or might have just failed a test. Whatever it be, everyone has suffered one way or another, and in my eyes the more you have suffered, the stronger and more resilient a person you are. Kahlil Gibran once said "*Out of suffering have emerged the strongest souls; the most massive characters are seared with scars.*" This perfectly sums up Billy Lucket, the young man who's just trying to belong. Throughout the book we are given glimpses into Billy's current and previous life, his abusive dad and dysfunctional life in Wentworthville. And after everything he has withstood, he emerges strong, and happy in Banderat with Old Bill and Caitlin. All the main characters in this verse novel have suffered emotionally and mentally but because of their pasts they all have a common attribute to further build a relationship on.

Billy's alienation may be partly due to his lack of a mother figure in the house but is predominantly because of his dysfunctional relationship with his apathetic father, who destroyed Billy's sense of belonging in Wentworthville. We get a glimpse into the nature of the relationship between Billy and his dad in the chapter 'Spent', where Herrick uses a flashback technique: "he gave me a backhander when i was only ten". As actions speak louder than words, his dad's negative impact on billy's moral right to 'belong' is made apparent when Billy chooses to leave home instead of continuing to live with his abusive father.

Billy's experiences can be contrasted to Caitlin's satirical emptiness in the middle of wealth provided to her by her father. Both characters can relate in a way that they don't feel a sense of belonging in their community but their experiences of how this came about is dramatically different, therefore resulting in varied views towards people. Herrick explores this idea when Billy and Catlin meet for the first time at McDonalds, each having a different view upon another. Billy's being very judgemental as he initially "hated" her because of her "shiny watch and her perfect hair", he knew she was rich. But from Caitlin's perspective she originally wanted to confront Billy and tell him "put that food back", but almost instantly realises "How stupid is that?", she just smiled at him instead. And from then all judgements are abandoned as they both realise they're in love. In the chapter 'Billy', Herrick foreshadows their future together when Billy says to himself, "Her eyes were pale green/and they seemed to know/ something I didn't", subtly hinting that she was also interested in him.

→ Elaborate on how this is foreshadowing.

How?
What experiences?

Why?
How?

Billy and Caitlin are both escaping from the emotional pain from their associated families, Billy's being more severe than Caitlin's, and as a result both characters become alienated but are later re-connected through their shared negative experiences and become stronger people as of it. The akin lack of harmony within family becomes a catalyst that further strengthens Billy and Caitlin's bond as it is based on mutual acknowledgments of each other's circumstances. This bond is metaphorically expressed as Billy reflects on how he feels about Caitlin. He compares their relationship to: "a circuit of plans with Caitlin at the centre, and me a badly dressed satellite spinning crazily in her orbit", the bond is symbolised as gravity: the force by which something draws objects toward its center. Their intimacy is made clear to us by Herrick when he uses the euphemism: "I know what would happen and I know what I would want to happen". The repetition of 'happen' asserts their understanding of what love really is and how it has developed from when they first met; unconditional and selfless.

Billy and Caitlin can connect on different levels because of their unique and troubling backstories. Herrick represents Billy the way he does because he wants to show how resilient he has become since leaving his dad's house and moving to benderat, looking for a better life. And Caitlin finally breaking free from the expectations of her rich parents and spending her life with Billy. "*Out of suffering have emerged the strongest souls*".



Journal





Souls grow from suffering

But it is not the only food

That nurtures the soul

Marking Grid: Speech Content

Aaron M

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No visual analysis included.

Marker feedback on visual and content of speech:

Great engagement with the quote in the opening/intro. A sense of voice is created through the position you take on the quote. Try to elevate your use of imagery and rhetoric - make the persuasive techniques more compelling. A good attempt to focus on character qualities to explore the quote; you do need to discuss analysis of language techniques in a consistent manner when integrating quotes. Some

good points about the function of Caitlyn's characterisation. Use punctuation properly to allow your sentences to flow.

- ★ Demonstrate the ability to compose and deliver a sophisticated speech
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-> sense of superficial images but has been manipulated to suit the connection to the speech. Must be A4.

Aaron Mattes The Simple Gift Speech

An element of a story that can seem almost necessary for characterisation is suffering, as Khalil Gibran once said " ... the most massive characters are seared with scars." However that does not mean one must have suffered or has to suffer to create or grow a character. Hello today i will be talking about Steven Herricks verse novel " The Simple Gift" in which you have the characters i will be looking at today being Billy the first character we are introduced to in the book and learn has gone through much pain and suffering, and Caitlin who has gone through almost no suffering as far as we are made aware. Yet both are characterised meaningfully through other means such as their interactions with others and the circumstances they find themselves in, and by the end of the book we feel connected to each character and their story even though one hardly suffers throughout.

? contradiction?

The first character I will be looking at is Billy who supports Gibran's statement as it is heavily suggested from the very first page of the book that he has suffered immensely throughout his life yet still leaves to pursue having a better life than the one he could have in nowhereville which during his last goodbyes to it says "This place has never looked so run down ... My street. My suburb I take a handful of rocks ... I throw one rock on each deadbeat no-hopper shithole lonely downtrodden house." This quote from the poem longlands road shows us Billy's frustration with the environment he grew felt in the enjambment from the words deadbeat to house. This along with the abuse that we are told he has received from his abusive father represented here characterises him as resilient and determined while still making us sympathetic to him as his situation is so poor. The other element of characterisation that takes place in the first chapter is establishing that while he doesn't like school he enjoys learning and reading shown in the poem Westfield Creek where he says " I failed every year 10 subject except English. I can read. I can dream... I learned all I need to know in the books on the banks of Westfield Creek, my favorite classroom." By telling us his mindset for learning we see that though he is what one would call a dropkick he is no idiot and remains determined and focused on his dreams. The last key element of Billy's characterisation is his resourcefulness which gives him the energy and resolve to follow through with his dreams. Many quotes highlight this but the one I chose happens in the poem The kid where Old Bill says "He's got me waking up early and eating a decent breakfast." This perfectly shows Billy's resilience as the change Old Bill sees in himself is directly caused through the persistence of Billy since the day the met, not only this but it brings all of the points mentioned above together and ties them with the quote I was given as because of his past experiences that scared him he grew as a person characterising himself meaningfully as kind, resilient and resourceful.

How does throwing rocks show his resilience? highlight.

More focus on his suffering is needed to be convincing

Opposing Gibran's statement on suffering is Caitlin who even though scarring is there from her father's lack of car as in Caitlins own words he is "too rich for his own good." It is not what drives her character arc throughout the story. What actually characterises her is how she reacts to people and grows from hearing their stories and experiencing things with them. Now I will admit out of the three characters that could be chosen she would probably be the least interesting in terms of her personal story but she is still characterised extremely well by Herrick. We are first

introduced to her from her perspective while she works her shift at Maccas in this first poem we learn she doesn't enjoy her time but keeps at it for the goal of going to uni in fact she even states "I can't wait to go to University so I can leave home..." This poem as a whole characterises her as a person with a defined sense of what she considers right making her more likeable. Another part that plays into this is her almost immediate acceptance of Billy as though she thinks some of his actions seem weird because of the situation he is in she doesn't think any less of him endearing us to her further. Over time more of Caitlin character is slowly revealed to us through her retellings of past and current events within the story. For example she in the poem the mop and bucket she recalls "I asked him out for a date on Saturday a picnic anywhere he wanted." The confidence she displays here places this image in front of us one so easy to imagine and relate to that the characterisation at this point I would argue is better than either of the Bills from the perspective of pure imagery set up within her introduction. Real character growth only takes place in Caitlin once in the story after she is confronted with the full reality of Billy's living condition when she observes him giving Old Bill breakfast. When she returns shortly after to speak to Billy his words make her feel "... more ashamed, more determined to sit with him..." . By sitting with Billy and discussing his relationship with old she realises her immaturity saying "...and i realised that Billy was sixteen years old and already a man and I was seventeen, nearly eighteen and still a schoolgirl." This self awareness shows her maturity and grows and reinforces her morals making that aspect of her characterisation stronger without suffering directly opposing the given statement.

All in all Khalil Gibran's statement that "Out of suffering have emerged the strongest souls; the most massive characters are seared with scars." Is to a level a very accurate statement, it doesn't apply to all characters as proved by Caitlin who we learn about and see grow through her interactions with people that challenge her worldview but do not make her suffer.

in the sense that the connotation of the word implies

No visual analysis provided?

Marking Grid: Speech Content

Stephen

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Marker feedback on visual and content of speech:

A clear opening which aims to address the concerns of the task. Show more explicit connection to the audience you are addressing. - teachers. Good explanation of the coneflower use. Try to elaborate on statements you make and add textual evidence following statements - you need to show proof when making declarations around characters and for experiences. Good structural development to the speech, but stay consistent with use of textual evidence.

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A thoughtful visual representation which was linked well to the speech.

The Simple Gift

By Stephen Chen

We've all read interesting stories, novels and plays that are able to develop meaningful characters through their scars and experiences; yet, as a free verse novel, "The Simple Gift" is able to achieve these qualities. By accentuating the loss of familial bonds, the emergence of maturity and new ambitions, Steven Herrick establishes growth within the characters. Herrick creates meaningful character development with his command over metaphors, contrast and allusion. He is able to realise authentic characters the reader can relate to from their own experience.

The novel follows the journey of a teenage boy named 'Billy' as he escapes his father's clutches. His father is the catalyst to Billy's loss of familial bonds; in the poem 'Sport', his father "gave me a hard backhand/ across the face/ slammed the door on/ my sporting childhood". Herrick's use of metaphor establishes the abusive relationship Billy and his father have. This incident further increases the emotional distance Billy has with his father, offset in later chapters wherein strangers develop a closer bond than his father could. The action of slamming a door in the quote connotes a damaged, vengeful relationship with his father. This incident justifies Billy's motive to leave home. The time taken for Billy to finally escape his abusive home represents his innocence, still seeking love and affection. Billy's escape itself signifies his maturity as he finally leaves his father, cutting all emotional ties.

I have chosen to portray Billy as a coneflower. This specific flower loses all of its purple colour during the winter, acting as a parallel to the emotional deprivation enacted by his father. The scattered petals in Billy's father represent the ambitions and goals he plucked from Billy when he was young. Instead of letting his 'flower' flourish, its growth was curtailed by his actions. Coneflowers are able to be nurtured back to full bloom in spring, where Old Bill's emotional maturity is developed.

The emergence of maturity is explored as he meets Old Bill. In the poem "The hobo hour", Old Bill is introduced as a homeless man drinking away his sorrows. He is characterised as through his drinking addiction, representing a certain social and emotional prejudice held towards the homeless. How many times do we walk past a homeless person, assuming they are the way they are because of drugs or drinking? It is revealed in "That bloody kid", where he states that "I haven't worked in years/ I haven't done anything in years", further pressing the agenda of addiction for the reader. Herrick uses common stereotypes to slowly develop the reader's assumptions of Old Bill, creating a stronger contrast when the scars is uncovered. Old Bill defies the common conventions of a homeless person has, owning not only a house but a once respected profession. In "Sorry", Old Bill is now employed at a cannery. In "That bloody kid", Old Bill states, "I'm not drinking so much/ and I can't smoke in the Cannery", implying a change of mindset and attitudes. Old Bill shatters the stereotypes of the homeless such as the addiction

more skilfully than most

mentioned
where

prove!

be
explicit
which
part is
metaphor

How is this
mature? Explain!

suggests
shut
down of
a
relationship

Why
intro him
now?

and poverty. As coneflowers being nurtured back to full bloom, Old Bill's growth and newly forged memories with Billy are represented by the new petals on the coneflowers. The expert use of scars and development have allowed them to finally bloom and blossom into their respective colours and ambitions. Old Bill is represented by the green hue as the colour embodies the concept of renewal.

and where is the proof?

As Billy and Old Bill become confident in their new found selves, they begin to develop new ambitions to fit their new ideals and attitudes. In the poem "Billy", Billy is given the keys to Old Bill's home; he is able to discover his new ambitions by finally experiencing what he was looking for, love. Unwilling to lose his newfound paradise, his ambition to live with Caitlin represents his realistic growth as a character. His acceptance of emotional scars from his father has prevented him from mirroring his father's behaviour and actions. Old Bill also matures as stated in "A project"; Old Bill indulges in his past to visit the Great Barrier Reef, choosing not to forget his daughter and wife as he did before. Instead, he embraces and cherishes these memories. Herrick's use of symbolism in the line "From taking Jessie's/trip to the ocean", reflects his acceptance of their deaths and their scars; he is taking the journey she never could and carrying their burden. The events are depicted in the Coneflowers' development of new colours; this period of newly developed ambitions and dreams are symbolised by the heat and the burning sun of the summer. As both Billy and Old Bill become passionate to reach their new goals. I have decided on this layout as Billy's abusive childhood lasted for a long time, hence represented by the emphasis on winter in two panels. Autumn is represented in "The hobo sky", within the line "and I looked up/into the sky/the deep blue sky/that Old Bill and I shared."

"Out of suffering have emerged the strongest souls; the most massive characters are seared with scars." Herrick's free verse novel has been able to explore Gibran's quote through the concepts of maturity, ambitions and loss. Billy and Old Bill represent key stages we all face in our lives, whether it be running away from home or suffering from a loss. The scars and adversity we face develop us into meaningful people with deep-running scars. We will all face undesirable circumstances that force us to grow through adversity; and we each find ways to deal with the challenges and our scars.



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Marking Grid: Speech Content

Jessica V

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Marker feedback on visual and content of speech:

Try not to dump the stimulus statement and move on. You need to reference ~~the~~ Gibran otherwise it is plagiarism.

Your intro was clear in a thesis about the importance of struggles. Define what you think is meant by 'massive' characters - this needs to be teased out. Good intro to name choices linking characters. You write clearly and meaningfully to explore characterisation. Good attempt to make links with your visual although the explanation and visual elements could have been more symbolic and less clichéd.

Make specific links to the 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: Jessica V Marking Grid: Visual Representation

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

→ linked soundly to the speech.
 → used sound visual images / references.

Jessica V
Yr 11

Out of suffering have emerged the strongest souls; the most massive characters are seared with scars. Steven Herrick has represented two major characters, Billy and Old Bill in his book, 'The Simple Gift.' They are represented to us, in a way that we feel we can relate to them but also admire them for what they have gone through and how they've emerged from their struggles by becoming better versions of themselves. We also need to be aware that those struggles are the things that have helped them form, who they now are and this is what helps us recognise, their scars are what make them the most massive characters. Through the simple gift of kindness and empathy that is shared between the two, these characters learn a lot about themselves and one another, as they go on to discover things they may have not discovered, if they didn't cross paths.

another what?

Billy and Old Bill share a few of the same qualities. We can already see that the characters have been linked to each other through the name choice the author has made, which is to signify that they are in some way, the same. Billy is a 16 year old boy who lives with his abusive father and one day decides to take himself into his own custody and leaves home to find himself another. Old Bill is a homeless drunk, who voluntarily opted out of society out of grief through the loss of his wife and daughter. Here, we see that the characters are **both** suffering which gives a motive to the name choices that are made.

On Billy's way to finding a new home, he crosses paths with Old Bill in the 'Freight Yard' living in the carriage next to the one he is about to make his new home. In the visual, the crossed train tracks symbolise the train carriages and when Billy and Old Bill meet. Billy shares 'the hobo hour' with Old Bill and hands him a pack of cigarettes. This was a simple gift of kindness that Billy showed through his actions. The simple gift is a key recurring motif throughout the novel and in this example, it has been gifted as kindness. Although Billy was raised by his abusive father, he still manages to bring upon kindness and this gives us further insight about his character. It tells us that **Billy is strong** and he knows what is right from wrong which indicates his intelligence. Through the action that Billy has enrolled, we can admire him, considering his circumstances. He is kind, **even after** the struggles he has gone through.

↓ morality

Billy's intelligence is also shown through "I'm poor, homeless, but I'm not stupid.", which is repeated at the start and end of the poem 'Lunch'. This shows us that Billy is **very** aware about himself. He knows that poor and homeless people may be perceived as stupid and uneducated, but he knows that **HE** is not and he tries to eliminate this stereotype by exploring his awareness through his actions. "For lunch I go to Coles./I buy a packet of bread rolls,/some cheese and a tomato. Enough for three meals." With

the use of short truncated sentences, we detect a sense of Billy's character. The language he uses is simple and he proposes his actions through short cut off sentences. Although Billy uses simple sentence construction which reinforces how he is straight to the point, this surely highlights his intelligence. Using something this simple provides us that he doesn't need to go over his step by step process because he already knows it so well. We are apprised that he is resilient and since his father is too careless to think of him, he knows when he has to take care of himself and this has now become useful to him in an essential matter. In a way, his nature has overcome his nurture which is proven when he is able to administer self care, despite his abusive father. Here in the visual, Billy is bouncing a ball, branded with resilience to represent his ability to bounce back from hardships, reinforcing how he brings upon his strength.

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When Billy meets Old Bill, we are introduced to an old grumpy hobo, but by the end of the novel he has become an entirely new character. Old Bill just seems like a sad drunk hobo, right? But as we progress through the novel, we are exposed to his past which actually tells us **how** he has gotten here. Old Bill lost his daughter because she fell out of a tree. He carries it as a burden and we can see this in "But look at me./Kids fall out of trees/all the time./They sprain their ankle,/or get the wind knocked out of them,/but my Jessie,/my sweet lovely Jessie,/fell/and I fell with her/and I've been falling/ever since./And this pub,/this beer, these clothes,/this is where I landed."

Enjambment is used in the poem 'Old Bill's Fall' to create unique flow which draws attention to the situation and how Old Bill feels. It also explores his irregular sentence structure which reflects Old Bill's mental state. The words are used inconsistently to show struggle in placement and this forms the relationship between his character and the text. We have known Old Bill for 45 pages of the book and yet we hear this about him at the 46th page! This is an indication of the gradual transition that the author is trying to make. The knowledge that we progressively gather about Old Bill is integrated into the choices he makes at the end of the novel.

As the two share their experiences, they find each other's presence has had a large positive impact on one another. We find that Billy in Old Bill's presence actually brings him out of his old habits and poor lifestyle. "He drinks his ginger beer/ and pulls a face at its sweetness. He sees me watching him/and says/it's taking awhile/for him to get used to/the taste of being sober/all day." is from the poem 'Drinking by the river'. This sample utilizes imagery in Billy's point of view to grasp specifically at Old Bill and his reaction to the taste of ginger beer, which ironically isn't beer. This example captures Old Bill's change as, when we first knew him, he was drinking actual beer and now he's drinking ginger beer, which forms the notion that he has made a beneficial change,

- re-write

thanks to Billy who gave him the ginger beer. Furthermore, this advises us to recognise that **he** is majorly, the reason why Old Bill has developed and changed as a character. Further in the distance of the visual, you can see that Old Bill's train track is actually wobbly and as it crosses with Billy's it becomes straight, to signify how Billy has assisted Old Bill with his transition.

These characters are recognised because the composer has formed them to help us understand and explore their struggles and then subsequently justify how they have resolved or survived them and learnt to live past them. This element that Steven Herrick produces is what projects 'the most massive characters' in 'The Simple Gift' and it is what assists us to understand the formation of meaningful characterisation.

Jessica.V. 2011.

