



CHRISTOPHER BOONE

! 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.

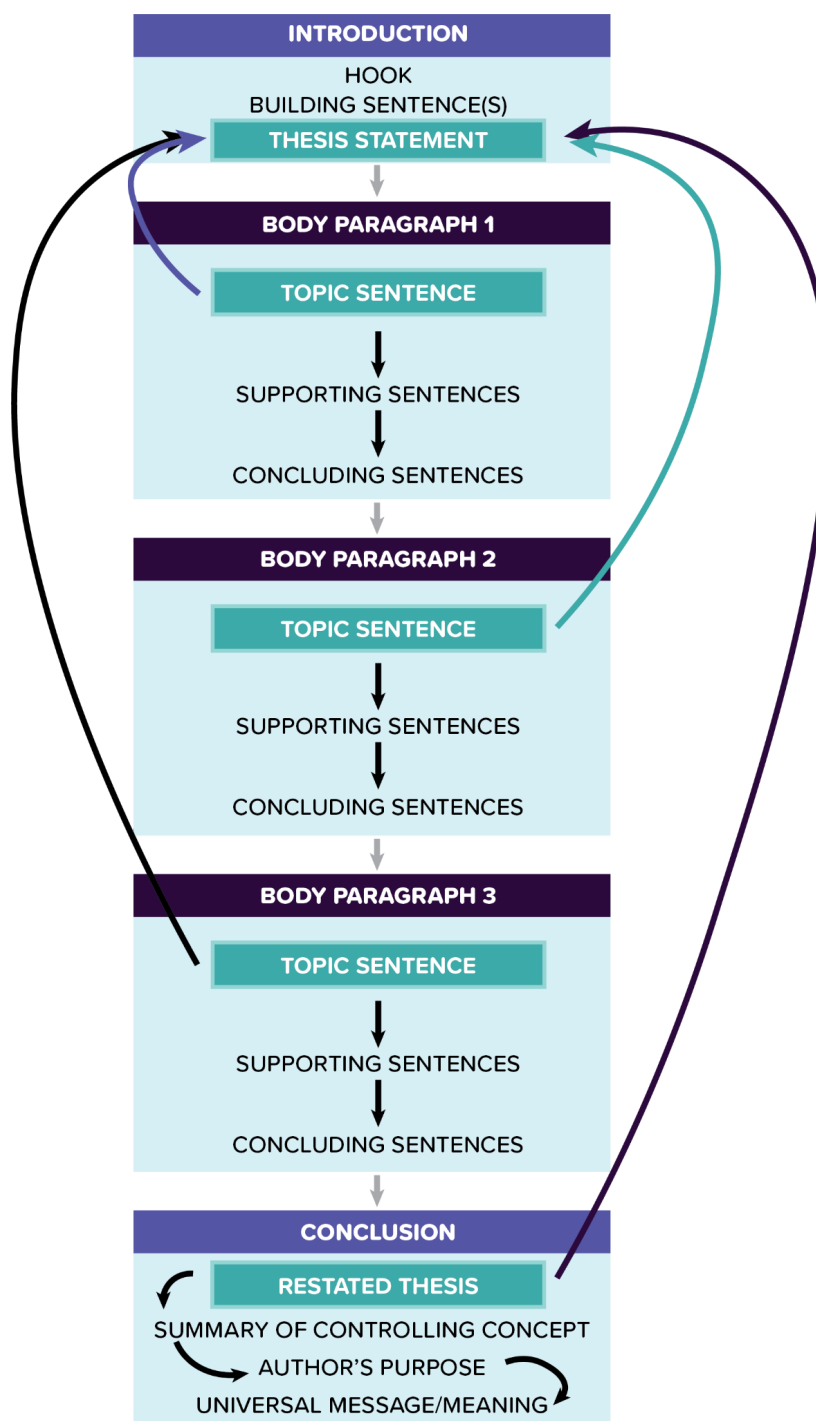
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100% ESSAY STRUCTURE OVERVIEW





ESSAY PLAN

I. Introduction

- A. Introduce the play and Christopher Boone as a character on the autism spectrum
- B. Thesis statement: Analyse the playwright's narrative techniques, character relationships, and thematic repetition to provide an intimate portrayal of the protagonist's growth and resilience while challenging societal expectations and fostering empathy for individuals with Asperger's Syndrome

II. Narrative Techniques

- A. First-person narrative style
 - 1. Engages audience with Christopher's thoughts and emotions
 - 2. Highlights his unique perspective and challenges
- B. Literary devices
 - 1. Paradox and irony
 - 2. Commentary on storytelling and the nature of truth

III. Character Relationships

- A. Christopher and Siobhan
 - 1. Understanding and trust
 - 2. Intellectual and emotional support
- B. Christopher and Ed
 - 1. Strained relationship
 - 2. Lack of honesty and understanding

IV. Thematic Repetition

- A. 'Does that mean I can do anything?'
 - 1. Highlights Christopher's growth and development
 - 2. Emphasises themes of self-discovery and personal empowerment
 - 3. Invites audience empathy and celebration of achievements

V. Conclusion

- A. Recap main points
- B. Discuss the impact of the play on challenging societal expectations and stereotypes associated with autism
- C. Highlight the importance of recognising and embracing neurodiversity
- D. Encourage empathy and understanding for individuals with Asperger's Syndrome and other neurodiverse conditions





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)	In 'The Curious Incident of the Dog in the Night-Time,' the enigmatic portrayal of Christopher Boone, a character whose behaviours suggest an autism spectrum diagnosis, invites readers to delve deeper into the text, challenging conventional notions of normalcy and exploring the multifaceted experiences of those deemed 'outsiders' in society.
<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)	The play delves into his unique perspective on the world as he embarks on a journey to solve the mystery of a neighbour's dog's murder. Through Christopher's narration, the audience gains a deeper understanding of the challenges and strengths associated with his condition.
<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 the playwright's narrative techniques, character relationships, and thematic repetition to provide an intimate portrayal of the protagonist's growth and resilience while challenging societal expectations and fostering empathy for individuals with Asperger's Syndrome.
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)	In crafting a first-person narrative style, Stephens enables the audience to intimately engage with Christopher's thoughts and emotions while highlighting the protagonist's unique perspective.
<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)	This narrative choice is particularly effective in communicating Christopher's struggles with interpersonal communication, as exemplified by the vivid stage directions accompanying his reaction to the police officer's inquiries: 'Christopher puts his hands over his ears. He closes his eyes... He starts groaning.' Such a visceral portrayal of Christopher's inability to express himself verbally not only resonates with the audience but also underscores the challenges faced by individuals with Asperger's Syndrome, contextualising the character's experiences within the broader framework of neurodiversity. Stephens further employs literary devices such as paradox and irony to accentuate the complexity of Christopher's thought processes and experiences.





		For instance, the incongruity between Christopher's disdain for fiction and his own existence as a fictional character provides a thought-provoking commentary on the nature of storytelling, reflecting the author's desire to challenge conventional narrative tropes.
WHY? Concluding sentence(s) AO2/AO3 <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)	Additionally, Christopher's preoccupation with facts and figures, as evidenced by his declaration, 'I know all the countries of the world... and every prime number up to 7507', underlines his preference for truth and precision. In the context of the play, this fixation highlights Christopher's unique cognitive abilities while shedding light on the strengths and challenges associated with Asperger's Syndrome, thus lending greater depth and authenticity to the character's portrayal.
Criteria	Status	BODY PARAGRAPH 2 - only focus on KEY IDEA #2
WHAT? Topic sentence AO1 <input checked="" type="checkbox"/> key idea 2	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	Further emphasising the challenges individuals face with Asperger's Syndrome, Stephens uses Christopher's journey to London as a pivotal point in the play to showcase the protagonist's growth and resilience.
HOW? Supporting sentences AO2 <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)	For instance, the conversations between Christopher and Siobhan are marked by understanding and trust, as evident when Siobhan asks, 'What's the logarithmic formula for the approximate number of prime numbers not greater than x?'. This question demonstrates not only Siobhan's ability to engage with Christopher's interests but also her role in providing intellectual support. On the other hand, the relationship between Christopher and Ed is strained, as seen in Ed's confession: 'I killed Wellington, Christopher'. This revelation not only underscores the lack of honesty and trust that pervades their relationship but also highlights Ed's failure to understand Christopher's emotional needs. Ed's inability to communicate effectively with his son is further exemplified when he tries to apologise after a fight, saying, '...I really mean what I say... sorry' (83), only for Christopher's thoughts to wander elsewhere.
WHY? Concluding sentence(s) AO2/AO3 <input checked="" type="checkbox"/> author's purpose	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	The contrast between the two relationships is stark, as Siobhan's openness and genuine care for Christopher offer him the emotional support he lacks from his father.





<input checked="" type="checkbox"/> (final thought / context about the key idea)		
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> (only mark complete when steps 1-5 are ALL complete)	Finally, the repetition of the line 'Does that mean I can do anything?' by Christopher at the close of the play serves multiple purposes and carries significant weight regarding character development, thematic exploration, and emotional impact on the audience.
<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> (only mark complete when steps 1-5 are ALL complete)	Firstly, this repetition highlights Christopher's growth and development throughout the play. At the beginning of the story, Christopher faces numerous challenges and limitations, many of which stem from his autism and the way people perceive and treat him. However, as the play progresses, Christopher overcomes various obstacles, ultimately demonstrating his capability to achieve his goals. By asking this question, Christopher essentially affirms his newfound confidence and belief in his abilities. Secondly, the repetition of this line underscores the play's themes of self-discovery and personal empowerment. Christopher's journey is not just a physical one, as he travels to London, but also an emotional and psychological one. The repeated question is a testament to Christopher's transformation and realisation of his potential, challenging societal expectations and stereotypes associated with autism. Lastly, the repetition of this line invites the audience to empathise with Christopher and celebrate his achievements alongside him.
<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> (only mark complete when steps 1-5 are ALL complete)	The question emphasises the universality of the human desire for self-actualisation and the ability to overcome adversity, leaving the audience with a sense of hope and inspiration, as they witness Christopher's triumph over his challenges.
Criteria	Status	CONCLUSION - <u>CRUCIAL!</u>
<u>Restated thesis AO1</u>	<div>Complete ▾</div> (only mark complete when steps 1-5 are ALL complete)	In conclusion, the analysis of the playwright's narrative techniques, character relationships, and thematic repetition has demonstrated how 'The Curious Incident of the Dog in the Night-Time' offers an intimate portrayal of the protagonist's





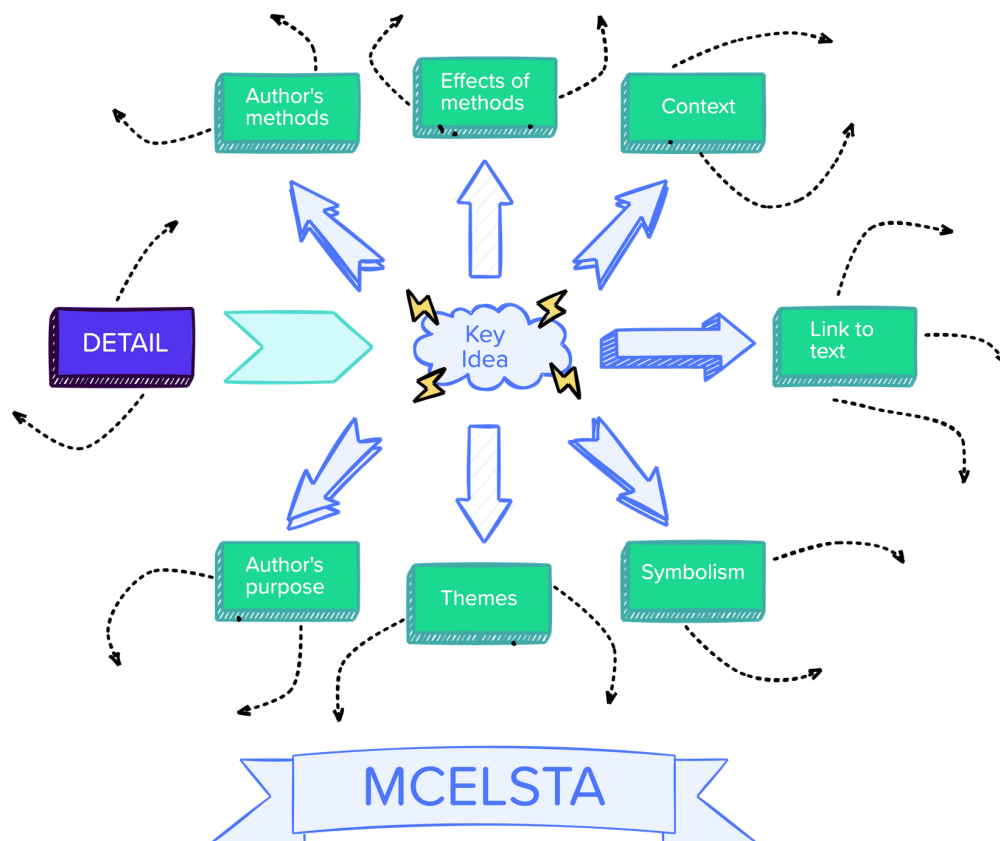
<p>(Re-write your thesis statement in different words.)</p>		growth and resilience, while challenging societal expectations and fostering empathy for individuals with Asperger's Syndrome.
<p><u>Summary of controlling concept AO1</u></p> <p>How does your thesis link to the central theme of the text?</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	By employing a first-person narrative style and delving into the character relationships and experiences of Christopher, Stephens aims to foster empathy, understanding, and a deeper awareness of neurodiversity in the audience.
<p><u>Summary of author's central purpose AO1/AO3</u></p> <p>How does the controlling concept reflect the MAIN reason that the author wrote the text?</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	Through this exploration, the play challenges societal expectations and preconceived notions about individuals with autism, ultimately delivering a powerful message about personal growth, resilience, and the human capacity to overcome adversity. The play highlights the importance of recognising and embracing neurodiversity, encouraging the audience to challenge societal expectations and stereotypes associated with autism. Through Christopher's journey, the play demonstrates that individuals with autism are capable of overcoming adversity, achieving their goals, and leading fulfilling lives. Additionally, the play conveys the significance of open and supportive relationships, as seen through Christopher's interactions with Siobhan and his father, Ed.
<p><u>Universal message AO1</u></p> <p>(What is the MAIN message of the text? Focus on the end.)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	Ultimately, the play advocates for a more empathetic and understanding society, fostering a greater appreciation for the unique perspectives and experiences of individuals with Asperger's Syndrome and other neurodiverse conditions.



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

In 'The Curious Incident of the Dog in the Night-Time,' the enigmatic portrayal of Christopher Boone, a character whose behaviours suggest an autism spectrum diagnosis, invites readers to delve deeper into the text, challenging conventional notions of normalcy and exploring the multifaceted experiences of those deemed 'outsiders' in society. The play delves into his unique perspective on the world as he embarks on a journey to solve the mystery of a neighbour's dog's murder. Through Christopher's narration, the audience gains a deeper understanding of the challenges and strengths associated with his condition. Consequently, this essay will analyse the playwright's narrative techniques, character relationships, and thematic repetition to provide an intimate portrayal of the protagonist's growth and resilience while challenging societal expectations and fostering empathy for individuals with Asperger's Syndrome.

In crafting a first-person narrative style, Stephens enables the audience to intimately engage with Christopher's thoughts and emotions while highlighting the protagonist's unique perspective. This narrative choice is particularly effective in communicating Christopher's struggles with interpersonal communication, as exemplified by the vivid stage directions accompanying his reaction to the police officer's inquiries: 'Christopher puts his hands over his ears. He closes his eyes... He starts groaning.' Such a visceral portrayal of Christopher's inability to express himself verbally not only resonates with the audience but also underscores the challenges faced by individuals with Asperger's Syndrome, contextualising the character's experiences within the broader framework of neurodiversity. Stephens further employs literary devices such as paradox and irony to accentuate the complexity of Christopher's thought processes and experiences. For instance, the incongruity between Christopher's disdain for fiction and his own existence as a fictional character provides a thought-provoking commentary on the nature of storytelling, reflecting the author's desire to challenge conventional narrative tropes. Additionally, Christopher's preoccupation with facts and figures, as evidenced by his declaration, 'I know all the countries of the world... and every prime number up to 7507', underlines his preference for truth and precision. In the context of the play, this fixation highlights Christopher's unique cognitive abilities while shedding light on the strengths and challenges associated with Asperger's Syndrome, thus lending greater depth and authenticity to the character's portrayal.

Further emphasising the challenges individuals face with Asperger's Syndrome, Stephens uses Christopher's journey to London as a pivotal point in the play to showcase the protagonist's growth and resilience. For instance, the conversations between Christopher and Siobhan are marked by understanding and trust, as evident when Siobhan asks, 'What's the logarithmic formula for the approximate number of prime numbers not greater than x?'. This question demonstrates not only Siobhan's ability to engage with Christopher's interests but also her role in providing intellectual support. On the other hand, the relationship between Christopher and Ed is strained, as seen in Ed's confession: 'I killed Wellington, Christopher'. This revelation not only underscores the lack of honesty and trust that pervades their relationship but also highlights Ed's failure to understand Christopher's emotional needs. Ed's inability to communicate effectively with his son is further exemplified when he tries to apologise after a fight, saying, '...I really mean what I say... sorry' (83), only for Christopher's thoughts to wander elsewhere. The contrast between the two relationships is stark, as Siobhan's openness and genuine care for Christopher offer him the emotional support he lacks from his father.

Finally, the repetition of the line 'Does that mean I can do anything?' by Christopher at the close of the play serves multiple purposes and carries significant weight regarding character development, thematic exploration, and emotional impact on the audience. Firstly, this repetition highlights Christopher's growth and development throughout the play. At the beginning of the story, Christopher faces numerous challenges and limitations, many of which stem





from his autism and the way people perceive and treat him. However, as the play progresses, Christopher overcomes various obstacles, ultimately demonstrating his capability to achieve his goals. By asking this question, Christopher essentially affirms his newfound confidence and belief in his abilities. Secondly, the repetition of this line underscores the play's themes of self-discovery and personal empowerment. Christopher's journey is not just a physical one, as he travels to London, but also an emotional and psychological one. The repeated question is a testament to Christopher's transformation and realisation of his potential, challenging societal expectations and stereotypes associated with autism. Lastly, the repetition of this line invites the audience to empathise with Christopher and celebrate his achievements alongside him. The question emphasises the universality of the human desire for self-actualisation and the ability to overcome adversity, leaving the audience with a sense of hope and inspiration, as they witness Christopher's triumph over his challenges.

In conclusion, the analysis of the playwright's narrative techniques, character relationships, and thematic repetition has demonstrated how 'The Curious Incident of the Dog in the Night-Time' offers an intimate portrayal of the protagonist's growth and resilience, while challenging societal expectations and fostering empathy for individuals with Asperger's Syndrome. By employing a first-person narrative style and delving into the character relationships and experiences of Christopher, Stephens aims to foster empathy, understanding, and a deeper awareness of neurodiversity in the audience. Through this exploration, the play challenges societal expectations and preconceived notions about individuals with autism, ultimately delivering a powerful message about personal growth, resilience, and the human capacity to overcome adversity. The play highlights the importance of recognising and embracing neurodiversity, encouraging the audience to challenge societal expectations and stereotypes associated with autism. Through Christopher's journey, the play demonstrates that individuals with autism are capable of overcoming adversity, achieving their goals, and leading fulfilling lives. Additionally, the play conveys the significance of open and supportive relationships, as seen through Christopher's interactions with Siobhan and his father, Ed. Ultimately, the play advocates for a more empathetic and understanding society, fostering a greater appreciation for the unique perspectives and experiences of individuals with Asperger's Syndrome and other neurodiverse conditions.

