



A Kestrel for a Knave: Billy and school

Throughout the story, we see how Billy is treated at school and how this affects his life.

1. We first get an idea of the school on **p45**. As Billy comes out of a daydream, the register is being called. Why do you think Barry Hines set the page out as if it was a real register?
2. What does the fact that Billy not only listens to the shipping forecast but also can remember it all say about him? **(p45-46)**
3. Read the passage about the assembly again. Find **at least three** quotes which show that this story was set a long time ago. **(p47-50 & 53-55)**
4. Explain what you think Barry Hines' view of corporal punishment is using evidence from the scene in the headmaster's office. **(p55-62)**
5. Use **at least five** quotes to show how Mr Farthing treats Billy differently from how the other teachers treat him. **(p62-68)**
6. What does Billy's talk on how he trained Kes show us about what skills he has? **(p69-76)**

Think about:

- how he talks to the class
 - his use of the board
 - his use of gestures
7. Why do you think Barry Hines included the rest of the lesson and Billy's tall story? **(76-79)**
 8. On pages **79-87** we see that Billy is also treated badly by other pupils. Explain, using evidence from the story, how this makes you feel about Billy.
 9. Find quotes from Billy's conversation with Mr Farthing to show ideas about Billy's life at school and home **and** how he feels. **(p87-93)**
 10. Barry Hines uses lots of description which is in mainly short sentences on **p143-152**. Think about what is happening on these pages to help you decide why Barry Hines wrote the events in this way.
 11. Use evidence from the whole story to explain whether you think Billy gained anything at all from his education.