



ATTITUDES TO DISABILITY (OR DIFFERENCE): AWARENESS AND ACCEPTANCE

! YOUR ESSAY MUST MEET ALL THE CRITERIA FOR THE INTRODUCTION, BODY PARAGRAPHS, AS WELL AS CONCLUSION; OTHERWISE, YOUR ESSAY WILL NOT BE MARKED! !



! COMPLETE THE COVER LIST BELOW TO ENSURE YOU HAVE MET ALL THE CRITERIA !

Cover Checklist- ✓ Tick Each Section When Complete.

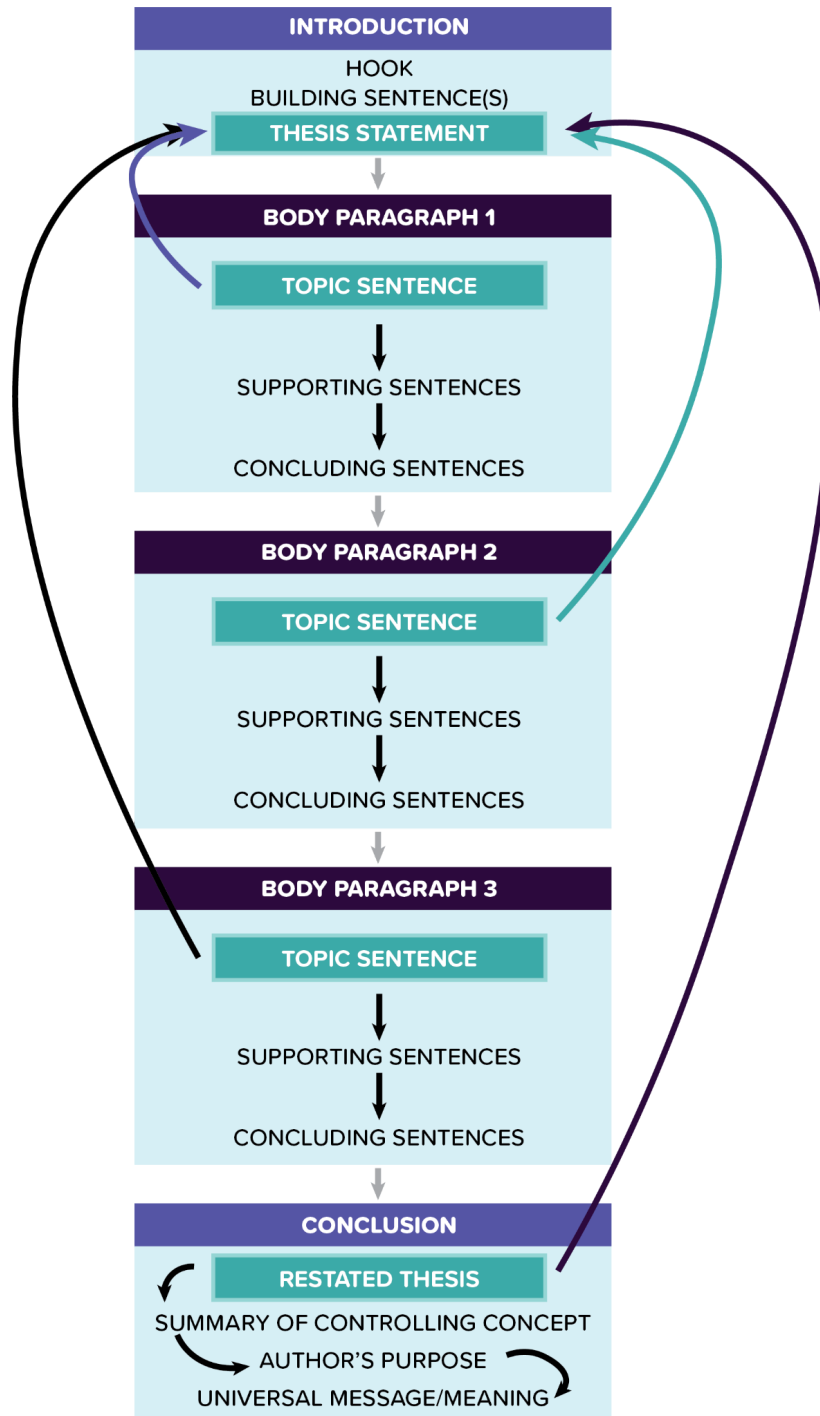
- ☒ ~~PREP STEP - Make a copy of this document.~~
- ☒ ~~PREP STEP - Share your essay outline template with your tutor.~~
- ☒ ~~PREP STEP - Copy and paste the link for your essay outline into your study system.~~
- ☒ ~~STEP 1 - Outline your 100% essay - **START WITH THE CONCLUSION & WORK BACKWARDS**~~
- ☒ ~~STEP 2 - Use the TTECEA checklist for details~~
- ☒ ~~STEP 3 - Revise your essay - check for coherence & cohesion, redundant repetition, clarity, vocabulary, etc.~~
- ☒ ~~STEP 4 - Edit your essay.~~
- ☒ ~~STEP 5 - Put your essay together as one complete piece.~~

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100% ESSAY STRUCTURE OVERVIEW





ESSAY PLAN

I. Introduction

- Discuss the play "The Curious Incident of the Dog in the Night-Time" by Simon Stephens
- Highlight the play's exploration of attitudes towards disability and difference
- Mention the protagonist, Christopher, who has autism and struggles to relate to others-

II. Stephens' use of stage directions to highlight Christopher's disability

- Describe Christopher's animalistic behaviour in tense situations
- Analyse his reliance on non-verbal communication, such as repeating "No"
- Explain how these techniques foster empathy and understanding towards Christopher's struggles

III. The portrayal of varying attitudes towards disability and difference

- Contrast Mrs. Shears' intolerance towards Christopher with Ed's understanding of his son's preferences and needs
- Discuss the purpose of presenting these varying attitudes to expose societal prejudices and biases

IV. The exploration of acceptance as Christopher confronts his father's lies and his mother's infidelity

- Describe Christopher's initial fear towards his father and how he overcomes it
- Analyse his personal growth and acceptance of his parents' flaws and mistakes
- Explain how this character development highlights the potential for individuals with disabilities to overcome challenges and achieve success

V. Conclusion

- Summarise the analysis of Stephens' use of stage directions, portrayal





STEP 1: OUTLINING - Complete Your 100% Essay Outline

Criteria	Status	INTRODUCTION - Do not make this too detailed.
<u>Hook AO1</u> fact/statistic ▾	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	"The Curious Incident of the Dog in the Night-Time" by Simon Stephens is a play that explores attitudes towards disability and difference, raising questions about awareness and acceptance.
<u>Building sentence(s) AO3</u> <input type="checkbox"/> counter-argument OR <input checked="" type="checkbox"/> some contextual info	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	Based on Mark Haddon's novel, the play revolves around Christopher, a character with autism, who struggles to relate to others and function effectively in the modern world. Individuals with autism often experience challenges in communicating and interacting with others, and may prefer solitude. They may struggle to comprehend jokes, metaphors, sarcasm, and other nuances, such as hints or irony, as they tend to interpret language literally, based on its exact meaning, rather than figuratively, which involves referencing something beyond its literal definition.
<u>Thesis statement AO1</u> <input checked="" type="checkbox"/> key-idea-1 <input checked="" type="checkbox"/> key-idea-2 <input checked="" type="checkbox"/> key-idea-3	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	Consequently, this essay will analyse how Simon Stephens employs stage directions to highlight Christopher's disability, while exploring the reactions of other characters towards disability and difference, and examining the theme of acceptance as Christopher grapples with his father's deceit and his mother's infidelity.
Criteria	Status	BODY PARAGRAPH 1 - only focus on KEY IDEA #1
<u>WHAT? Topic sentence AO1</u> <input checked="" type="checkbox"/> key-idea-1	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	Stephens employs stage directions to accentuate Christopher's disability, which hinders his ability to communicate and express himself.
<u>HOW? Supporting sentences AO2</u> <input checked="" type="checkbox"/> terminology <input checked="" type="checkbox"/> evidence <input checked="" type="checkbox"/> close-analysis <input checked="" type="checkbox"/> effects*	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	In one scene, Christopher "curls himself into a ball" in an animalistic manner to evade confrontation, illustrating his vulnerability and difficulty in navigating tense situations. The audience can sense Christopher's fear and anxiety, fostering a sense of empathy towards his character. Furthermore, Christopher's repetition of the word "No" highlights his reliance on non-verbal communication, revealing his frustration and desperation to be understood. These instances of structure and form techniques enable the audience to gain a deeper insight into Christopher's struggles and the range of emotions, such as





		fear, anxiety, and frustration, evoked by his actions. The author's purpose in generating these emotional and psychological effects is to challenge the audience's preconceived notions about disability and promote empathy and understanding towards those who are different. This aim is supported by the context of increasing awareness and advocacy for people with autism and other disabilities in contemporary society, highlighting the importance of embracing diversity and fostering inclusive environments.
<u>WHY? Concluding sentence(s) AO2/AO3</u> <input checked="" type="checkbox"/> author's purpose <input checked="" type="checkbox"/> (final thought / context about the key idea)	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	By employing these techniques, Stephens encourages the audience to reconsider their perspectives on disability and difference, and to engage in a more empathetic and understanding approach towards individuals who face such challenges."
Criteria	Status	BODY PARAGRAPH 2 - only focus on KEY IDEA #2
<u>WHAT? Topic sentence AO1</u> <input checked="" type="checkbox"/> key idea 2	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	The play also explores the reactions of other characters towards Christopher, showcasing different attitudes towards disability and difference.
<u>HOW? Supporting sentences AO2</u> <input checked="" type="checkbox"/> terminology <input checked="" type="checkbox"/> evidence <input checked="" type="checkbox"/> close analysis <input checked="" type="checkbox"/> effects*	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	Mrs. Shears, for example, immediately assumes Christopher has killed her dog, saying, "What in Christ's name have you done to my dog?" This assumption could be based on his presence in her garden or his potential for violent outbursts, but it demonstrates her intolerance towards his disability. In contrast, Ed, Christopher's father, who "is a much more patient person", shows greater awareness and acceptance of his son's disability, understanding his specific preferences and needs. Through the contrasting reactions of these characters, Stephens highlights the varying levels of understanding and empathy towards people with disabilities or differences, prompting the audience to question their own attitudes. The author's purpose for presenting these varying attitudes is to expose societal prejudices and biases, urging the audience to reconsider their own perspectives and become more accepting.





<u>WHY? Concluding sentence(s) AO2/AO3</u> <input checked="" type="checkbox"/> author's purpose <input checked="" type="checkbox"/> (final thought / context about the key idea)	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	This intention is reinforced by the growing discourse around disability rights and inclusion during the time when the play was written.
Criteria	Status	BODY PARAGRAPH 3 - only focus on KEY IDEA #3
<u>WHAT? Topic sentence AO1</u> <input checked="" type="checkbox"/> key-idea-3	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	The theme of acceptance extends to Christopher himself, who must accept that his father lied to him and his mother had an affair.
<u>HOW? Supporting sentences AO2</u> <input type="checkbox"/> terminology <input type="checkbox"/> evidence <input type="checkbox"/> close analysis <input type="checkbox"/> effects*	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	He must overcome his initial fear that his father could hurt him if he hurt the dog, stating, "Father had murdered Wellington. That meant he could murder me." By the end of the play, Christopher demonstrates growth in his ability to accept the flaws and mistakes of his parents. This character development, as well as his love for maths and science, shows that the play is not merely a story of disability, but a complex exploration of differing abilities and acceptance. Stephens' purpose for portraying Christopher's personal growth is to emphasise the potential for individuals with disabilities to overcome challenges and achieve success, while also highlighting the need for societal support and understanding.
<u>WHY? Concluding sentence(s) AO2/AO3</u> <input type="checkbox"/> author's purpose <input checked="" type="checkbox"/> (final thought / context about the key idea)	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	This message is particularly relevant in the context of increasing recognition of the value of neurodiversity and the contributions of people with autism to society.
Criteria	Status	CONCLUSION - <u>CRUCIAL!</u>
<u>Restated thesis AO1</u> (Re-write your thesis statement in different words.)	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	In conclusion, the analysis of Simon Stephens' use of stage directions to accentuate Christopher's disability, the portrayal of varying attitudes towards disability and difference, and the exploration of acceptance as Christopher confronts his father's lies and his mother's infidelity has revealed the author's skilful portrayal





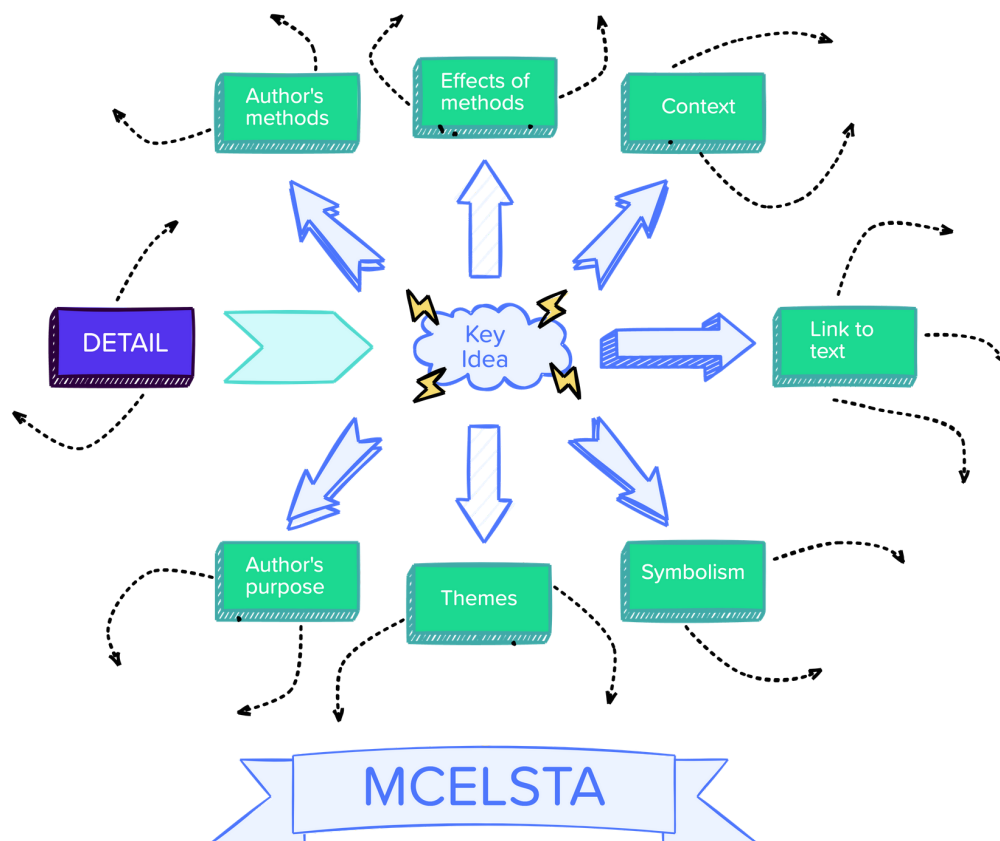
		of complex themes and characters in "The Curious Incident of the Dog in the Night-Time."
Summary of controlling concept AO1 How does your thesis link to the central theme of the text?	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	The play encourages the audience to question their own attitudes and assumptions about people with disabilities or differences and promotes empathy and understanding.
Summary of author's central purpose AO1/AO3 How does the controlling concept reflect the MAIN reason that the author wrote the text?	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	The author's purpose for creating the emotional and psychological effects present in the play is to challenge societal prejudices and biases, urging the audience to reconsider their own perspectives and become more accepting of diversity. The context of increasing awareness and advocacy for people with autism and other disabilities in contemporary society reinforces this intention, making the play a relevant and powerful exploration of the themes of awareness and acceptance.
Universal message AO1 (What is the MAIN message of the text? Focus on the end.)	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	By presenting a nuanced portrayal of Christopher's character and experiences, Stephens invites the audience to see beyond his disability and recognise the potential for growth, understanding, and inclusion.



STEP 2: ADDING DETAIL-Complete the *TTECEA* Checklist for Detail

1. To achieve a grade 9 level of detail, ensure that you link your key idea in each of your body paragraphs to as many of the elements of the *TTECEA* mnemonic as possible (aim to write about 650-950 words maximum for the entire essay)
2. You do not need to have each of the *TTECEA* elements in each paragraph, but make sure you have all of them in the entirety of your essay.
3. Each item on the checklist should only have 2 main purposes:
 - a. **to link to your key idea in each paragraph**
 - b. **and support your argument.**

- ✓ **TOPIC SENTENCE:** Introduce the key idea of your body paragraph.
- ✓ **TECHNIQUE:** Select a key technique the author uses (one you can explore in detail, eg, metaphor, simile, etc).
- ✓ **EVIDENCE:** EMBED a quote to back up your ideas.
- ✓ **CLOSE ANALYSIS:** Break the technique into smaller pieces, zoom in and analyse them PERCEPTIVELY.
- ✓ **EFFECTS ON THE READER*:** Explore what the author's method makes us focus on, feel (emotionally) or think.
- ✓ **AUTHOR'S PURPOSE:** Explore why the might want to make us feel a certain way about certain ideas.





STEP 3: REVISING - Revise Your Essay

Ensure you have revised the following aspects of your essay:





- ☒ Removed/replaced ALL redundant repetition.
- ☒ Replaced ALL instances of the word 'shows' with more accurate and specific verbs for inferring effects of the author's methods (check toolkit).
- ☒ Revised essay for coherence: are the ideas in each of the paragraphs clearly connected to each other?
- ☒ Revised essay for cohesion: check the toolkit for help.
- ☒ Removed all instances of the following words and replace them with specific details of the topics you are exploring:
 - How
 - Shows
 - Some
 - Something
 - Thing
 - This
 - Way
 - What
- ☒ Your vocabulary is academic – no informal language unless quoting directly.
- ☒ Revised essay for clarity – is your essay easy to read? Ask a peer to read it and give you feedback.





STEP 4: EDITING - Edit Your Essay

Ensure you have edited the following aspects of spelling, punctuation, and grammar:

- ☒ All words are spelt correctly.
- ☒ All sentences and names begin with a capital see guidelines below 
- ☒ All sentences end with a full stop.
- ☒  No sentences are separated with a comma  
- ☒ I used a comma before and after the following words or phrases:
 - for example,
 - however
- ☒ I have used ellipses to indicate missing words in quotes.
- ☒ I have used at least one semi-colon to separate or join closely related sentences.
 - The language paper focuses on various forms of writing; the literature paper focuses primarily on academic essay writing.
 - There are five keys to a grade 9 essay: structure, conceptualisation, context, detail, and convincing evidence.
- ☒ I have used a colon to introduce a quote, phrase, word, etc.

HOW TO REMEMBER CAPITALS - **ABLE PRINTS**:

- **Abbreviations: U.K., USA, UAE**
- **Beginnings of sentences: Nobody** saw it coming.
- **Languages: French, Spanish, Italian, Arabic,**
- **Emphasis - I LOVE CHEESE!** (avoid this)

- **Places: Africa, Mecca, London, Zimbabwe**
- **Religions and words related to them: Islam/Muslim, Christianity/Christian, Judaism/Jewish, Hinduism/Hindu**
- **I, as in me**
- **Names (specific) of people, places, businesses, e.g., Shakespeare, Apple, London.**
- **Titles of books, movies, or programmes, e.g., The Lion King, Macbeth,**
- **Special days: Eid, Christmas, Diwali**

SPAG RULES

<https://www.grammarly.com/blog/category/handbook/>





STEP 5: COMPLETE - Put Your Essay Together as One Complete Piece

"The Curious Incident of the Dog in the Night-Time" by Simon Stephens is a play that explores attitudes towards disability and difference, raising questions about awareness and acceptance. Based on Mark Haddon's novel, the play revolves around Christopher, a character with autism, who struggles to relate to others and function effectively in the modern world. Individuals with autism often experience challenges in communicating and interacting with others, and may prefer solitude. They may struggle to comprehend jokes, metaphors, sarcasm, and other nuances, such as hints or irony, as they tend to interpret language literally, based on its exact meaning, rather than figuratively, which involves referencing something beyond its literal definition. Consequently, this essay will analyse how Simon Stephens employs stage directions to highlight Christopher's disability, while exploring the reactions of other characters towards disability and difference, and examining the theme of acceptance as Christopher grapples with his father's deceit and his mother's infidelity.

Stephens employs stage directions to accentuate Christopher's disability, which hinders his ability to communicate and express himself. In one scene, Christopher "curls himself into a ball" in an animalistic manner to evade confrontation, illustrating his vulnerability and difficulty in navigating tense situations. The audience can sense Christopher's fear and anxiety, fostering a sense of empathy towards his character. Furthermore, Christopher's repetition of the word "No" highlights his reliance on non-verbal communication, revealing his frustration and desperation to be understood. These instances of structure and form techniques enable the audience to gain a deeper insight into Christopher's struggles and the range of emotions, such as fear, anxiety, and frustration, evoked by his actions. The author's purpose in generating these emotional and psychological effects is to challenge the audience's preconceived notions about disability and promote empathy and understanding towards those who are different. This aim is supported by the context of increasing awareness and advocacy for people with autism and other disabilities in contemporary society, highlighting the importance of embracing diversity and fostering inclusive environments. By employing these techniques, Stephens encourages the audience to reconsider their perspectives on disability and difference, and to engage in a more empathetic and understanding approach towards individuals who face such challenges."

The play also explores the reactions of other characters towards Christopher, showcasing different attitudes towards disability and difference. Mrs. Shears, for example, immediately assumes Christopher has killed her dog, saying, "What in Christ's name have you done to my dog?" This assumption could be based on his presence in her garden or his potential for violent outbursts, but it demonstrates her intolerance towards his disability. In contrast, Ed, Christopher's father, who "is a much more patient person", shows greater awareness and acceptance of his son's disability, understanding his specific preferences and needs. Through the contrasting reactions of these characters, Stephens highlights the varying levels of understanding and empathy towards people with disabilities or differences, prompting the audience to question their own attitudes. The author's purpose for presenting these varying attitudes is to expose societal prejudices and biases, urging the audience to reconsider their own perspectives and become more accepting. This intention is reinforced by the growing discourse around disability rights and inclusion during the time when the play was written.

The theme of acceptance extends to Christopher himself, who must accept that his father lied to him and his mother had an affair. He must overcome his initial fear that his father could hurt him if he hurt the dog, stating, "Father had murdered Wellington. That meant he could murder me." By the end of the play, Christopher demonstrates growth in his ability to accept the flaws and mistakes of his parents. This character development, as well as his love for maths and science, shows that the play is not merely a story of disability, but a complex exploration of differing abilities and acceptance. Stephens' purpose for portraying Christopher's personal growth is to emphasise the potential for





individuals with disabilities to overcome challenges and achieve success, while also highlighting the need for societal support and understanding. This message is particularly relevant in the context of increasing recognition of the value of neurodiversity and the contributions of people with autism to society.

In conclusion, the analysis of Simon Stephens' use of stage directions to accentuate Christopher's disability, the portrayal of varying attitudes towards disability and difference, and the exploration of acceptance as Christopher confronts his father's lies and his mother's infidelity has revealed the author's skilful portrayal of complex themes and characters in "The Curious Incident of the Dog in the Night-Time." The play encourages the audience to question their own attitudes and assumptions about people with disabilities or differences and promotes empathy and understanding. The author's purpose for creating the emotional and psychological effects present in the play is to challenge societal prejudices and biases, urging the audience to reconsider their own perspectives and become more accepting of diversity. The context of increasing awareness and advocacy for people with autism and other disabilities in contemporary society reinforces this intention, making the play a relevant and powerful exploration of the themes of awareness and acceptance. By presenting a nuanced portrayal of Christopher's character and experiences, Stephens invites the audience to see beyond his disability and recognise the potential for growth, understanding, and inclusion.

