

Name: Rayaan

SPEECH DELIVERY GRID: Mark out of 10 10

Criteria	1	2	3
Inclusive and sustained eye contact			✓
Expressive use of voice -including volume and intonation			✓
Purposeful and appropriate use of gestures and posture		✓	
Evidence of rehearsal - minimal reliance on cards NO USE OF PHONES		✓	

Marker feedback:

- 4:56.
- Excellent inclusive and sustained eye contact. You engaged with the audience.
 - Effective projective voice.

VISUAL/POSTER GRID: Mark out of 10: 10

Criteria	1	2	3	4
Engaging and effective in terms of the ideas in the speech and the prescribed text			✓	
Diverse use of persuasive techniques that shows awareness of purpose, audience and context of the poster			✓	
Diverse and sophisticated use of visual techniques				✓

Marker feedback:

- Effective use of symbols and visuals that represent the themes in the novel.

Marking Grid for Speech Content Name: Rayson

Marking Criteria: TEACHER MUST TICK IN THE BOX	Mark
<input type="checkbox"/> Creatively composes a persuasive speech that responds perceptively to the statement <input type="checkbox"/> Shows skilful awareness of audience, purpose and context in their use of persuasive devices <input type="checkbox"/> Skilful integration of discerning textual evidence <input type="checkbox"/> Skilful utilisation of diverse language techniques <input type="checkbox"/> Skilful utilisation of structure to enhance the exploration of the thesis and developing arguments <input type="checkbox"/> Skilful incorporation of the visual through discussion of content and techniques <input type="checkbox"/> Sophisticated control of language, grammar, punctuation	20 19 18 17
<input type="checkbox"/> Effectively composes a persuasive speech that responds competently to the statement <input type="checkbox"/> Shows perceptive awareness of audience, purpose and context in their use of persuasive devices <input type="checkbox"/> Effective integration of purposeful textual evidence <input type="checkbox"/> Effective utilisation of diverse language techniques <input type="checkbox"/> Effective utilisation of structure to enhance the exploration of the thesis and developing arguments <input type="checkbox"/> Effective incorporation of the visual through discussion of content and techniques <input type="checkbox"/> Effective control of language, grammar, punctuation	16 15 14 13
<input checked="" type="checkbox"/> Composes a sound persuasive speech that responds soundly to the statement <input checked="" type="checkbox"/> Shows sound awareness of audience, purpose and context in their use of persuasive devices <input checked="" type="checkbox"/> Sound integration of textual evidence <input type="checkbox"/> Sound utilisation of language techniques <input checked="" type="checkbox"/> Sound utilisation of structure to explore the thesis and developing arguments <input checked="" type="checkbox"/> Sound incorporation of the visual through discussion of content and techniques <input checked="" type="checkbox"/> Sound control of language, grammar, punctuation	12 11 10 9
<input type="checkbox"/> Limited composition of a persuasive speech that may attempt to respond to the statement <input type="checkbox"/> Limited awareness of purpose, audience and context <input checked="" type="checkbox"/> Limited integration of techniques and/or textual evidence <input type="checkbox"/> Limited utilisation of structure <input type="checkbox"/> Limited incorporation of the visual <input type="checkbox"/> Limited use of language, grammar, punctuation	8 7 6 5
<input type="checkbox"/> Elementary in all/one of the above. The teacher must cite the reason here.	1-4

Marker feedback:

- You are explaining rather than analysing.
- You have not incorporated a thesis statement or even referred to Labiri's statement.
- Convert "2" to "5" → not American English.
- You have not linked your quotes to techniques.

- You have not referred to or analysed your cover.

Smartphones. Who in this room does not own one? We all know how important they are to our lives; storing photos, saving important conversations and generally making our lives more efficient. Now what if our memory had such powers? I want you all to imagine your memory like a smartphone. You're remarkably good at remembering and storing things in your head, like conversations; remembering them word for word and what people were wearing from any day in the past because they posted a picture of themselves onto social media. Your exact age in days, what the weather was like during a certain time four years ago and all the capital cities in the world. Now from what I know, none of us in this room have the ability of this superpower. However, my main character does, but it's not considered a superpower, but rather a mental illness; asperger syndrome. Hello everybody my name is Mark Haddon and today with this speech I will explain why you all will definitely read my novel, 'The Curious Incident of The Dog in the Night-time' - by giving you publishers the intriguing plot summary and a rundown of the protagonist.

Let me introduce you to the protagonist and the narrator of the novel, Christopher John Francis Boone, a fifteen year old boy who suffers from an autism spectrum condition. Christopher is a keen mathematical student, has photographic memory and is extremely observant. However, he has difficulties understanding typical human behaviour, such as sarcasm, gestures and relationships. "I do not like strangers because I do not like people I have never met before. They are hard to understand." This is a piece of dialogue from the novel which portrays the theme of 'Encounters Beyond the Familiar' through the characterization of Christopher as fearful of the unknown. Christopher dreams of being an astronaut because to him being in space will keep him away from everyone else, as he prefers to be alone most of the time. However, he does own a pet rat named Toby whom he considers his friend and family member. Christopher has many traits which sets him apart from other people. He is unable to recognize facial expressions other than "happy" and "sad" and has difficulties understanding metaphors as he takes them literally. "I think a metaphor should be called a lie because a pig is not like a day and people do not have skeletons in their cupboards." This is another piece of dialogue which shows his frustration with his inability to understand metaphors. This portrays the theme of 'Crossing Borders' as he believes a metaphor should be a lie while most of the world would disagree with him. *LINK back to thesis / Lahiri's statement.*

You are explaining it

'Crossing Borders' is a theme that plays a big part in Christopher's experiences throughout the novel. He has to be brave and try new things in order to succeed, such as his investigations. "I don't talk to strangers, but I'm doing detective work." As Christopher states, he doesn't usually talk to strangers but he knows he must if he is to complete his investigation. Exams can be a challenging experience and have an element

doesn't flow.

of unknown to them. "I can see the questions but I can't read the questions because when I look at the words they all seemed confused and the wrong way round and mixed up to me." Christopher is so worn out that he is unable to understand the questions that are in front of him. Despite this, he manages to get himself together and complete the exam. This, again, shows Christopher 'Crossing Borders' despite the difficult circumstances he finds himself in.

In the novel, I've shown that by 'Crossing Borders' you can grow and become a better person. By enduring all these tough challenges, Christopher realizes that he is capable of taking on difficult tasks by himself, showing that he has grown up and become a better person. "Does that mean I can do anything you think? Does that mean I can do anything...?" This dialogue shows Christopher repeatedly asking the same question. Although he may be addressing the question to another character in the novel, it feels as if the audience have also been asked to answer his question, as he is the narrator. Christopher has shown that by being brave and taking on challenges, he can do whatever he puts his mind to and find the light at the end of the tunnel.

There are more than just 'Crossing Borders' and 'Encounters Beyond the Familiar' in my novel. There's coping with loss, honesty and truth, family and a lot more. Christopher can be an inspiration to thousands of young adults and children who are suffering from the autism spectrum. They can become more brave, more confident and take on more challenges just as Christopher does. People who don't have an understanding of what these special people go through can finally receive a narrative point of view from Christopher himself, deepening their knowledge of how these people live their lives on the daily.

I hope this short summary of the protagonist in the novel has caught your attention to read *The Curious Incident of The Dog in the Night-time*. Thank you!

THE

INCIDENT OF THE IN THE NIGHT TIME

$$223.076 = \sum_{m=0}^{\infty} (m+3a) y^m$$
$$\frac{\beta_3}{\gamma m^2} y^m + 0.2271 \frac{e^m}{\gamma m^2} + \frac{(x^3+c^3)}{\gamma m^2 (c^3+b^3)} \rightarrow$$
$$\frac{-(x^3+c^3)}{(c^3+b^3)} \frac{1}{\gamma m^2} + \frac{b}{\gamma m^2} - 0.220347$$
$$\frac{17.362 y^3}{0.2271 m} + 0.228(m+n) + \dots$$
$$\frac{5x^2+12c^2}{0.2271 m^2} \dots$$



Smartphones. Who in this room does not own one? We all know how important they are to our lives; storing photos, saving important conversations and generally making our lives more efficient. Now what if our memory had such powers? I want you all to imagine your memory like a smartphone. You're remarkably good at remembering and storing things in your head, like conversations; remembering them word for word and what people were wearing from any day in the past because they posted a picture of themselves onto social media. Your exact age in days, what the weather was like during a certain time four years ago and all the capital cities in the world. Now from what I know, none of us in this room have the ability of this superpower. However, my main character does, but it's not considered a superpower, but rather a mental illness; asperger syndrome. Hello everybody my name is Mark Haddon and today with this speech I will explain why you all will definitely read my novel, 'The Curious Incident of The Dog in the Night-time' - by giving you publishers the intriguing plot summary and a rundown of the protagonist.

Let me introduce you to the protagonist and the narrator of the novel, Christopher John Francis Boone, a fifteen year old boy who suffers from an autism spectrum condition. Christopher is a keen mathematical student, has photographic memory and is extremely observant. However, he has difficulties understanding typical human behaviour, such as sarcasm, gestures and relationships. "I do not like strangers because I do not like people I have never met before. They are hard to understand." This is a piece of dialogue from the novel which portrays the theme of 'Encounters Beyond the Familiar' through the characterization of Christopher as fearful of the unknown. Christopher dreams of being an astronaut because to him being in space will keep him away from everyone else, as he prefers to be alone most of the time. However, he does own a pet rat named Toby whom he considers his friend and family member. Christopher has many traits which sets him apart from other people. He is unable to recognize facial expressions other than "happy" and "sad" and has difficulties understanding metaphors as he takes them literally. "I think a metaphor should be called a lie because a pig is not like a day and people do not have skeletons in their cupboards." This is another piece of dialogue which shows his frustration with his inability to understand metaphors. This portrays the theme of 'Crossing Borders' as he believes a metaphor should be a lie while most of the world would disagree with him. *a link back to thesis / Lahiri's statement.*

You are explaining.

'Crossing Borders' is a theme that plays a big part in Christopher's experiences throughout the novel. He has to be brave and try new things in order to succeed, such as his investigations. "I don't talk to strangers, but I'm doing detective work." As Christopher states, he doesn't usually talk to strangers but he knows he must if he is to complete his investigation. Exams can be a challenging experience and have an element

doesn't flow.

Name: Ozge

SPEECH DELIVERY GRID: Mark out of 10 4

Criteria	1	2	3
Inclusive and sustained eye contact	✓		
Expressive use of voice –including volume and intonation		✓	
Purposeful and appropriate use of gestures and posture	✓		
Evidence of rehearsal – minimal reliance on cards NO USE OF PHONES	✓		

Marker feedback:

4:39

- Make sure to focus your eye contact on the audience. Try not to sway. There were moments when you laughed and showed that you weren't taking it seriously – maybe nerves? Less reliance on cards.

VISUAL/POSTER GRID: Mark out of 10: 5

Criteria	1	2	3	4
Engaging and effective in terms of the ideas in the speech and the prescribed text		✓		
Diverse use of persuasive techniques that shows awareness of purpose, audience and context of the poster		✓		
Diverse and sophisticated use of visual techniques	✓			

Marker feedback:

- Effective use of the vector lines of the pathway.
- You needed to incorporate diverse visuals / techniques.

Marking Grid for Speech Content

Name: Orge

Marking Criteria: TEACHER MUST TICK IN THE BOX	Mark
<input type="checkbox"/> Creatively composes a persuasive speech that responds perceptively to the statement <input type="checkbox"/> Shows skilful awareness of audience, purpose and context in their use of persuasive devices <input type="checkbox"/> Skilful integration of discerning textual evidence <input type="checkbox"/> Skilful utilisation of diverse language techniques <input type="checkbox"/> Skilful utilisation of structure to enhance the exploration of the thesis and developing arguments <input type="checkbox"/> Skilful incorporation of the visual through discussion of content and techniques <input type="checkbox"/> Sophisticated control of language, grammar, punctuation	20 19 18 17
<input type="checkbox"/> Effectively composes a persuasive speech that responds competently to the statement <input type="checkbox"/> Shows perceptive awareness of audience, purpose and context in their use of persuasive devices <input type="checkbox"/> Effective integration of purposeful textual evidence <input type="checkbox"/> Effective utilisation of diverse language techniques <input type="checkbox"/> Effective utilisation of structure to enhance the exploration of the thesis and developing arguments <input type="checkbox"/> Effective incorporation of the visual through discussion of content and techniques <input type="checkbox"/> Effective control of language, grammar, punctuation	16 15 14 13
<input checked="" type="checkbox"/> Composes a sound persuasive speech that responds soundly to the statement <input checked="" type="checkbox"/> Shows sound awareness of audience, purpose and context in their use of persuasive devices <input type="checkbox"/> Sound integration of textual evidence <input type="checkbox"/> Sound utilisation of language techniques <input checked="" type="checkbox"/> <u>Sound utilisation of structure</u> to explore the thesis and developing arguments <input type="checkbox"/> Sound incorporation of the visual through discussion of content and techniques <input checked="" type="checkbox"/> Sound control of language, grammar, punctuation	12 11 10 9
<input type="checkbox"/> Limited composition of a persuasive speech that may attempt to respond to the statement <input type="checkbox"/> Limited awareness of purpose, audience and context <input checked="" type="checkbox"/> Limited integration of techniques and/or textual evidence <input type="checkbox"/> Limited utilisation of structure <input type="checkbox"/> Limited incorporation of the visual <input type="checkbox"/> Limited use of language, grammar, punctuation	8 7 6 5
<input type="checkbox"/> Elementary in all/one of the above. The teacher must cite the reason here. - no visual incorporated.	1-4

Marker feedback:

• Where is your thesis statement? It needed to incorporate the thematic ideas of the Thumpna Labiri quote.
 • You have not analysed your evidence with techniques. Needed an in-depth

analysis.
 • What No analysis given on your cover.

Ozge

Hi all. I am Mark Haddon author and composer. First and foremost, I'd like to thank all of you for being here today to listen to me. I am truly honoured.

During my earlier works in the eighties, I spent several months at a learning centre where I worked with people labelled as 'disabled'. It was there that I learned, that these people were far from disabled, and rather abled in their own spectacular ways. Since then I have made it my mission to show people how extraordinary they can be and to challenge our perceptions. It was this experience that inspired me to create my most recent piece 'The Curious Incident of the Dog in the Night-time', a tale about an intelligent young boy with Asperger's syndrome. One filled with adventure, borders, unfamiliarity and wander.

Christopher John Francis Boone is a fifteen-year-old boy who is on the autism spectrum. Contrary to popular misconceptions, Christopher is a high functioning individual, meaning he is cognitively more gifted than others on the spectrum. He can tell you all about astronomy and can solve math problems with no problem. One thing he cannot do however, is to interact with those around him in ways which we consider 'normal'. Imagine this, you and your friends are making fun of each other as a joke and you say something which triggers a poker face. Any one of us could figure out that perhaps the joke went too far and that they have become upset. Christopher cannot process this and thus, for him, day to day interactions become a challenge much like others on the spectrum. The line taken straight from Christopher's internal thoughts '**I do not like strangers because I do not like people I have never met before. They are hard to understand**' outlines what he considers a challenge out of his comfort zone. His perceptions also contribute to his personality and interests, justifying his wish to become an astronaut, alone in space reflected in the background of the cover page. Moreover, the inclusion of a rather graphic foreground scene blends effortlessly with the concept of unfamiliarity and mystery. Many of the conflicts I have created within my novel heavily emphasise the emotional challenges Christopher and those alike face and follow his thought process and development when venturing through encounters beyond his familiar, empowering responders in feeling a sense of support and understanding within the wider community.

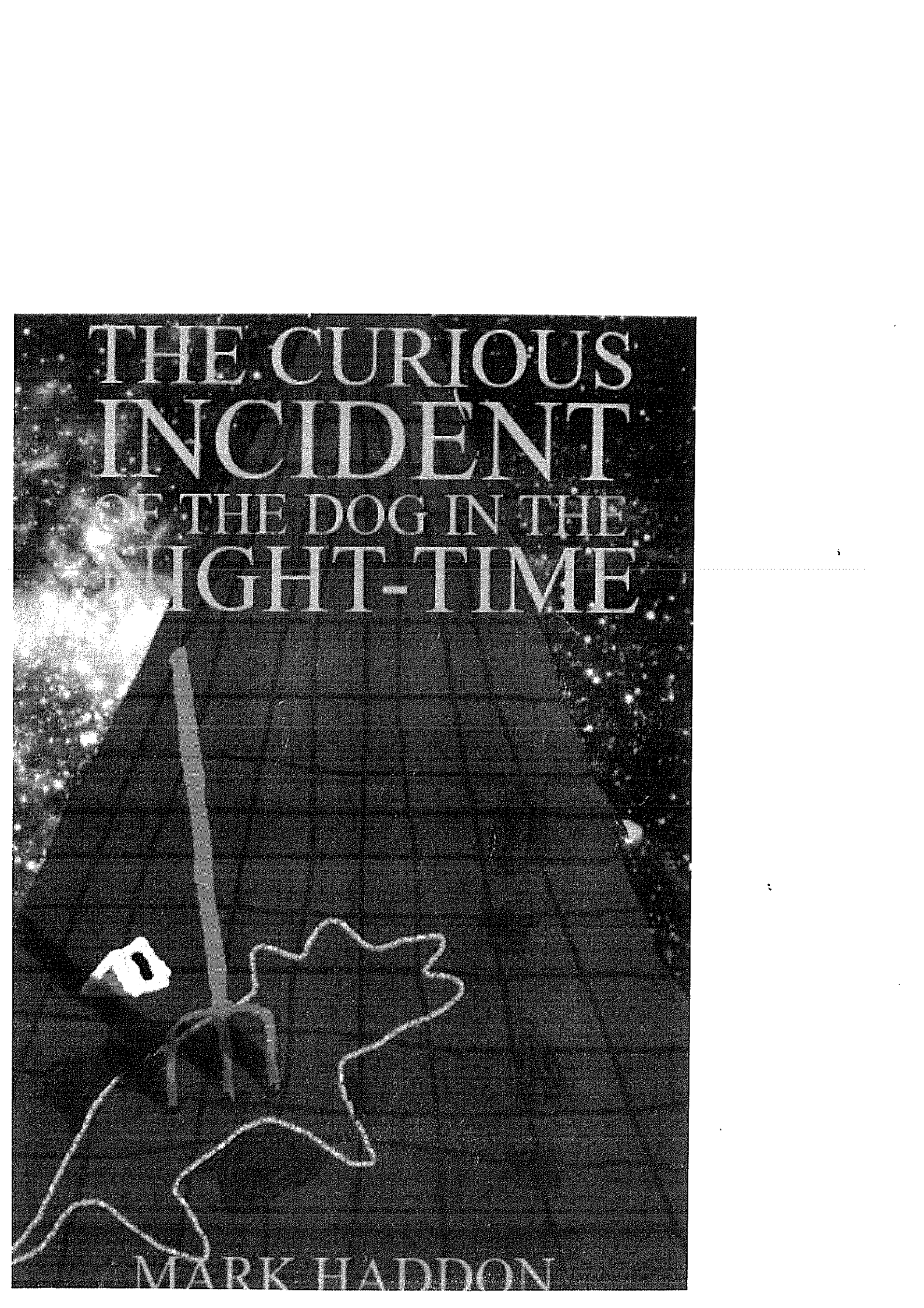
My novel explores the idea of crossing one's borders into uncharted territory and opening to things we would stray away from. In the context of my protagonist, the borders lay in the interaction with people physically. This concept is developed into in his character seamlessly when looking at the key line '**I don't talk to strangers, but I'm doing detective work**' where his determination for solving the mystery conflicts and outcompetes the strong ties to his personal borders. Also underlining the importance of crossing borders when seeking to grow as an individual as Christopher realises that he '**can do anything you anything...?**' in proud response to reflecting on how far he has come. I believe the example set by Christopher can also inspire responders to cross their borders into bettering themselves.

Of course, we cannot forget those who play major roles in the lives of people like Christopher. From family and friends to carers, the people around them also face unfamiliarity and are forced to wander into realms that they don't understand. The supporting characters in the novel all face problems that somewhat stem back to the challenges of raising a child like Christopher. From affairs and frustration to abandonment, resentment and regret. The first-person narration in Christopher's perspective keeps to its purpose in enlightening and welcoming responders into the mind of those different from them while also unfolding its

Jim arise

repercussions on the external world as the story unfolds and more is discovered. This technique makes the story relatable to all parties involved and conveys the differing sides of one's story.

With the purpose of enlightening the public about individuals such as Christopher, I have thoughtfully composed this piece and hope you all see potential in its ability to convey core concerns and bring awareness to the cause. Thank you all for your time.



THE CURIOUS
INCIDENT
OF THE DOG IN THE
NIGHT-TIME

MARK HADDON

Name: Alex D

SPEECH DELIVERY GRID: Mark out of 10 10

Criteria	1	2	3
Inclusive and sustained eye contact			✓
Expressive use of voice –including volume and intonation			✓
Purposeful and appropriate use of gestures and posture		✓	
Evidence of rehearsal – minimal reliance on cards NO USE OF PHONES		✓	

Marker feedback: • Excellent pace of voice.

• You displayed effective and engaging eye contact.

• Would have been beneficial to incorporate hand gestures throughout.

VISUAL/POSTER GRID: Mark out of 10: 9

Criteria	1	2	3	4
Engaging and effective in terms of the ideas in the speech and the prescribed text			✓	
Diverse use of persuasive techniques that shows awareness of purpose, audience and context of the poster			✓	
Diverse and sophisticated use of visual techniques			✓	

Marker feedback:

• There is a bit much going on, if it were someone who hadn't read the novel they would get confused, and wouldn't know where to look. Less is more! ☺

Marking Grid for Speech Content Name: _____

Marking Criteria: TEACHER MUST TICK IN THE BOX	Mark
<input checked="" type="checkbox"/> Creatively composes a persuasive speech that responds perceptively to the statement <input checked="" type="checkbox"/> Shows skilful awareness of audience, purpose and context in their use of persuasive devices <input checked="" type="checkbox"/> Skilful integration of discerning textual evidence <input checked="" type="checkbox"/> Skilful utilisation of diverse language techniques <input type="checkbox"/> Skilful utilisation of structure to enhance the exploration of the thesis and developing arguments <input checked="" type="checkbox"/> Skilful incorporation of the visual through discussion of content and techniques <input type="checkbox"/> Sophisticated control of language, grammar, punctuation	20 19 18 17
<input type="checkbox"/> Effectively composes a persuasive speech that responds competently to the statement <input type="checkbox"/> Shows perceptive awareness of audience, purpose and context in their use of persuasive devices <input type="checkbox"/> Effective integration of purposeful textual evidence <input type="checkbox"/> Effective utilisation of diverse language techniques <input checked="" type="checkbox"/> <u>Effective utilisation of structure</u> to enhance the exploration of the thesis and developing arguments <input type="checkbox"/> Effective incorporation of the visual through discussion of content and techniques <input type="checkbox"/> Effective control of language, grammar, punctuation	16 15 14 13
<input type="checkbox"/> Composes a sound persuasive speech that responds soundly to the statement <input type="checkbox"/> Shows sound awareness of audience, purpose and context in their use of persuasive devices <input type="checkbox"/> Sound integration of textual evidence <input type="checkbox"/> Sound utilisation of language techniques <input type="checkbox"/> Sound utilisation of structure to explore the thesis and developing arguments <input type="checkbox"/> Sound incorporation of the visual through discussion of content and techniques <input type="checkbox"/> Sound control of language, grammar, punctuation	12 11 10 9
<input type="checkbox"/> Limited composition of a persuasive speech that may attempt to respond to the statement <input type="checkbox"/> Limited awareness of purpose, audience and context <input type="checkbox"/> Limited integration of techniques and/or textual evidence <input type="checkbox"/> Limited utilisation of structure <input type="checkbox"/> Limited incorporation of the visual <input type="checkbox"/> Limited use of language, grammar, punctuation	8 7 6 5
<input type="checkbox"/> Elementary in all/one of the above. The teacher must cite the reason here.	1-4

Marker feedback:

• Edit your work.
 • Your conclusion needed to state your thesis and argumentative points and for good measure, maybe even incorporate Lahiri's ~~quote~~ statement.

By: Alex Dassanayake

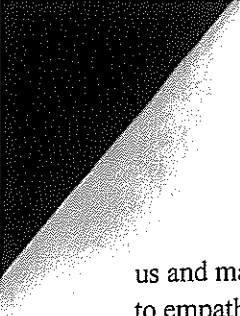
Class: ENS1

The Curious Incident of the Dog in the Night-Time Speech

"My name is Christopher John Francis Boone. I know all the countries of the world and their capitals and every prime number up to 7,507." These are the words introducing us to a character that beautifully portrays the idea of encounters beyond the familiar and is one of the many reasons why The Curious Incident of the Dog in the Night-Time is an excellent opportunity to publish a terrific novel. Narratives are always about the characters, the ways in which their ideas and values are challenged and how they are thrust into new, unfamiliar environments which reshape and reform their understanding of the individuals that surround them. This idea of encounters beyond the familiar is reflected in this quote by Jhumpa Lahiri; *"From the beginnings of literature, poets and writers have based their narratives on crossing borders, on wandering, on exile, on encounters beyond the familiar,"* suggesting that the most memorable stories are those which engulf the idea of encounters beyond the familiar. This idea is deeply woven into my book, The Curious Incident of the Dog in the Night-Time, which pits our protagonist Christopher and his wonderfully abstract mind, at a turning point in his life, leading us through his world, showing us his conflicts and challenging our perceptions of him and individuals like him.

Christopher's endeavour to solve the curious incident of the dog matures into attempts at harmonizing with the world that surrounds him, accentuating the core idea of encounters beyond the familiar. From his introduction; *"My name is Christopher John Francis Boone. I know all the countries of the world and their capitals and every prime number up to 7,507."* It is made apparent through truncated sentences and matter-of-fact statements that Christopher is "different". Christopher conveys the mind of a child shown in his naivety, simple wording and apparent discern for other people, but his intelligence reminds us that he is not just a child. But Christopher still struggles to instate order to his world as we learn he doesn't like loud noises, the colours yellow & brown and how he would like to be an astronaut because he would like *"being on [his] own in a tiny spacecraft thousands and thousands of miles away from the surface of the earth"* in self-imposed isolation. But is Christopher so different to any of us? He clearly states his goals as *"I'm going to take my A level in Maths and I'm going to get an A grade."* To which we may find unreal at first but when Christopher's core values of honesty and trust are betrayed by his father, he is set on a journey that would change his life, dragging him into the unknown, such as the London Underground. It may sound laughable, but for an individual such as Christopher, the Underground can be a scary place which is highlighted when his *"brain [isn't] working properly"* due to the loud noises, hordes of people and sensory overload. However, after his escapade from Swindon to London and succession in his A maths test with an A grade, we confirm that his final remarks *"I wrote a book and that means I can do anything."* hold real weight. Christopher's character truly radiates the idea of encounters beyond the familiar as he regresses to begin understanding the individuals that encompass him.

However, it is not just Christopher that is forced into the unfamiliar. By cleverly using Christopher in first person, we are detached from our perceptions of people like Christopher, and thrust into an unfamiliar perspective forcing us to consider new ideas. Christopher's disparity is emphasized with his misunderstanding of facial expressions, where the visual iconography of emoticons represent the facial expressions which he is *"unable to say what they [mean]"* while dually establishing that Christopher's mind works better with pictures. These aspects, coupled with the literal mindset and self-imposing isolation, of Christopher are quintessential in exposing us to a foreign perspective, creating interest within

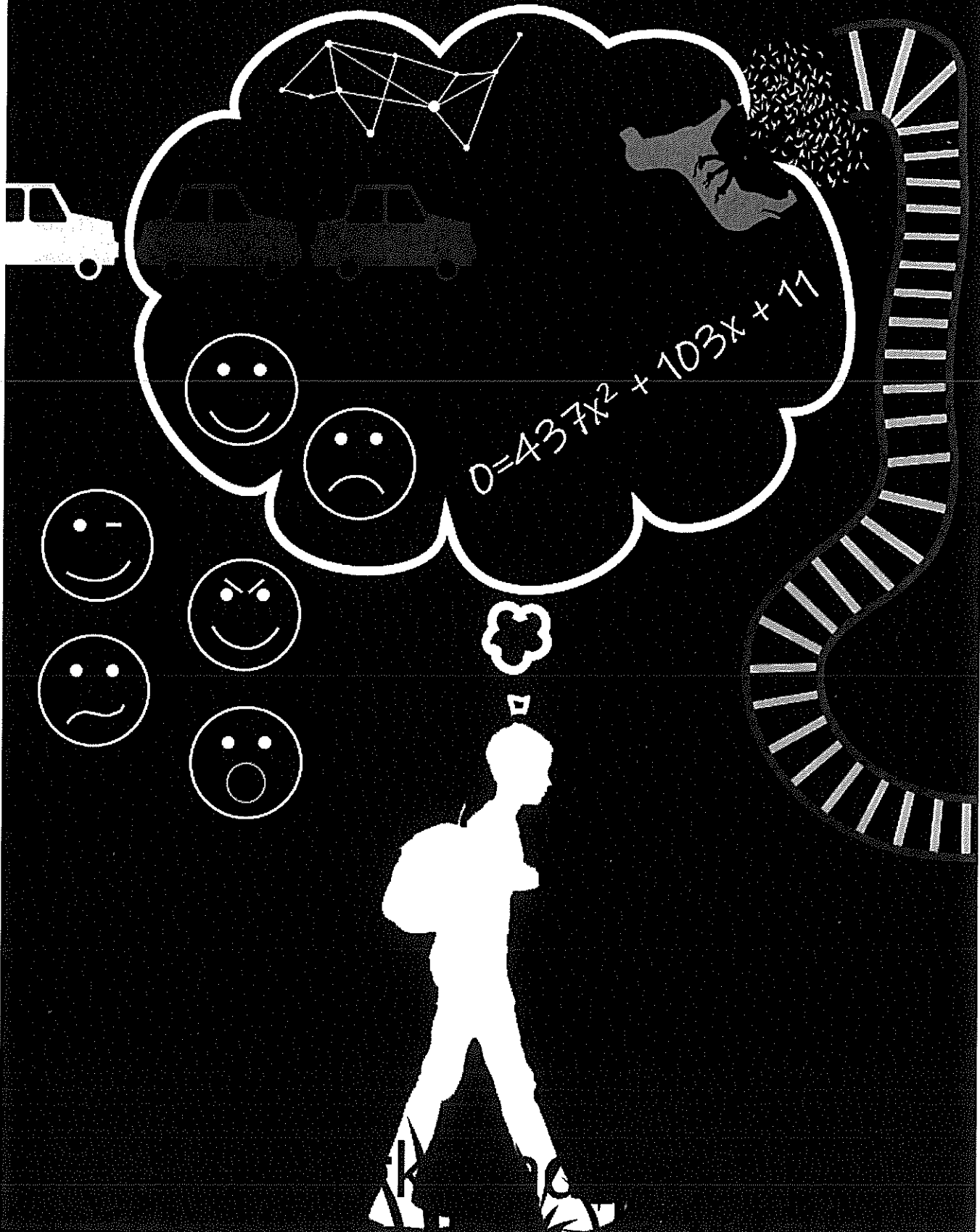


us and making for a very insightful read. While exposing us to the unfamiliar, Christopher allows for us to empathise with him, gain insight and develop an understanding for individuals like Christopher.

Now, I know that we're pressed for time and this is a little unorthodox, but I would like to propose a book cover and explain why it should be the published cover. We see Christopher, presumably on one of his late night walks, with his world contained inside a bubble. Quadratic equations, constellations, the simplest of emotions, red cars and his hometown of Swindon, represent what he finds comforting but also what he uses to instate order amidst the somewhat chaotic world outside. But of course, the pitchfork plunges into Wellington, the dog, and begins to pop his bubble. The line between his world and reality begin to blend, the train tracks lead him away to London, the yellow car represents the super bad days just outside, the confusing facial expressions depict the unknown perspectives of other individuals while the unordered stars reflect the disarray and lack of understanding Christopher has of the world that surrounds him, each of which he will encounter throughout the book.

Encounters beyond the familiar is of utmost importance when crafting an outstanding narrative and is a key benefactor in what I'm sure will be the eventual success of The Curious Incident of the Dog in the Night-Time. I am certain that Christopher's character amongst all of the books brilliant features, will grant readers an exciting opportunity to gain new insight. I thank you for your time and hope you consider publishing the book.

THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT-TIME



Marking Grid for Speech Content Name: Zaynab

Marking Criteria: TEACHER MUST TICK IN THE BOX	Mark
<input type="checkbox"/> Creatively composes a persuasive speech that responds perceptively to the statement	20
<input type="checkbox"/> Shows skilful awareness of audience, purpose and context in their use of persuasive devices	19
<input type="checkbox"/> Skilful integration of discerning textual evidence	18
<input type="checkbox"/> Skilful utilisation of diverse language techniques	17
<input type="checkbox"/> Skilful utilisation of structure to enhance the exploration of the thesis and developing arguments	
<input type="checkbox"/> Skilful incorporation of the visual through discussion of content and techniques	
<input type="checkbox"/> Sophisticated control of language, grammar, punctuation	
<input type="checkbox"/> Effectively composes a persuasive speech that responds competently to the statement	16
<input type="checkbox"/> Shows perceptive awareness of audience, purpose and context in their use of persuasive devices	15
<input checked="" type="checkbox"/> Effective integration of purposeful textual evidence	14
<input checked="" type="checkbox"/> Effective utilisation of diverse language techniques	13
<input type="checkbox"/> Effective utilisation of structure to enhance the exploration of the thesis and developing arguments	
<input type="checkbox"/> Effective incorporation of the visual through discussion of content and techniques	
<input type="checkbox"/> Effective control of language, grammar, punctuation	
<input checked="" type="checkbox"/> Composes a sound persuasive speech that responds soundly to the statement	12
<input checked="" type="checkbox"/> Shows sound awareness of audience, purpose and context in their use of persuasive devices	11
<input type="checkbox"/> Sound integration of textual evidence	10
<input checked="" type="checkbox"/> Sound utilisation of language techniques	9
<input checked="" type="checkbox"/> Sound utilisation of structure to explore the thesis and developing arguments	
<input checked="" type="checkbox"/> Sound incorporation of the visual through discussion of content and techniques	
<input type="checkbox"/> Sound control of language, grammar, punctuation	
<input type="checkbox"/> Limited composition of a persuasive speech that may attempt to respond to the statement	8
<input type="checkbox"/> Limited awareness of purpose, audience and context	7
<input type="checkbox"/> Limited integration of techniques and/or textual evidence	6
<input type="checkbox"/> Limited utilisation of structure	5
<input type="checkbox"/> Limited incorporation of the visual	
<input type="checkbox"/> Limited use of language, grammar, punctuation	
<input type="checkbox"/> Elementary in all/one of the above. The teacher must cite the reason here.	1-4

Marker feedback:

- Needed to explain more visual techniques in cover.
- You need to explicitly state the themes from Lahiri's statement in your body paragraphs
- Low arguments needed to be centred on Lahiri's themes.

- Needed consistency with persuasive techniques.

Name: Zayneeb

SPEECH DELIVERY GRID: Mark out of 10 7

Criteria	1	2	3
Inclusive and sustained eye contact		✓	
Expressive use of voice -including volume and intonation	✓		
Purposeful and appropriate use of gestures and posture		✓	
Evidence of rehearsal - minimal reliance on cards NO USE OF PHONES		✓	

Marker feedback:

- You incorporated engaging and inclusive eye contact at the start - make sure its consistent.
- Slow down your pace. Incorporate hand gestures throughout.

VISUAL/POSTER GRID: Mark out of 10: 7

Criteria	1	2	3	4
Engaging and effective in terms of the ideas in the speech and the prescribed text		✓	✓	
Diverse use of persuasive techniques that shows awareness of purpose, audience and context of the poster		✓		
Diverse and sophisticated use of visual techniques		✓		

Marker feedback:

- If someone who did not know the book looked at this cover, they ~~can~~ would not be able to decipher the title. I understood the metaphorical ~~reference~~ ^{reference} behind it, but its hard to read.

Speech Transcript

Emotions are believed to shape human experience and our perception of the world, however, imagine a life where you are barely able to recognise the difference between happiness and sadness. This is what it is like to express and understand emotion on a day to day basis of an individual living with Autism Spectrum Disorders. Good morning, my name is Mark Haddon and I am the author of the 'The Curious Incident of the Dog in the Night time'. My story delves into the life of the narrator of the story, Christopher Boone, a 15-year-old boy living with ASD. As someone who has worked with autistic children my prime objective writing and publishing this story and cover is for you all as readers to generate a new found understanding and acceptance of the differences and challenges experienced by individuals with autism. Throughout the novel we as readers are exposed to the challenges and differences faced by such individuals, the challenges faced by those raising these individuals and how these differences and challenges are overcome throughout the novel allowing you readers to understand and develop acceptance and understanding towards people with autism.

In my novel I have encapsulated the challenges and differences faced by people with ASD through the protagonist Christopher Boone. People with ASD often struggle to cope with the world around them, particularly due to the overcrowded and overwhelming nature of how society functions. I have represented these challenges and differences throughout my novel using extensive and skilful techniques. "And when I am in a new place, because I see everything, it is like when a computer is doing too many things at the same time and the central processor unit is blocked up and there isn't any space left to think about other things", through the use of internal dialogue and comparison I have depicted these difficulties in this quote. The comparison to a computer delineates the challenges faced by an individual with ASD in processing information and emotion, Christopher accepts this without any reasoning other than that he is unable to. Individuals with ASD depend on predictability in a world that is often so random, surrounded by other people whose social and emotional reality they don't truly understand, this leaves them very prone to meltdowns. "Do you remember once when we were shopping? You were frightened because of the people in the shop and you crouched on the floor and put your hands on your ears... but you wouldn't let me touch you, you just lay on the floor and screamed and bang your hands and feet on the floor." This vignette provided in a letter by Christopher's mothers, gives us an insight into this characteristic of an individual with ASD and the differences in behaviour of an autistic individual because of this inability to cope with the world around them. Through this insight into the mind of an individual with autism, I have conveyed the challenges and differences in things like processing information and emotions and in the behaviour of an individual with autism. Now stop and think to yourself did you ever consider how difficult it would be to cope in the real world with these differences.

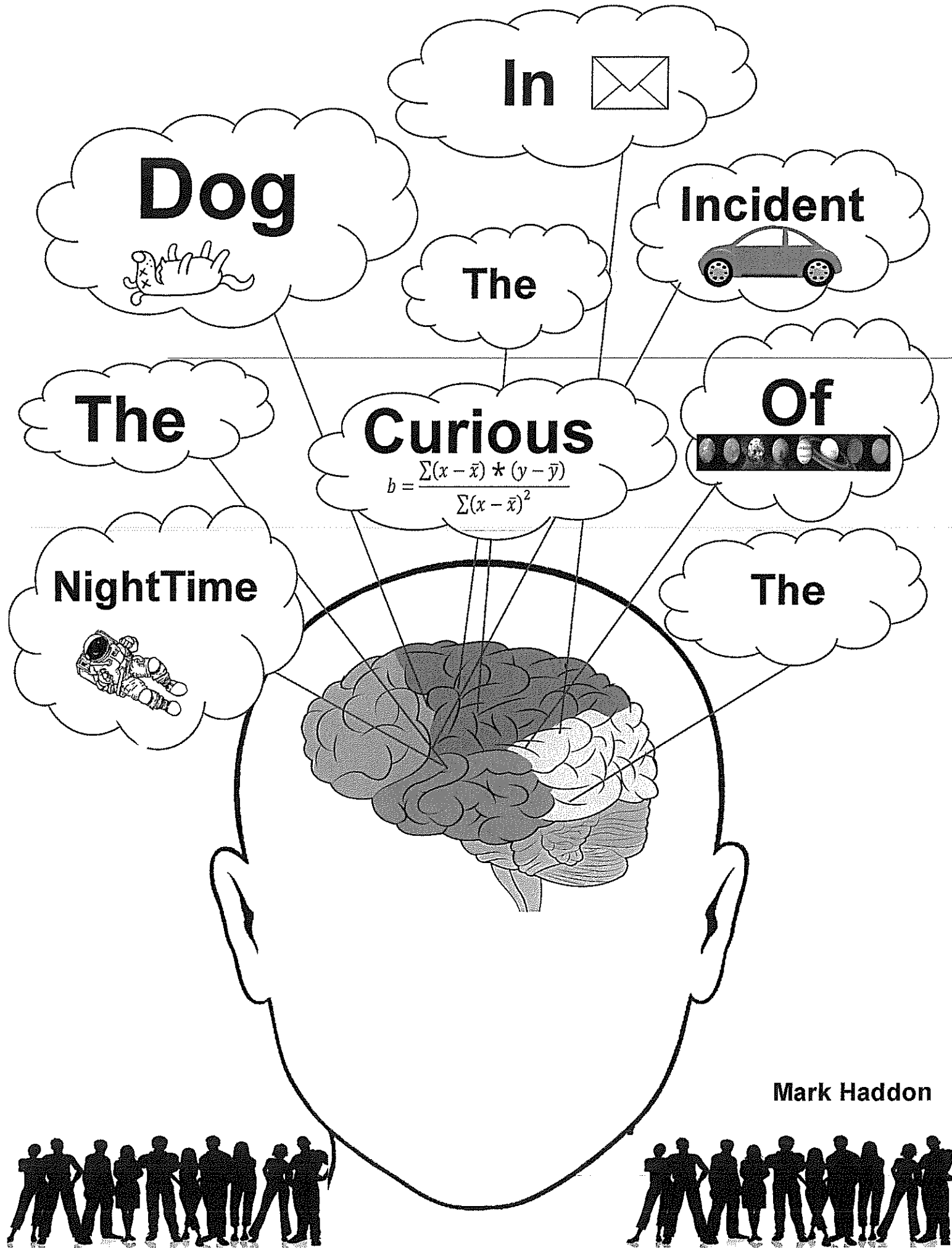
Raising a child with autism is filled with challenges. Parents can find it difficult and overwhelming, especially when other people do not understand. In my novel, I have illustrated the difficulties and challenges faced by those raising a child with autism. Christopher's mother Judy specifically feels the pressures of raising a child with autism. Christopher's parents are divorced however his father, Ed lies and tells Christopher that his mum has died, when in reality she has left them. "At home, your father and I had a huge

argument, He blamed me for getting cross with you". This shows us the difficulties Judy had in coping with Christopher's differences, to the point where it would strike her anger and affected the relationship between her and Ed. Similarly, in the real world, studies have shown that stress of being a parent to a child with a disability takes a massive toll on families, for parents of children with Autism, this is even more noticeable with divorce rates of up to 80%. Christopher's father Ed is depicted as being the parent able to cope with his sons' differences, however some of these differences like inability to follow instructions and read emotions cause problems between the father and son. This is especially shown throughout the novel where Christopher is adamant to solve the murder of Wellington the dog to which Ed commands Christopher to "just try and keep your nose out of other people's business". This command was met with Christopher's persistence because of inability to fully comprehend and obey these instructions. His father who is normally tolerant expresses his anger towards this behaviour through narrated actions, "Father banged the steering wheel with his fist' and angry dialogue like "I said leave it for gods sake". This anger shows that even patient individuals can struggle with the challenges of raising a child with autism. The strength and patience I have developed in Ed Boones character allows readers to develop an appreciation for parents of autistic children as it is a challenging task.

The latest design of the book cover attempts to unpack the complexities of Christopher's character. At the centre of the page there is a large head that readers would assume is Christopher's, this head is the salient image and immediately draws the audiences and readers attention, hence alluding to them that he is the main character. Christopher's brain exhibits the title of the novel in different sized bubbles that are all jumbled up. This represents his disoriented nature in specific situations and interactions with individuals, an example of this in the novel is when he is questioned by a police officer and isn't able to handle this questioning, to which he reacts by attacking the officer. Each of these bubbles illustrate some of his interests and differences. One of these interests is the murder of Wellington hence an image of a dead dog, another the solar system and an astronaut representing his interest in astronomy and dream of becoming an astronaut, the letter is representative of the letters his mother sent to him. The individuals at the bottom of the page represent society and Christopher's black and white view of the world, this is symbolised by the black individuals in contrast with the white background.

In my novel you as readers are placed into the point of view of an individual with autism. This allows you all to experience the challenges and difficulties faced by these individuals first hand. I believe that all readers will develop a new found acceptance and appreciation towards individuals with autism and those who raise them. My goal was for readers to develop a point of view of Christopher that changes many already set stigmas towards individuals with autism. Views of pity and sympathy replaced by understanding and acceptance. My story is one of few that really raise awareness and educate readers on ASD hence the reason I believe you should all publish my novel.

Zaynab Kdouh



Marking Grid for Speech Content Name: Ibrahim

Marking Criteria: TEACHER MUST TICK IN THE BOX	Mark
<input type="checkbox"/> Creatively composes a persuasive speech that responds perceptively to the statement	20
<input type="checkbox"/> Shows skilful awareness of audience, purpose and context in their use of persuasive devices	19
<input type="checkbox"/> Skilful integration of discerning textual evidence	18
<input type="checkbox"/> Skilful utilisation of diverse language techniques	17
<input type="checkbox"/> Skilful utilisation of structure to enhance the exploration of the thesis and developing arguments	17
<input type="checkbox"/> Skilful incorporation of the visual through discussion of content and techniques	
<input type="checkbox"/> Sophisticated control of language, grammar, punctuation	
<input type="checkbox"/> Effectively composes a persuasive speech that responds competently to the statement	16
<input type="checkbox"/> Shows perceptive awareness of audience, purpose and context in their use of persuasive devices	15
<input type="checkbox"/> Effective integration of purposeful textual evidence	14
<input type="checkbox"/> Effective utilisation of diverse language techniques	13
<input type="checkbox"/> Effective utilisation of structure to enhance the exploration of the thesis and developing arguments	
<input type="checkbox"/> Effective incorporation of the visual through discussion of content and techniques	
<input type="checkbox"/> Effective control of language, grammar, punctuation	
<input type="checkbox"/> <u>Composes a sound persuasive speech</u> that responds soundly to the statement	12
<input checked="" type="checkbox"/> Shows sound awareness of audience, purpose and context in their use of persuasive devices	11
<input checked="" type="checkbox"/> Sound integration of textual evidence	10
<input checked="" type="checkbox"/> Sound utilisation of language techniques → needed more of a sophisticated approach.	9
<input checked="" type="checkbox"/> <u>Sound utilisation of structure</u> to explore the thesis and developing arguments	
<input checked="" type="checkbox"/> Sound incorporation of the visual through discussion of content and techniques	
<input checked="" type="checkbox"/> Sound control of language, grammar, punctuation	
<input type="checkbox"/> Limited composition of a persuasive speech that <u>may attempt to respond to the statement</u>	8
<input type="checkbox"/> Limited awareness of purpose, audience and context	7
<input type="checkbox"/> Limited integration of techniques and/or textual evidence	6
<input type="checkbox"/> Limited utilisation of structure	5
<input checked="" type="checkbox"/> Limited incorporation of the visual - three sentences is not enough.	
<input type="checkbox"/> Limited use of language, grammar, punctuation	
<input type="checkbox"/> Elementary in all/one of the above. The teacher must cite the reason here.	1-4

Marker feedback:

- Limited cover analysis. Link to text.
- Need to edit your work.
- You have not incorporated a thesis statement in your introduction.
- You needed to incorporate the thematic ideas from the statement - you could have linked them to your themes e.g. 'complexity of relationships'.
- Your analysis of quotes/techniques and effect needed to be stronger.

Name: Ibrahim

SPEECH DELIVERY GRID: Mark out of 10 8

Criteria	1	2	3
Inclusive and sustained eye contact		✓	
Expressive use of voice –including volume and intonation		✓	
Purposeful and appropriate use of gestures and posture		✓	
Evidence of rehearsal – minimal reliance on cards NO USE OF PHONES		✓	

Marker feedback:

- Comments provided by Mrs Poaling on separate sheet.

VISUAL/POSTER GRID: Mark out of 10: 5

Criteria	1	2	3	4
Engaging and effective in terms of the ideas in the speech and the prescribed text		✓		
Diverse use of persuasive techniques that shows awareness of purpose, audience and context of the poster	✓			
Diverse and sophisticated use of visual techniques		✓		

Marker feedback:

- Need to incorporate more visual techniques.*
- I understand the use of cars – but the way you positioned it on the cover doesn't have much purpose.*

Ibrahim Khalil - speech 5/6/18
comments.

- great intro
- good eye contact but only really to 1 or 2 people.
- rocking + rolling foot wattle.
- good research on Azbergers
- palm cards → good usage.
- used quotes + referenced them as 'reflective statement' - ✓✓
- good image for book cover

"The Curious Incident of the Dog
in the Night Time."

Mainly black + white but with coloured cars:
Face → vector to dog.

- about misconceptions of the struggle of azbergers + autism: to b/come independent + free to move in the world as a decision making adult.
- nervous and a bit repetitions.

5:20 mins secs.



English Pitch

Close your eyes and imagine, you are a 15 year old boy, your favourite subject in school is physics and maths, you love astronomy and have a dream to travel into space one day. You would rather be alone all by yourself with no friends and you find it hard to read expressions on peoples face. To you the world is merely black and white, anything abstract or out of the ordinary may send you into frenzy, and certain things irritate you such as lying or seeing a certain colour which may provoke you. You live at home with your dad and your relationship is strained, he does not understand you and you do not understand him. While you see yourself as ordinary, you perceive other people such as your dad and peers as different.

grammatically correct
Now open your eyes. You have just envisioned the protagonist of my latest novel "The Curious Incident of the dog in the night time" Now the best way to tell you about my story is how I came up with the idea. My inspiration came from an idol of mine Jhumpa Lahiri who once famously said "From the beginning of literature poets and writers have based their narratives on crossing borders on wondering on exile on encounters beyond the familiar." In the early 80's I spent several months ^{seven} working at an adult training centre, where I assisted people with learning disabilities, during the 7 months I spent with them, I learnt that their differences should not be seen as something abnormal rather it should be considered that these people simply see the world in a different way.

In my book the protagonist of the story "Christopher Boone" suffers from a form of autism called asperger's syndrome. People with Asperger's syndrome are born with a developmental disorder affecting their ability to effectively socialise and communicate, this effects Christopher's social skills and capabilities to interact with people which overall leads to a **complexity of relationships**. This is demonstrated ^{throughout} ~~through~~ my book when Christopher states "You also have to be someone who would like being on their own in a tiny spacecraft thousands and thousands of miles away" The internal dialogue in Christopher's mind depicts the extent of his despisal of others. Christopher like others with Asperger's opt to be alone and generally don't form large friendship circles. In addition to this people with asperger's syndrome often have strained family relationships, this is especially evident in the relationship between Christopher and his parents. The quote " I think that was when I realized you and your father were better off if I wasn't living in the same house" This reflective statement shows us that Judy (his mother) could not cope with Christopher's differences and led her to leave the house and abandon her only child.

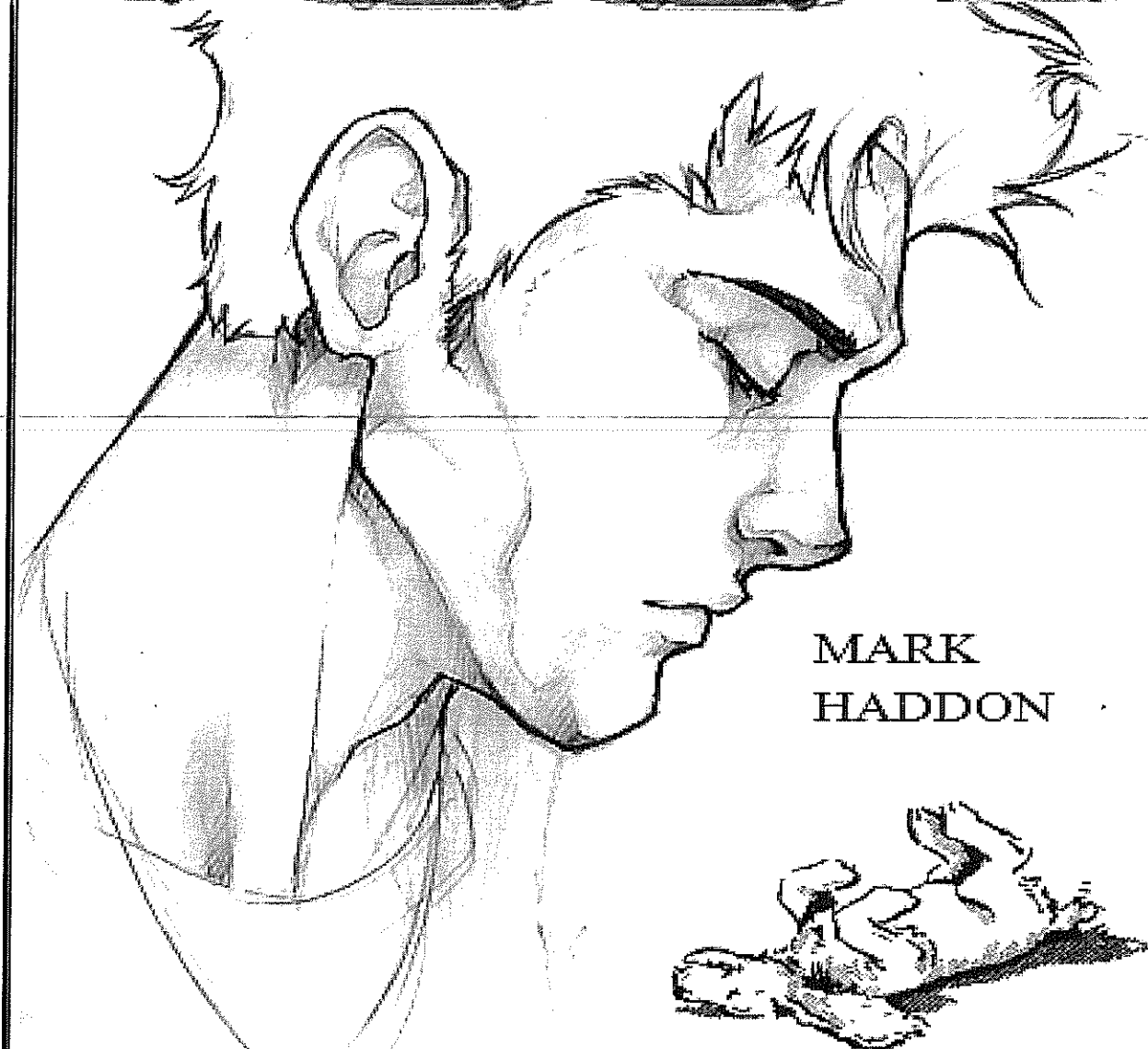
I have also modelled the shared experiences of many teenagers who suffer from some type of disability and their experience of being different and being an **individual going against society**. Societies perspective against people with disabilities is represented through one of my characters Mr Shears when he states "What's he going to do? There's no school for him to go to. We've both got jobs. It's bloody ridiculous." the use of symbolism dialogue from Mr shears symbolises societies attitudes towards asperger's syndrome and autistic children as shown through his dialogue with Mrs Boone. Mr Rogers implies that Christopher or any kid with a disability wouldn't fit in a regular school and this proves society's misconceptions about disabled children. Christopher has to endure these misconceptions made against him.

Moreover my book is moulded where both teenagers with or without a disability share a common desire, which is the **struggle to be independent**. Christopher's goal in the novel resembles that of many teenage goals in today's world which is to become independent and find his role in the world but due to his condition, Christopher cannot be as independent as he would like. Since he has trouble understanding other people, dealing with new environments, and making decisions when confronted with an overload of new information, for instance, he has difficulty going places by himself, this is shown in the book when Christopher hits a police officer for a very insignificant act. Christopher, however, still has the typical teenage desire to do what he wants and take care of himself without anyone else telling him what to do we see this when Christopher states "And I Know I can do this, because I went London on my own, and because I figured out who killed wellington? And I found my mother and I was brave and i wrote a book that shows I can do anything" This illustrates Christopher's actions in struggling to be independent.

In addition I have designed my book cover to illustrate how the world is perceived through Christopher's mind. His simple minded view of good and bad is portrayed by black and white salience; setting a dejected tone. The image of Christopher's head facing down also creates a vector leading to the dead dog, raising questions in the reader's mind to incentivize reading of the book.

It is evident that my novel *The curious incident of the dog in the night time* has the potential to reach a wider audience as it provides a unique insight into the mindset of a child with ASD and allows us to explore the effects it has on their thought process, the way they interpret emotions and their ability to communicate with others. It crosses the borders of what we perceive to be normal thought and behaviour which as Jhumpa Lahiri states is the basis of all successful narratives.

The Curious Incident of the Dog in the Night Time



MARK
HADDON

