

Paddy Clarke Ha Ha Ha

Study Guide for CCEA GCSE
English Literature

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Teacher's Introduction

This study guide has been written to accompany the reading and revision of *Paddy Clarke Ha Ha Ha* as a text for CCEA English Literature Unit 1: The Study of Prose. The text can also be used as a controlled assessment task for CCEA English Language Unit 3, Task 2: The Study of Written Language.

How to Use this Study Guide

The book is not divided up into chapters, therefore, the summaries will focus on the different sections of the book with page numbers provided. There are four main sections which contain summaries followed by a detailed analysis of different aspects of the text. This guide is designed to provide a thorough understanding of all aspects of the novel. It begins with a section that gives some background information about the novel and the writer, Roddy Doyle, including a link to an informative interview with Roddy Doyle. There is then a summary of the novel's key plot points to ensure that students are familiarised with the main events of the text, followed by a section that briefly introduces the novel's key characters, and how they are connected to one another.

As the novel does not follow a conventional plot and is not broken into chapters, the main bulk of the guide, which contains summaries of events in the novel, is divided up into sections. The end of each section focuses on themes and ideas, with an end of section glossary and questions. Some sections also include creative writing activities which aim to explore characters' feelings in the novel. The final part of the pack focuses on exam and Controlled Assessment preparation.

Features	Section Reference
The key events	Key Plot Points
Key characters and why they are important, their characteristics, characterisation techniques used by the author and relationships in the novel	<ul style="list-style-type: none">• Character List and Relationships• Character Analyses• Building Character Profiles
Detailed commentaries on key themes, literary techniques, interpretations, contextual influence and important quotations for every chapter	Section Summaries and Analyses
The author's choices of language, structure and form across the novel as a whole and how these choices affect the reader	<ul style="list-style-type: none">• Language Structure and Form
Analyses of key ideas, themes and settings across the novel and why they are important	<ul style="list-style-type: none">• Ideas, Themes and Settings• Theme Development
Key historical, cultural and social contextual points and how they influence the novel as a whole*	Historical, Cultural and Social Context*
Getting the most out of revision time	<ul style="list-style-type: none">• Revising <i>Paddy Clarke Ha Ha Ha</i>• Sample Essays/Plan and Response
How to approach the exam and/or Controlled Assessments	<ul style="list-style-type: none">• General Guidance on Writing Essays• Literature Exam Information• Sample Exam Questions

* **Please note:** AO4 (context) is not assessed in this exam. However, it's good to know about the novel's background and context to help students to build their own interpretations (for AO1).

Edition of the Text

The text edition used throughout this guide is: Doyle, R, *Paddy Clarke Ha Ha Ha*, Minerva Fiction, 1993

Acknowledgements:

Thanks to Lewis Gilliard for the original illustrations throughout.

September 2017

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Specification Information

Literature Notes

Paddy Clarke Ha Ha Ha is a prescribed text for the CCEA English Literature specification to the requirements of the specifications for GCSE Literature for this exam board.

The summary grid below indicates how *Paddy Clarke Ha Ha Ha* will be assessed.



English Literature
Unit 1: The Study of Prose
Section A: Novel
Exam: one question from a choice of two.

- ✓ This is part of an external examination and worth **20% of GCSE marks**.
- ✓ *Paddy Clarke Ha Ha Ha* is **Unit 1: The Study of Prose – Section A: Novel**.
- ✓ The exam is **1 hour 45 minutes** long. You should spend **1 hour** on this section.
- ✓ There is a choice of two essay questions, from which you **choose one**.
- ✓ It is a closed-book examination.

Assessment Objectives

- AO1** Respond to texts critically and imaginatively, and select and evaluate relevant material and support interpretations.
- AO2** Explain how language, structure and form contribute to writers' presentational effects and settings.

Language Notes

Paddy Clarke Ha Ha Ha can be used as a text for the Controlled Assessment task in the English Language specification. The guide has been written to meet requirements for English Literature, although Language to Explore also explores:

- reading and understanding texts
- developing interpretations of writer's ideas and perspectives
- evaluating linguistic, structural and presentational features to achieve effects



English Language
Unit 3: Task 2 – The Study of Written Language
Controlled Assessment

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Background Information – Roddy Doyle

Note: AO4 (context) is not assessed in this exam. However, it's good to know about background and context to help you inform your interpretations (which you'll need to do for AO1).

Roddy Doyle was born in Dublin in 1958. After going to university (where he gained a General Arts degree) he taught English and Geography for fourteen years in north Dublin. He wrote during his teaching career and now writes full-time.

His first novel, *The Commitments*, was published in 1987. It was successful and made into a film in 1992. *The Snapper* was published in 1990, followed by *The Van* in 1991. The three stories were set in the fictional Barrytown and featured in a collection called *The Barrytown Trilogy*.

Roddy and Paddy

Paddy Clarke Ha Ha Ha was published in 1993 and won the Booker Prize. His writing is based on aspects of life in Ireland, particularly involving working-class characters and experiences. His themes and characters centre on the lives of Irish people.

Paddy Clarke Ha Ha Ha is about a boy growing up in Ireland in the 1960s. Most of it is about life there: particularly for the working classes. When the story begins, it is through Paddy's story, the reader grows familiar with what life was like in the 1960s. Elements of the story may be autobiographical mixed with fiction. Like most of his work, *Ha Ha Ha* is set in the fictional Barrytown.



Active Learning



How did Roddy Doyle come to write *Paddy Clarke Ha Ha Ha*? Read an information sheet for the film link: [zzed.uk/8021-Doyle](https://www.zzed.uk/8021-Doyle)

Roddy Doyle reveals that he was influenced by William Golding's classic novel *Lord of the Flies*. Like *Paddy Clarke Ha Ha Ha* the novel is about a group of boys and the mischief they play on themselves. Both novels explore the possible cruel nature of boys in gangs – including each other and killing creatures. Links between *Paddy Clarke Ha Ha Ha* and *Lord of the Flies*:

- Rules – both conforming to and breaking them
- The effect of authority, order and routine
- Boys' cruelty

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Key Plot Points

Paddy Clarke Ha Ha Ha is a novel which recounts the events of Paddy, a 10-year-old boy in the 1960s, and his changing relationships with his younger brother, his gang, his parents and his school.



- Paddy (the narrator and protagonist) and his gang – Kevin, Liam, Aidan and Paddy regularly trespass on a building site in their home town and the gang get up to mischief in the neighbourhood of Barrytown. They run away after creating a fire on the building site. On one occasion the boys force Sinbad to put lighter fuel in his mouth and his lips are burnt.
- One night, Paddy overhears his parents arguing. He sits on the stairs and waits for them to go to bed.
- Paddy describes school and the cinema shows which take place there. The boys in the school kill a rat they give it a Viking-style funeral. Paddy also describes the 'Granny's' in which the boys jump over their neighbours' fences in the night.
- When Paddy's father buys a new car, he takes the whole family out for a picnic in the park between his parents.
- Paddy names the boys from the Corporation houses as 'slum scum' – the gang starts to move towards them.
- 'The swear word game' involves the boys sitting in a circle while Kevin carries on saying swear words until he leaves the circle, upset, after saying hurtful comments about his dead mother.
- The boys start to travel further afield on their bikes. They steal from shops – magazines only to see his mother who reports what happened to his father and Sinbad for their parts in the event.
- One morning, when Paddy gets up, he is amazed to find that the washing up has been done. This makes him very anxious – he is used to the security of familiar routines.
- There are new boys at school from the Corporation estate: Sean Whelan and Charles Leavy. They are picked up by Mr Hennessey because he's not focusing – he was looking at Sean Whelan. Sean and Charles have a fight after school but Charles Leavy joins in and kicks Paddy. Paddy feels that nobody supports him – not even Kevin who stands by and watches.

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- Paddy locks Sinbad into a suitcase at home but panics when he realises that Sinbad is his father. He rushes to get his father, who opens the case. Sinbad does not react. Paddy is older – he no longer needs to use the night-light and this bothers Paddy.
- Paddy hears a smacking sound and his mum goes straight to her room. Paddy is arguing by staying awake and working on his homework.
- When Aidan gets stuck in some mud the gang think it's funny but then Paddy brings his dad to help Aidan.
- The boys are caught for using sawdust from the butcher for Ian McEvoy's guinea. They are given a chop from a leg of beef. He warns them that he will catch them stealing from him again.
- Mr Hennessey shows Paddy Sinbad's work which is smeared by his tears. Paddy must be affected as well. One morning Paddy's mother does not get up to her room. They have to get their own however when Paddy returns home, things have changed. His parents fight regularly now and Paddy tries to talk to Sinbad about it. Sinbad called his real name from now on.
- One day in school Paddy falls asleep at his desk. Mr Hennessey carries him to his room. He wakes up. His friends want to talk to him about it, but Paddy only wants to go home.
- Paddy becomes drawn to Charles Leavy who appears tough and doesn't care for him. One night Paddy's father does not return after work. The next day Paddy plays truant from school and follows Charles Leavy, who truant regularly. He goes back and gets into an argument with Kevin. They have a fight which Paddy wins. The rest of the gang turn on Paddy too, because they follow Kevin. Paddy boycotts him but does not care. Kevin's father leaves. The other boys sing he is a coward however Paddy sees that the other kids – he has had a lot of growing up to do.
- At the end of the novel, Paddy's father visits at Christmas. When he arrives Paddy and Sinbad talk formally that he is very well. Paddy has grown up.

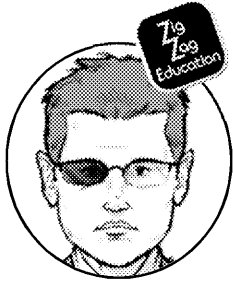
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Introducing the Key Characters

Paddy Clarke

Paddy is the main character and the narrator of the story. He experiences both family and friendship changes as the novel progresses. The majority of the novel is about Paddy's light-hearted exploits with his gang but the story turns darker towards the end when Paddy's dad leaves the family. By the end of the novel Paddy seems calmer and is much more emotionally mature as a result of his experiences and is ready to take on the role of 'the man of the house.'

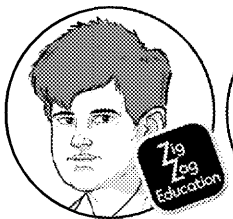


Sinbad

Paddy's younger brother Francis is nicknamed Sinbad by Paddy. Later in the novel Sinbad asks to be called by his proper name. At this point in the novel, both boys are going through a period of stress as their parents keep arguing and it looks like they will separate. Paddy helps his younger brother to eventually realise that he loves him.

Kevin

Kevin is Paddy's best friend throughout the majority of the novel however Paddy questions his behaviour when he sees Kevin picking on Liam and Aidan because they are from a single parent family. Eventually Paddy sees that Kevin will treat him the same way and that they were never really friends so he breaks their friendship and they have a fight. Kevin turns all the other boys in the class against him by the end of the story.

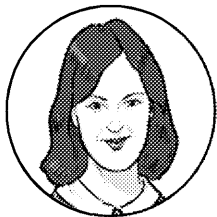


Liam and Aidan

The two brothers are in the boys' gang but are picked on by Kevin and Paddy. It is only when they are regularly bullied that Paddy starts to understand what it is like to be in a dysfunctional home and then be treated with violence.

Mr Clarke

Paddy's dad becomes a distant figure to the boys as the novel progresses. He never seems to be disturbed and spends a lot of time reading the newspaper. Paddy can't understand his parents' fight and when he witnesses his dad hit his mum on the shoulder, his dad leaves soon after. At the end of the novel, Paddy speaks to his dad formally when he visits him at Christmas. This shows the distance which has grown between them.



Mrs Clarke

Paddy is close to his mum and goes to her when he has hurt his friends. Mrs Clarke is a caring mother and tries to help her children in the Clarke household. Paddy can't understand why his dad leaves her shortly after he sees his dad hit his mum that his dad leaves.

Mr Hennessey

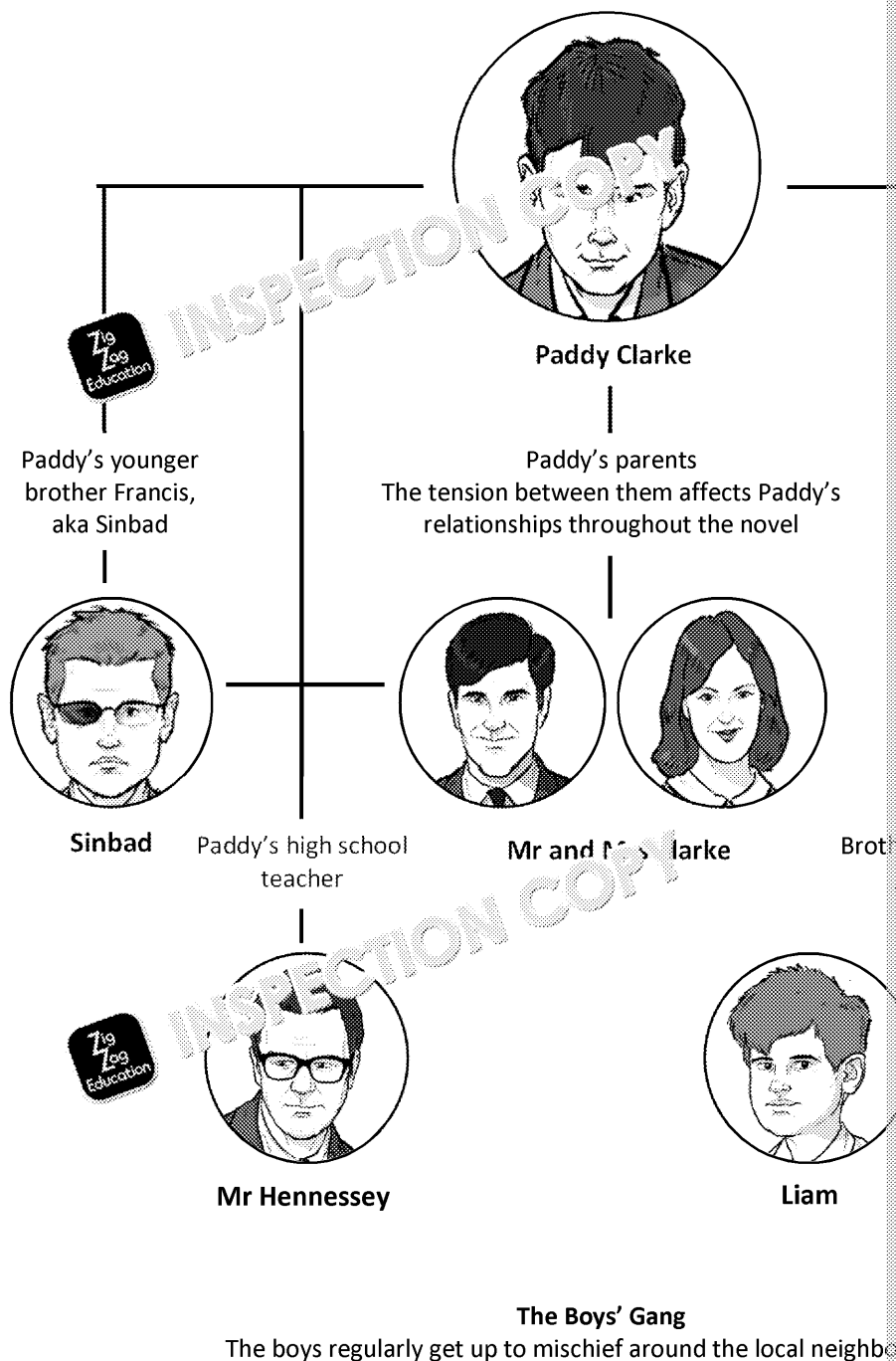
Mr Hennessey is Paddy's school teacher who maintains order and discipline in his class. He is strict but the boys respect him because they learn. Mr Hennessey tells Paddy to tell his mum about Sinbad's tears staining his work. However, when Paddy falls asleep in his classroom, being awake all night, Mr Hennessey takes him to the Headmaster's room to sleep. Paddy's home life is falling apart, Mr Hennessey's class room is the only place where he experiences a calm routine.

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Relationship Map



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Section Summaries and Analysis

Section 1, pp. 1–83

What is this chapter about?

The novel's opening is made up of a series of anecdotes about Paddy's childhood consciousness as Paddy's mind jumps from one story to another. It is mostly light tension which develops throughout the novel. The novel's opening is a direct comparison that shows Paddy's gradual transformation as the novel progresses.

Why is this chapter important?

The Introduction of the Boys

The narrative begins in the present tense, creating a sense of both reality and immersion. The opening of the novel 'Kevin stopped at a gate and bashed it with his stick' (p. 1) makes us feel an immediate involvement. This quotation is also an early indication of Kevin's character: he likes to be in control of the others in his gang (he is always the leader or 'the one who uses a weapon in a 'game' later on in the novel. Another early indication of Kevin's character when he 'pushed Liam' (p. 2). As the novel progresses, we see how Kevin regularly bullies Liam and this is part of the reason why Paddy's friendship breaks down with him.

James O' Keefe is a naughty boy in Paddy's class who is regularly in trouble with Mr Doyle for his antics. He is introduced in the very first page of the novel, in one of Paddy's light-hearted anecdotes about school life: 'Mister Hennessey, hated James O' Keefe. Despite being so naughty, James is not a prominent member of the gang and is, in fact, a minor character throughout the novel.

Teacher's Tip

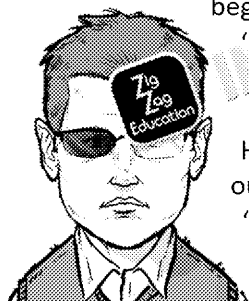
It's important to be aware of Paddy's thoughts and feelings, as well as his relationships, at the start of the novel as they change as the novel progresses. You should have your own ideas about how and why Paddy changes as the novel develops. You may need to contrast Paddy's character, or write about how he changes, throughout the novel.

Doyle has described how one of his influences on the novel was William Golding's *Lord of the Flies* (see 'Active Learning' in the section on Doyle) – the cruelty in boys' nature – and the cruelty and antics when they are together without adult supervision in the novel. They light fires and are cruel to each other, as in *Lord of the Flies* as order disintegrates when they are together on an island.

However, despite the cruelty, Doyle also shows a sense of empathy. For example, when Paddy and Kevin discuss the boys' treatment at school, they think that it is a good thing as they get a better treatment at school. However, as the novel progresses, they are treated differently as a result of his family experience.

How Sinbad is Presented

A subtle indication of Sinbad's personality is when Paddy sees how Sinbad 'started to show sensitivity straightaway as he is upset by Paddy's and Kevin's discussion about having a fight. Furthermore, when Paddy describes how 'We left Sinbad stuck in the hedge and he was crying, this is another indication of the boys' cruelty and it also serves as a contrast when they begin to change towards his brother. At the start of the novel, Sinbad is 'the one who was the best at the hedge' and even put lighter fuel in his mouth. As this novel progresses, we see Paddy in a fairly negative light at the start of the novel.



However, Paddy's sense of responsibility towards his brother is shown when he gets out of the hedge after Sinbad says that he will tell their mother about the 'pecking order' in the gang: Kevin is the leader, Liam, Aidan, and Sinbad. It is important to Paddy that he is seen as having control over the gang. Sinbad was terrible; in front of the others, I couldn't sort out my

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Paddy's Growing Awareness

Paddy is aware of this pecking order. An example of this is when he creates the game 'Father Damian and the Lepers.' He deliberately doesn't include Kevin because he knows that he would be Father Damian. He describes how 'it was my story' (p. 51) and how he 'got the McCarthy twins and Willy Hancock' (p. 51).

The Changing Setting

Parallel to Paddy changing throughout the novel, the setting changes too. In fictional Barrytown, building work is taking place. The landscape is changing. Paddy witnesses a landscape like 'the road was going to be a main road to the town' (p. 22). The landscape develops as a result of building work. Nothing remains the same throughout the novel – there are constant developments and changes in both settings and relationships. New Corporation houses are built – again, this becomes significant later in the novel when there are two new arrivals in Paddy's class who have arrived as a result of these new developments.

Paddy's Home Life

Paddy's closeness and love for his mum is shown when he rushes to her after he has been stung by a jellyfish: 'I wanted a hug and ointment and a bandage' (p. 18). He benefits from a supportive, caring home environment which he takes for granted at the start of the novel. He also takes pride in his polishing routine every Sunday. In one of Paddy's anecdotes we learn that his mother had a stillborn child – perhaps this is one of the reasons why his parents argue so regularly and for the tension between them. As the story is told from Paddy's perspective, we do not know.

When Paddy's structured home life begins to fall apart, Paddy starts to feel anxious about what Liam and Aidan have gone through. After the loss of their mother, the boys are 'left in a family.' Paddy likes going to their house because 'messaging on the sofa was to get off it' (p. 34) and their house 'was better for playing in' (p. 34). Although there is no regular meals for the boys: 'they had crisps every lunch' (p. 34) to Paddy but when, later in the novel, he and Sinbad have crisp sandwiches, Paddy also knows that Kevin's attitude towards him will change when his parents eventually split up. He will become the target for jokes, just like Liam and Aidan.

Before his parents' break up, Paddy is close to his father, who takes him to the library and teaches him about conflicts taking place around the world. However, even in the early stages of the novel, the 'warning signs' are there. Paddy describes how 'he'd be mean now and again, really mean for no reason' (p. 37) and how 'he mostly sat in his chair' (p. 37). These are both early indications of Paddy's father's eventual distance from his family.

His parents' arguments are first described on p. 42 when Paddy hears them one night. He whispers for them to stop and they do so, so Paddy then thinks: 'it had worked. They'd forced them to stop.' (p. 42).

Indications of Paddy's growing sense of awareness are subtly shown. The gang goes into a local neighbourhood where Miss Kiernan's, regularly, and head butt her knicker on the washing line. However, when Paddy sees her in the local shop he experiences a sense of guilt and fear about getting caught: 'My face went hot. She was going to see me and catch me. She'd know' (p. 60). He even worries that she would come to his

Remember:

A person who deserts and betrays an organisation, country, or set of principles

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The theme of cruelty develops when Paddy kills a rat. Rather than feel sorry, the twitch with a detached interest before giving it a 'Viking-style' funeral. Again, part of their level of cruelty and how Golding presents cruelty in 'Lord of the Flies'.

The boys also play games which are often dangerous. When the boys play 'Grand of the chase – sometimes they are chased by the garden's owner. However, desc out as the novel progresses and Paddy's tone becomes much more serious. Thro showing how Paddy has to grow up prematurely as a result of his parents' break

“

Page	Quotation	Analysis
1	'Liam and Aidan had a dead mother.'	The boys' innocence is established (this sounds good because the class) gets 'special treatment'
15	'he had no lips'	The effect of the boys' cruelty on mum has to tie Sinbad to a chair with lips which have been scabbed
31	'only kids believed in him'	They want some Adidas football boots. Paddy doesn't believe in Santa Claus because his mum has asked him to stop.
42	'They were having another of their fights.'	Paddy wanted a drink of water after his arguing downstairs. This is a regular occurrence.
51	'...in my story'	This line and section is an early break away from Kevin. There is no awareness of his friend's controlling nature. Paddy is always in the leader role for group
60	'My face went hot. She was going to see me and catch me. She'd know'	Another example of Paddy's egotism. The character is revealed when he is going to confront him over his behaviour at the local shop.


Geronimo lived between 1829 and 1909, and was an important leader of the band of Bedonkohe warriors who fought against Mexico and the US for their expansion onto Apache tribal lands during the late 19th century Apache Wars. ‘Geronimo’ was the name given to him during a battle with Mexico by a Mexican group of soldiers. At his mother's request, he joined the army to fight against the Mexicans. He built a career as a war chief.

- his use of language
- his family and friends
- the stories he tells



Active Learning

- 1) How do we know that there is tension between Paddy's parents? Find two examples and quote them:

Tension between Paddy's parents	Quotation from text
	

- 2) In what ways are your own school experiences *now* different to Paddy's experiences? Do you have any similarities at all? You should discuss and record your ideas first.

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- 3) What are your impressions of Kevin? What is the relationship like between Paddy and Kevin?

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- 4) What are your feelings about the way that Sinbad is treated by the rest of the group? Support your ideas.



- 5) How do we know that the story is being told by a ten year old? Think of at least three pieces of evidence, focusing on areas like Paddy's use of language and the way in which he tells the story.



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Section 2, pp. 83–153

What is this section about?

This section captures the affection which Paddy feels for his dad at this stage in the novel, the ever-growing changes in his town and therefore his shrinking territory.

Why is this section important?

Cruelty and Tension

It is important to become aware of how Paddy's tone changes slightly in this section between his parents developing and reacting to the changes going on in his family. Paddy's father takes him on a picnic to Dollymount – Paddy notices the distance between his parents as they get out of the car with Catherine, Paddy's younger sister, even when it is raining. Even at this early stage of the novel, Doyle reveals Paddy's awareness and concern towards the developments between his parents.

More of Kevin's character is revealed in the scene when the boys play in the water pipes in one of the water pipes so Paddy goes in to 'rescue' (p. 107) him. When he finds Kevin, Kevin silently agrees to hide there. But, unexpectedly, Kevin grabs him roughly by the genitalia and hurts him. Kevin's cruel streak is revealed through his actions; he likes to hurt others in the gang and often instigates such cruel events such as when the boys shove Aidan in a hole and pelt him with mud (another example of the boys' cruelty to each other).

Discuss...

To what extent do you feel that Paddy is influenced by Kevin throughout the majority of the novel? To what extent does Kevin influence Paddy's gang?

Again, this act of cruelty is similar to the boys singling a boy out and abusing him. Furthermore, Kevin and the cruel leader in *Lord of the Flies*, Jack, both use weapons to control others and hurt others, both use weapons. 'How do you know that?' 'That was Kevin.' (p. 108)

Doyle shows us Kevin's cruel nature through his actions. It doesn't come as a surprise when Paddy decides to be friends with him later in the story. This culminates in Paddy's decision to join the gang. Paddy would have won if it had not ended prematurely, which is why he starts a 'boycott' campaign. The events throughout the novel reveal Kevin's level of cruelty.

Kevin and the Gang

Kevin also has status in the group because he has an older brother, Martin. The boys are allowed to watch Kevin's brother's friend use his Scalextric set from the window outside. However, 'Kevin got in once, because of his brother' (p. 113).

The gang look down on the boys from the new Corporation houses. When Paddy sees them 'Slum scum' (p. 118) his mum hits him. When one of the Corporation boys tries to join in playing football on the field, Paddy sees that 'he was younger than me, smaller' (p. 120). He also 'pushes him hard' (p. 120) and 'kicked him' (p. 121). Paddy's treatment of the Corporation boy is cruel; however, eventually his attitude towards them changes as a result of his own changing circumstances. Also, it is important to consider: to what extent is Paddy's behaviour influenced by Kevin?

Another example of Kevin's status as the group's leader is shown in 'the swear word' which becomes a taboo. Although this scene is humorous, it also has dark elements as it shows the relationship between the characters and the boys in *Lord of the Flies* such as the bullying, violence and the influence of Kevin. Doyle emphasises Kevin's cruelty when he singles Liam out and hits him with a stick. When Kevin and leaves, Paddy describes how 'it was good being in the circle, better than being outside' (p. 131). This quote is significant as it shows how Paddy feels about the importance of being in the group. At this stage of the novel he does not want to be an outsider. This contrasts with later when he is forced to boycott him and he becomes an outsider, but does not care.

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Doyle shows the changing nature of Paddy as Paddy gradually becomes more aware of his situation. He begins to dislike him. A subtle example of this is when Paddy compares Kevin to a pig. Kevin refuses to be hit by the poker, indicating that Kevin thinks of himself as the boss of the gang.

Paddy's Growing Awareness

Most of this section is similar to Section 1 because both focus on what the boys get up to on the Grand National and building huts. Remember that at the start of this section Paddy is the most daring – it is Kevin who ventures the furthest into the water. As Paddy develops, he begins to question him more and more.

The Boys' Gang

Paddy is horrified by the cruelty within the boys' gang – first the boys are cruel to animals and finally, they do not think about the impact of their behaviour on the 'Corporation houses' or the neighbours.

There are lots of examples of the boys' cruelty throughout the story, two examples are questioning David Geraghty about his polio in front of the other boys when they are in inspection, and Paddy describing how the gang would push bees into the tar on the Grand National.

The 'pecking order' in the gang is linked with age: the youngest boys in the gang, like Aidan, are picked on by the others. Aidan and Sinbad are singled out at different times and for different reasons.

The boys also target any areas which make the boys vulnerable: both Paddy and Kevin are picked on because Aidan both come from a single-parent family.

Key Quotations

Page	Quotation	Context
112	'Who do you know, Fatso? That was Kevin.'	Kevin is shown to be the boss of the gang. Parallels can be drawn between Kevin and Jack's in <i>Lord of the Flies</i> as both come up with ideas and lead the other boys. Both have a sense of entitlement.
131	'it was good being in the circle, better than where Liam was going'	This is an important line in the story as it eventually happens to Paddy when he joins the gang and becomes isolated from his family.
133	'He wouldn't take his turn. He had to be the high priest all the time.'	Again, Paddy's growing awareness of his situation. This is important with Kevin when Paddy breaks away from the gang.

Practice Essay Question

How are Paddy's relationships with others presented in this section of the novel?

- his relationship with his parents
- his friendship with Kevin
- how he behaves in the gang

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Active Learning

- 1) How is religion presented in this section? Use the PEE table to help you to ex

Point about how religion is presented	Evidence – Quotation from the text (and page number)	

- 2) Discuss with your partner how **tension between Paddy's parents** is shown in and quotations below, ready to feed back to the rest of your group.

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- 3) There are more examples of the **boys' cruelty** in this section. Working from many examples of the boys' cruelty to each other and others as you can. You

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- 4) How does **Paddy's attitude start to change towards Kevin**? Focus on how this changes in the medical inspection, how Kevin treats Paddy in the water and how Kevin treats the rest of the gang during the 'swear word game'.



- 5) 'It was good being in the circle, better than being in the middle where Liam was going' (Paddy, p. 100). Show about **Paddy's feelings about Kevin and the gang**.



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Section 3, pp. 153–211

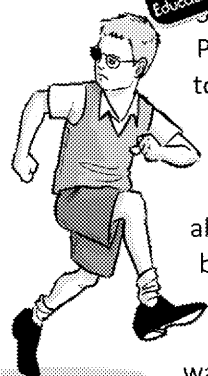
What is this section about?

Paddy describes various elements of his life in this section: his changing attitude to Kevin, his behaviour and the tension between his parents. He also reveals how the gang has taken over Corporation houses who have joined their class.

However, Paddy is changing: he is becoming more aware of others' feelings. Doyle uses this section both in the Clarke household and in the gang as a result of their antics.

Why is this section important?

The Tension



Section 3 becomes darker in tone. This section begins with Paddy saying: 'Sinbad didn't notice the way I did. There had to be shouts and screams and big gaps between them before he knew anything.' (p. 153). Sinbad is in denial: 'He wouldn't agree with me, even when I got him on the ground.' (p. 153). Paddy is becoming increasingly anxious about his parents' arguments. He is still aware of the tension between them.

He listens in but feels powerless: 'Only now, all I could do was listen and wish.' (p. 154) His feelings become extreme: 'I hate them this way' (p. 154).

The Gang's Cruelty Continues

Despite his changing attitude to Kevin, the boys go on to beat and Sandwick and attempt to feed him Persil. This is another example of cruelty showing the extent of trouble which the boys get up to without it on their own. However, Paddy shows an understanding of the dynamics in the gang: 'He didn't say anything. He couldn't. I didn't pretend he'd enjoyed himself he was gone, out of the gang.'

The Gang's Stealing

Another immoral activity which the boys undertake is stealing from shops in Raheny. They get from shoplifting; the boys target Tootsie's shop because 'she did everything'. They even stole step ladders and threw them into the sea. The boys' behaviour is

Paddy describes how 'we never robbed in Barrytown' (p. 157) because there was a risk of getting caught. Kevin sets the challenge for who can steal the biggest box out of one game to them. It is partly because Kevin is full of ideas and is the most daring of the boys.

However, Paddy recognises that what he is doing is wrong, although he does it anyway. As a 10-year-old boy, he wants to be part of a gang and join in. When he gets caught, he says: 'I had done it. I'd only been with him.' (p. 161).

Key Point: Metaphor

Despite the simple language and metaphors which Paddy shares, Doyle uses the metaphor of washing clothes to reveal how Paddy doesn't want change. Paddy watches his mum wash clothes in different colours (p. 154). Paddy asks her not to wash one of each colour and to 'compare' (p. 154). This can be likened to Paddy comparing the past with the present and wanting to hold on to the past. However, his mum tells him to 'wash things when they're dirty' (p. 165) just as you have to solve ongoing problems. Paddy himself is undergoing a process of change and he doesn't want to say goodbye to the solidarity of routine. But if his parents split up then things are bound to change. The future is full of uncertainty.

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Paddy's Life is Changing

Paddy realises that Sinbad is changing and, despite his initial refusal of his change, Sinbad in a different light: 'He was just my little brother. I hated him. He never went to the bed...' (p. 167), but at football Paddy acknowledges how 'He was brilliant... It was Mr O' Keefe, James O' Keefe's father, also described him to Paddy as 'a brilliant dribbler' (p. 168). Paddy's feelings about this: 'It was great, and I wanted to kill him' (p. 168).

Another dark scene in this section is when Paddy goes downstairs to find all of the before. This is unusual for Paddy, who is used to the familiarity of routine but 'the Paddy doesn't like it and suspects that his parents had a fight again. Paddy is anxious 'The fights didn't end now'. The reader now has a sense of inevitability that

The Corpor...

Paddy immediately dislikes the 'Corporation boys': Sean Whelan and Charles Leavy be put in the thick's class' (p. 180) which is an example of his dismissiveness of the that 'We hated them' (p. 180). However, as with other characters such as Sinbad, towards them as a result of experiences.

When Mr Hennessey puts Charles next to Liam in class, Paddy describes how 'It was now; Kevin and me wouldn't even talk to him any more.' (p. 181). Paddy doesn't. In an attempt to rationalise it he says: 'I liked Liam. It seemed important though. friends with anyone – Kevin – you had to hate a lot of other people, the two of you

The Significance of the Fight between Paddy and Sean Whelan

Paddy nearly wins his fight with Sean until Charles Leavy intervenes and kicks him. This fight leads to a significant turning point in Paddy's attitude towards him – when Charles notices that 'no one said anything. No one moved.' (p. 182). Significantly, it is at this point that Paddy, despite Paddy running away with Kevin, his aversion to his best friend's nature is revealed. Sean Whelan. Looking' (p. 187).

The Significance of the Scene in which Paddy Locks

Paddy still hurts and torments his brother without feelings. When he locks Sinbad in a large suitcase and hear Sinbad 'kicking, crying, scratching his hands on Sinbad does not react which disturbs Paddy. He des and panics when he can't.

When Paddy's father finally opens the suitcase, Sinbad disturbs Paddy as 'He didn't say anything. He stood important because it marks a change in Paddy's attitude that Sinbad is growing up – he is resigned to his brothers react to them how he used to. Paddy decides 'I had 189). Sinbad is changing physically; he is growing up 189) and 'he didn't look like Sinbad the sailor anymore

The nightlight which Sinbad no longer wants on a boy symbolises how he is growing. Paddy doesn't like change. Paddy wants to turn the nightlight back on 'but I couldn't; it was broken'. When Sinbad changes Paddy realises that he needs to change his attitude towards him.

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Paddy Clarke Ha Ha Ha Study Guide for GCSE CCEA English Literature

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The Tone of the Novel Becomes Darker

This section becomes increasingly darker; when Paddy's father hits his mother she – this is one of the first stages which shows that the Clarkes will inevitably split up – repeats 'it didn't make sense' (pp. 190–191). Paddy tries to protect his mum by staying awake at night and listening and also staying downstairs as long as possible.

Ironically, all of Paddy's extra work (some of which he makes up himself) leads to him on 'the best desk' (p. 192) and Mr Hennessey even picks his hand.

Another example of Paddy's growing unhappiness towards others is when Aidan sinks in taunting Aidan about drowning. Paddy starts to worry: 'then I started worrying. At this point I was only 11 but against the other boys who are happy to taunt Aidan

The dark tone of this section contrasts with earlier more light-hearted sections of the boys are caught stealing sawdust for Ian McEvoy's guinea pig. In a sinister scene how he slices up a chop and he warns them that this is what he will do to them if they come to the shop again. This is one of the scenes which marks the end of the boys' escape from 'nice and friendly' (p. 200) but threatens the boys. Has the boys' innocence ended?

Furthermore, Ian blames his mother for his pet's death. As a response to this Ian says 'When Paddy states how the doll doesn't resemble Mrs McEvoy, Kevin says how it we're thinking about her when the pins go in' (p. 201). Again, this is a sinister line which contributes to the darker tone and, like in *The Lord of the Flies*, the boys are on a downward spiral. They take it in turns to stick the pin in the doll and then squash the guinea pig through a neighbour's door. Despite his growing awareness, Paddy still participates in the gang's cruel activities.

However, tensions are getting worse and Paddy listens to what is happening. Paddy listened to him much more than he listened to her' (p. 202). Paddy also describes his father as being a 'distant' man (p. 202). This shows that Paddy's dad is distant and accepts this. Paddy understands the need for fathers who go out to work to then realise that 'sometimes he was just being mean' (p. 203). Paddy doesn't like news from his dad: 'They were big and the writing was tiny and they took all day to read' (p. 203).

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Key Quotations

Page	Quotation	Analysis
153	'Sinbad didn't notice the way I did. There had to be shouts and screams and big gaps between them before he knew anything.'	As the novel continues there are many more instances where both Paddy and Sinbad are aware of each other's feelings but neither is willing to admit it.
156	'He didn't say anything. I couldn't; if he had, I'd pretend I didn't hear him. I'd pretend I was out of the gang.'	Paddy's words show his awareness of the situation. He knows the boys will put up with anything as long as they can get away with it. This links to later as we understand why they don't want it to happen to them if they are the ones who are caught.
167	'He was just my little brother. I hated him.'	Paddy's attitude to his brother changes when he realises that he doesn't hate Sinbad because you are supposed to hate your brother.
176	'The table was still dirty'	Paddy is shocked to find that the dishes are still dirty from the night before. He is used to the fact that the dishes are always dirty. This is another indication that there is trouble in the house.
187	'Kevin standing beside Sean Whelan. Looking'	This is a key quotation (see 'Key Points') showing Paddy's changing attitude to Kevin. At first, Kevin is not his true friend or he would not have been with Charles Leavy.
189	'he didn't look like Sinbad the sailor anymore.'	The significance of this quotation and Paddy's attitude is that he is changing towards Sinbad. He is no longer seeing him as his little brother is growing up. He is now seeing his brother in a new light – he realises that there is no stability in his life.

Practical Essay Question

How does the tone of the novel become darker in this section? Focus on:

- the tension between his parents
- the gang's cruelty
- Paddy's fight with Sean Whelan

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Active Learning

1. How is family tension presented in this section? Focus on Paddy's feelings when evening's washing up has not been done. Use **PEE** in your answer.



2. What is the impact of the fight between Paddy and Sean? What does Paddy feel? Use **PEE** in your answer.



3. Discuss, and make notes about, the incidents which show that **Paddy's attitude** changes throughout the story. Why do you think that this is? Be prepared to feed your ideas back to the class.



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4. How do you feel about **Kevin** as a character in this section? Discuss your thoughts on the section you are studying. Now come up with at least three different responses. You can refer to how he relates to other characters such as the gang members. Support your different ideas? Be prepared to share your ideas with the rest of the class.



5. What are Paddy's feelings about newspapers and why? Remember to use quotes from the text to support your answer.



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Section 4, pp. 211–282

What is this section about?

Family tension continues to build, Paddy plans to run away and his relationship with Sinbad reaches a point where Paddy recognises that his childhood friendship, ‘would never go back to the way it was’ (p. 213).

Why is this section important?

Paddy and Sinbad Are Affected by Their Home Life

At this point in the novel the reader can see how Paddy’s parents’ impending breakdown affects him. Paddy realises that his brother is ‘affected by his parents’ arguments too when Mr Hennessey streaked with tears in spite of Mr Hennessey instructing Paddy to show the way to Sinbad: ‘I don’t even remember what happened’ (p. 213).

Parallels can be drawn between the Clarkes’ home life and Aidan and Liam’s when they wake up in the morning. The boys have to get their own breakfast and when Sinbad asks what’s wrong, Paddy tells him to shut up as he ‘didn’t want to know’ (p. 214). Paddy pushes Sinbad, not wanting to be pushed back. He wasn’t as easy to control as he used to be.’ (p. 214). This is another sign of Paddy getting older – he can’t be controlled as easily.

Mr Clarke leaves the younger girls with Mrs McEvoy and the boys have crisp sandwiches. This is a change of the situation at the start of the book – Paddy was jealous when Liam and Aidan had their own sandwiches. However, the fact that the boys are now having them doesn’t make up for their mother’s absence or the anxiety it causes: ‘There was definitely nothing wrong with her... Nothing that would have made her go downstairs when we came home.’ (p. 216). The event has an impact on Paddy, as he tells his parents: ‘I’d stayed awake all night, as long as I could, most of the night’ (p. 219). Paddy’s parents’ fighting is reflected in Paddy’s change in attitude. Paddy’s humorous anecdotes to be replaced by Paddy’s concern about their next fight. Paddy can spot the tension between the boys, even though they are not fighting. Paddy doesn’t understand why they are arguing: ‘I didn’t understand it. She was lovely. He was nice. They had been friends for years’ (p. 220).

Paddy tries to talk to Sinbad about what is happening but Sinbad is in denial about the situation. He tells Paddy that Sinbad likes his name. When Sinbad tells him no, he calls him by his real name, Francis. This suggests that Paddy is trying to speak to his brother in a mature and equal way. When the boys hear them arguing, Sinbad insists that ‘they were only talking about things’ (p. 223). Sinbad isn’t comfortable with how Paddy is treating him. He tells him to ‘leave me alone’ (p. 224) and seems to be suspicious of the change in Paddy’s attitude towards him. He doesn’t trust him – he won’t even accept a biscuit from Paddy. Paddy becomes frustrated with this situation: ‘All I wanted to do was help him and he wouldn’t let me’ (p. 240). Paddy is trying to change the way he treats his younger brother and has a breakthrough when he asks Sinbad if he wants any milk and he says yes.

When Paddy falls asleep in class Mr Hennessey carries him out to the Head’s room for ‘special treatment’ at school which he described Liam and Aidan getting at the start of the book. Some of the boys from class wait for Paddy but he doesn’t want to see Sinbad. Sinbad goes through the same thing. However, Paddy’s friend Charles Leavy understands that Paddy knew what had happened... He stayed in the room all the time. Listening to his mum and dad.

The breakdown seems to be near the end of the novel. Paddy is fascinated when he sees his mother one evening: ‘She was drunk. It was new.’ (p. 243). Paddy still can’t understand why his mother is like this. He repeats: ‘She was lovely. He was nice.’ (p. 244). However, his mum looks thinner and more mean. It seems that they have become distant from one another, ‘like she was so far away that he couldn’t recognise him’ (p. 244). Paddy is determined to become hardened as preparation for the future. ‘I knew it, and I was going to be ready’ (p. 245).

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Paddy is Drawn to Charles Leavy

Paddy relates more to Charles Leavy than Kevin near the end of the novel. He is drawn to him because he understands what he is going through. Paddy becomes fascinated with him and has studied him. 'I did his twitch' (p. 250). Charles swears, smokes, skips school, and does anything. Paddy decides that he is going to be like Charles Leavy when his parents fight with him, even taking a drag on his cigarette. When he spots Kevin he decides: 'He'd run away like I did' (p. 253). His friendship with Kevin has run its course and Paddy is now drawn to Charles Leavy now.

Paddy Prepares for Change

Paddy, in his anxiety, starts to make a list of things to take with him when he leaves for his 'big fight' (p. 254). He is aware that his parents don't bother to try to conceal it as 'they were both to blame' (p. 254). Paddy tries to make sense of things: 'They were both to blame' (p. 254). He comes from not knowing why they are fighting and also from not being able to do the analogy of a boxing match and describes how 'one of them would soon fall over' (p. 256).

Paddy is beginning to think more deeply about things; particularly those he loves. He starts to think about his parents arguing, then about his feelings towards Sinbad. He realises that he doesn't know myself why I hated him the only reason was that he was my little brother and that's all' (p. 257). This is a revelation for Paddy and contributes towards his different perspective.

Events move quickly at the end of the novel: Paddy realises one morning that his friends are going to miss school with Charles Leavy but then changes his mind, he starts arguing with Kevin threatens him: 'I'm going to get you, Clarke' (p. 271). Paddy decides 'he was going to get you' (p. 271).

The Significance of Paddy's Fight with Kevin

Paddy's fight with Kevin is an important scene because it marks the end of their friendship. Kevin gets all of the boys to call Paddy 'chicken' (p. 275) and orders them all to 'boycott' (p. 275) him. Paddy is isolated from his friends, but starts to show growing adult behaviour by commenting that 'I wanted to be left alone' (p. 276) and that he 'didn't want all of them to spend their time leaving me alone. Everywhere I looked the faces looked away.' (p. 276). Again we are reminded of how cruel boys can be but this time the target is Paddy. Paddy realises that Liam and Aidan would only answer him back if they had to: 'They knew what it was like' (p. 279).

The End of the Novel

At the end of the novel, Paddy states that he 'never got chance to run away' (p. 281) and is ready to hear his mum tell him: 'you're the man of the house now, Patrick' (p. 281). This has a strong emotional impact on the reader. First there is the cruel song 'Paddy Clarke – has a car' (p. 281) which is upsetting to hear but then Paddy describes how he 'didn't listen to them. They were all so far away' (p. 281). Paddy is now distanced from them – he has grown up.

Mini Glossary

Mitching – skiving / missing school

The last scene is short. Paddy refers to his dad as 'Dad' and asks him how he is. He says 'Very well, thank you' (p. 282). The distance is emphasised and Paddy's transition is complete.

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Key Quotations

Page	Quotation	
214	'He wasn't as easy to control as he used to be.'	Again, this is a reference to Paddy's attitude towards Sinbad. Paddy realises that Sinbad is not as easy to control as he once was.
221	'They were fighting all the time now' (p. 221)	This line shows Paddy's attitude towards the fighting between him and Sinbad. Paddy acknowledges that the fighting is frequent.
257	'I asked myself why I hated him the only reason was that he was my little brother and that was all; I didn't really hate him at all'	This quotation is important for its revelation: he doesn't really hate Sinbad. Paddy thought he did because he was being 'normal'.
273	'would never go back to the same again'	This is another key quotation. Paddy and his friend Sinbad have had a fight. Paddy acknowledges the consequences; he will never go back to the same again.
281	'didn't listen to them. They were only kids'	The reader has mixed feelings about the one hand Paddy's friends' comments, and the other hand Paddy's attitude towards them, which is too fast.

Practice Essay Question

How does Paddy change as a result of his parents' break-up? Focus on:

- his thoughts and feelings
- his character and behaviour towards Sinbad
- how he is presented at the end of the novel

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Active Learning

1. How are Paddy and Sinbad affected by their parents' fighting? Discuss your ideas and react differently at all, and, if so, in what ways?

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2. Make a list of the different things which Paddy's parents may be arguing about and share your ideas with the rest of your group.

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3. How has Paddy's friendship with Kevin changed during the final section of the book to the start of the book. Why do you think that it's changed? Discuss your ideas and write.

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4. Why did Paddy's dad decide to leave, do you think?

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5. How did you feel at the end of the book? Be prepared to share your ideas with

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Character Analyses

Paddy Clarke

Doyle presents Paddy as an energetic, bright boy: he may even have used Paddy to represent himself as a boy. Paddy likes learning new words and about all aspects of life. Doyle structures the novel around Paddy's different experiences, and despite seeming disjointed and anecdotal, the novel follows how Paddy changes as a result of these experiences.

Doyle introduces Paddy as a mischievous and carefree, telling lots of silly anecdotes about his life: 'Kevin once dived off the jetty and split his head.' (p. 19), and when he is in the house he makes up his own games: 'I had a book on top of my head. I had to get up the stairs without it falling off' (p. 75).

Doyle presents Paddy as a 'typical' boy who gets up to mischief with his gang regularly around the neighbourhood. Sinbad is in the gang but because he is Paddy's younger brother, the boys tend to torment him frequently, such as giving him 'dead legs' and 'Chinese burns'.

Paddy is bright enough to understand the gang's dynamics: he clearly recognises Kevin as the gang's leader. As the novel develops so does Paddy – he starts to feel more empathy for Liam and Aidan, who come from a single parent family. Sometimes Kevin is significantly cruel to the boys and Paddy notices this. An example of this is when the boys play 'the swear word game' and Kevin cruelly shouts that 'Ciunas the Mighty killed your mother!' (p. 131). Paddy realises that Kevin's words are cruel and begins to reconsider his friendship with him as time goes on.

Paddy enjoys his mum's home cooked food. He is used to a settled routine at home. Near the start of the novel Doyle notes that Paddy notices some tension between his parents which progresses as the novel goes on. This contrasts Paddy's settled home life at the start with the turbulent life of Liam and Aidan. Therefore, when his parents fight, Paddy feels a family could be in the same situation as Liam's and Aidan's are.

When Paddy senses that his parents' split is inevitable he becomes distant from Kevin and drawn to Charles Leavy instead. Charles is a smoker and loner, and he doesn't care what other boys think of him. Paddy reveals how 'I wanted to look at my ma and da and anything. I wanted to be ready.' (p. 250). Through Paddy, Doyle shows the effect of a marriage break-up on one of the children. By the end of the novel, we empathise with how he has been through.

Things get worse when Paddy hears that his dad hit his mum. He becomes anxious about his relationship and can't understand why they are arguing. An example of Paddy's changing experiences is when he realises that he has to look after Sinbad and that he loves him but there is tension between the brothers as, first, Sinbad is not close to Paddy and does not trust Paddy.

The novel becomes darker towards the end – Paddy and the boys no longer enjoy being in the gang. Instead he is left to look after Sinbad, which he doesn't do because his dad is away. This, Paddy feels, means he now has to become the 'man of the house', and this is when he speaks formally to his dad when he visits: he responds to him by saying 'Hi Dad'. His response sounds formal and distant. The transformation is complete: Paddy has

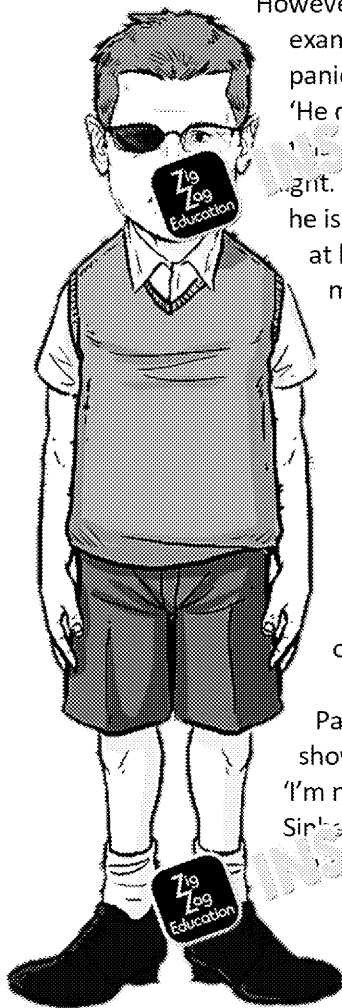
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Sinbad

Sinbad is Paddy's younger brother who is in the boys' gang. However, because he is regularly singled out and tormented. Doyle may have chosen to present their boys and their younger brothers. Sinbad tolerates the way which he is treated, even and he cries: 'Sinbad wouldn't put the lighter fuel in his mouth' (p. 8). Sinbad is of



However, when things start to change at home, Paddy's attitude changes. An example of this is when he finds Sinbad in a suitcase. When Paddy panics and gets into a fight with Sinbad. However, when they get him out, Paddy realises that 'He didn't have anything. He stood there. He didn't look at us like a dog'. Here, Doyle is showing how Paddy is changing and beginning to understand Sinbad. Paddy realises how much Sinbad tolerates and that he is his younger brother. He also realises that Sinbad is a good person. Paddy looks at him in a new light. Through the boys' changing relationships, Sinbad matures as they get older. Sinbad is physically changing to become a man. Paddy's brother he realises that 'he didn't look like Sinbad the boy who used to flatter' (p. 189). Like Paddy, Sinbad is growing older and becoming a man on any more' (p. 189).

As the tension mounts between their parents, Paddy and Sinbad, but Sinbad, possibly unnerved by their changing relationship, reacts to Paddy's changed attitude towards him at first. This may be why Paddy goes back to kicking him in frustration, before realising that Sinbad is a good person. Doyle shows the complexity of changing relationships and how change can be.

Paddy realises that Sinbad is affected by their parents' divorce. Paddy shows Paddy his tears and work. Paddy shows his allegiance to Sinbad. 'I'm not going to let the copy to Ma.' (p. 213). As time passes, Sinbad grows up. Sinbad tells him that he wants to be a man. Paddy vows to look after and protect Sinbad towards the end of the book.

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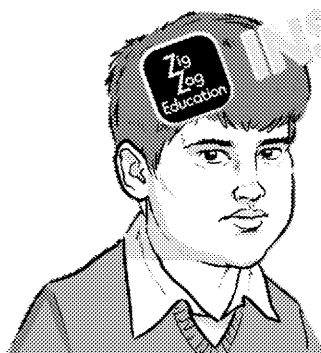
Kevin

Doyle presents Paddy and Kevin as being best friends at the start of the novel; how this changes as the novel progresses. At the start of the novel, Paddy accepts Kevin as a member of the gang; he is always brave, daring and the first to come up with exciting things. Over a period of time that Paddy sees how cruel Kevin can be: he singles Liam and Aidan out regularly because they are from a single parent family and as 'the high priest in the word game' he hits the members of the gang: 'There was a boy called Paddy who was hit on the back with a poker by Kevin.' (p. 131). Doyle uses scenes like this to show the extent of cruelty which Kevin is capable of using when the boys are on their own. This is similar to Golding's *Lord of the Flies*, a book which Doyle was influenced by, because it is also very cruel and shows how the boys treat each other.

Paddy begins to realise that Kevin would treat him the same way if his parents split up. After Paddy's parents fight, he is drawn more towards Charles Leavy who has a 'does not care' attitude and doesn't really bother engaging with the other boys.

As the novel develops, Paddy becomes gradually distanced from Kevin until near the end when Kevin kicks him and Paddy retaliates instead of letting it pass. As a result of this Paddy arranges for a gang of boys to watch them fight after school. Paddy almost wins the fight but they stop. Soon the other boys boycott Paddy (out of fear) and he is left isolated at the end of the story. Even David Geraghty hits Paddy with one of his crutches, but he is only doing so when he does so. He says: 'Kevin said to give you that' (p. 280). Paddy knows that David is only doing it out of fear of Kevin. There is a sadness brought to Paddy's isolation at the end of the novel. When he realises that things will never be the same again, we realise that Paddy has gone through a lot and matured as a result. But is it too early for Paddy to mature?

Liam and Aidan



Liam and Aidan are brothers in the boys' gang – Liam is the youngest. They are subjects of torment for Kevin who singles them out because of their 'dead mother.' (p. 1) and he is often cruel to them as a result. Their lives are unconventional: their meals are often irregular and they are often hungry.

Doyle uses these characters as a parallel to Paddy's home life. When Paddy's attitude begins to change towards them, we realise that they have a great life in many ways but he realises that things are not perfect. Paddy suffers his own experiences of being from a single parent family.

Aidan is tormented by the gang – he is almost buried alive by the gang in a trench of mud. Only Liam dares to defy Kevin when in the 'swear word' game he leaves the circle. Kevin says: 'Ciunas the Mighty killed your mother' (p. 131) which again shows the extent of his cruelty. Paddy is aware of how Kevin treats the boys but he reflects that it was better to be in the circle than go without. When Liam is going, Paddy does not want to be isolated from the other boys but in the end he does become isolated at the end of the novel.

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Mr Clarke

Mr Clarke is hardworking and the family breadwinner. He also takes an interest in his daughter's affairs and often complains about interviewees on the news. He plays with his son and daughter, tells them jokes and teaches Paddy to sing. Paddy likes his father who shows an interest in his work. Mr Clarke visits Paddy's classes at school and helps him with his homework. He also engages Paddy in various activities such as examining fingerprints: 'No one's fingerprints are the same as so-and-so's. Did you know that?' (p. 11). He also takes time to patiently answer Paddy's many questions: 'What was World War Two like? I asked him' (p. 28) and try to read Paddy's Braille: 'He closed his eyes and felt the bumps on the page.' (p. 43).

Paddy has a calm and stable environment and routine at home. However, as time goes on Paddy realises how much time his dad spends reading the newspaper and how he does not want to be disturbed when he watches the news. Paddy thinks that his father spends too much time sitting in his chair. This is painful for both Paddy and the reader as we are aware of what the relationship between Paddy and his father was like before.

At the start of the novel Paddy's parents appear to be close – they get on well and are happy together: 'they laughed, the two of them' (p.14). However, their relationship changes as the story develops. Distance develops between Mr Clarke and his wife as she is preoccupied with home and family demands, but Mr Clarke does not seem to involve himself with his daughters at all – perhaps because they are very young. Mr Clarke drifts apart from his wife.

The reader feels empathy towards Mr and Mrs Clarke as the novel progresses regarding the breakdown of their marriage; they were once close, they have a family and they loved each other.

When Paddy's parents begin to fight, the change affects Paddy – he begins to watch them both more closely and becomes nervous. At first there are arguments but Paddy is shocked when he hears a cracking sound one night and sees his mum go to her room. Mr Clarke has started to use physical aggression against his wife.

Paddy can't understand why his parents fight and their calm home environment becomes disturbed – for example, one morning Paddy is unnerved when his mum stays in bed and he has to get his breakfast instead. Paddy describes another incident where his dad comes home drunk 'and he made me test him' (p. 244). He also 'looked on'.

Ultimately, Mr Clarke leaves after Paddy sees him hit Mrs Clarke. By the end of the novel, Paddy's family has become distant. This is reflected in the ending of the novel when Paddy asks 'How are you?' and he replies 'Very well, thank you.' (p. 282).

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Mrs Clarke

Mrs Clarke is a good mother and looks after the family home. She is very busy, preparing meals for her two daughters. Paddy takes pride in helping her each week: 'I polished everything in the kitchen before we went to mass.' (p. 37). Not only does Mrs Clarke maintain a clean house, she also prepares regular meals for the family: 'Stew. It was Thursday. It must have been' (p. 104). The family home is a place of comfort and stability because of Mrs Clarke's care and consistency of routine.



When Mr Clarke flushes a mouse down the toilet, Paddy thinks 'he's a bit of a mess' (p. 45). Mrs Clarke, however, comments that 'he'll be happier that way. It's more natural.' (p. 45). She is aware of her children's feelings and responds with a sense of humour.

Mrs Clarke is also intelligent and enjoys reading; she may have a book on hold while she brings up her family.

The boys see her as a loving mum and they both go to her for attention. She also calms Sinbad's night fears. An example is shown when Paddy goes straight to her when he thinks there is a jellyfish in the sea. She reassures and comforts him at once. Mrs Clarke is a good house keeper and establishes most of the routines for the children, gets them up, organises their breakfast and cooks the meals. Paddy recognises this: 'There was nothing wrong with my mum except she was busy.' (p. 258).

It is clear that she loves all of her children and this does not change despite the tension between her and Mr Clarke. Tension exists in the house and one of the times when this is evident is when Mr Clarke is in his car; Paddy notices tension between them and Mrs Clarke and Catherine despite the fact that Paddy is aware of other arguments between them. He and the other children are in bed.

At times Mrs Clarke sounds like she is trying to appease the arguments. Paddy notices that her voice becomes raised too. Paddy also remembers the sound and his mum running to her room – Mr Clarke has hit her. Mr Clarke is always there for the children and continues their routines even thinking that things might go back to normal because his mum is still there.

However, Mr Clarke leaves the family home shortly after Paddy is taken in the arm. Paddy is prepared to take on the responsibility of the family.

At school, Mr Hennessey shows Paddy his brother's exercise book, which is spoiled by Sinbad's tears. Mr Hennessey instructs Paddy to put the work in his bag for school. However, Paddy gives the work back to Sinbad and tells him that he won't do it.

Paddy describes how one morning his mum stays in bed. Dad was going to take her to the hospital but she asked him to take them for the day. Although Paddy makes his own breakfast he doesn't keep the bowls. He has to get the milk from the fridge step. Paddy doesn't know what to do and gets angry with Sinbad for asking him for suggestions. However, Sinbad 'wasn't as strong as he was.' (p. 258). Sinbad tells him his mum is sick but Paddy becomes more determined if he can see her. Paddy is anxious and hopes that 'nothing... would stop her from coming home' (p. 258).

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Building Character Profiles

As you progress through this study pack, you will encounter important information on several copies of the next page. Put a different character's name on each of the sheets and use each chapter to record the important points about each of the characters.

If this is completed, by the time you have finished this study guide you will have all the information about each character in one place. This will be very useful for your revision.

An example of how to fill in a character profile is included here.

A template has been provided on the following page.

Character Name: Paddy Clarke		
Section/Page	Character Comment	Key Quotation
Section 1, p. 1	Paddy is the narrator and protagonist of the novel. In the opening he introduces his thoughts and ideas about Liam who gets 'special treatment' at school because he has lost his mum.	'We were talking about Liam. Liam was in my class.'
Section 1, p. 2	Paddy's narrative voice is lively and shares humorous anecdotes and the reader at the start of the novel.	'Don't let me catch you in the morning and Jan (p. 2)'



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Character Profile Sheet

Character Name:		
Section/Page	Character Comment	Key Quotation

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Language, Structure and Form

Doyle's Use of Irish Dialect in His Writing

Doyle tends to set his stories in Ireland, particularly in working-class Dublin. Features of everyday speech are used throughout his writing. The language used by his characters is authentic because he uses:

- slang – the informal use of language which consists of words and phrases that are not used in formal writing
- Irish English dialect – a variety of English written and spoken in Ireland

Doyle achieves this through his spelling, for example:

- 'Mammy', 'ma' and 'da'
- 'Missis'
- 'coddin'
- 'ah gick'
- 'eejit'
- 'wha'
- 'yis'

This contributes towards the gritty authenticity of his stories.

Dialogue

Dashes are used to signpost dialogue instead of the usual speech punctuation, which is more typical of dialogue, similar to the fast pace native Irish speak.

What techniques does Roddy Doyle use to create an authentic 10-year-old's voice?

I began to see things through his (Paddy's) eyes. Adult hands were big, wrinkled, and the faces were great, disgusting, brilliant, grown-ups were often stupid.¹

Doyle maintains this natural writing style as Paddy Clarke throughout his writing. Because of this, he uses to sustain his style:

- Paddy's voice is anecdotal – his narrative tends to 'jump around' reflecting his immature perspective
- His language is simple.
- Doyle also captures Paddy's innocent voice (remember that Doyle was influenced by *Lord of the Flies*) – at the start of the novel Paddy has little awareness of cause and consequences but this changes as the novel develops.
- He has a child's typical sense of humour – he laughs at dirty jokes and is interested in gossip.
- He has a child's energy and eagerness for knowledge. He also likes to exaggerate his stories to keep his friends interested.

We are aware of Paddy's innocence as we follow the story from his perspective. This helps us to understand why his parents are fighting and why he is so likeable. If the story were told from his father's perspective we would understand more about why they fight so much. Paddy has trouble understanding complex ideas, particularly in the world of adults.

Doyle uses simple sentences and tends to use the technique of thought digression to reflect the way a 10-year-old thinks. These elements combine to maintain realism throughout the novel.

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¹ <http://www.guardian.co.uk/books/2009/aug/29/paddy-clarke-ha-rodgy-doyle>

Literary Terms

Key Term	Meaning	
Anecdote	An anecdote is a short and amusing or interesting account which is about a person or people and/or an incident.	Paddy begins with a series of anecdotes from his novel before the decline.
Bildungsroman	This is German for a 'formation novel'. <i>Bildungsroman</i> is a novel about the 'forming' of a person – the main character's journey from childhood to maturity.	This is what the novel develops.
Flashback	This is when the novel 'goes back in time' – there is a 'jump' backwards to an earlier event.	As Paddy tells the story of anecdotes in time – he is sharing his past. They jump back to the present.
First-person narration	This is when the narrator's voice is used and his or her story is told. The method of using the first person is successful in conveying the character's thoughts and feelings.	Paddy tells the story in first-person narration. In this way, we can see his feelings.
Narrative	This is the story which is being shared with the reader.	Paddy tells the story, but, after a while, he gets a story of his own and then the story continues.
Narrator	The narrator is the person telling the story.	In <i>Paddy Clarke Ha Ha Ha</i> , Paddy is the narrator. Roddy Doyle is the character.
Realism	This is when the writer endeavours to make things as real as possible to make the story natural and believable for the reader to experience.	Roddy Doyle uses realism to tell the story through the eyes of the characters. The story is told through the eyes of the characters and the reader can experience the story immediately.

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The Structure of Paddy Clarke Ha Ha Ha

Doyle uses first person narration, writing as Paddy.

There are also no chapters throughout which is effective in a number of different

- The reader is immediately drawn into the story and there are no interruptions
- It provides a sense of immediacy to the narrative as there are few breaks.
- It represents Paddy's 10-year-old mind – he narrates his anecdotes randomly as they come into his mind.
- Paddy's anecdotes move forwards and backwards in time until the reader gets through his story in both past and present. This helps to create both unity and coherence.

Narrative Structure

There was no plot yet, but that didn't worry me

A typical novel follows a conventional plot line: the characters and setting are introduced, the author's relevant themes and ideas are introduced until the story's climax and resolution. The story follows a series of events and is divided up using chapters.

Typical Novel Structure



Paddy Clarke Ha Ha Ha does not follow this conventional form. Why?

Doyle himself admitted in an interview featured in *The Guardian* in 2009 that he did not follow the conventional form of a novel. Instead, he writes Paddy's experiences in one year using no chapters and no plot; it is a stream of consciousness; it is an exploration of character.

Doyle describes everything down to the last detail through Paddy's perspective – from his morning routine at school and for evening meals. These details are unusual in novels but typical of a child's life and therefore successful in establishing the narrator's voice.

Instead of chapters, the novel is divided up into small scenes which do not follow a conventional plot line. Perhaps this is to reflect the chaotic nature of Paddy's young mind. However, the novel does follow a character journey as the reader follows the changes in Paddy's character over time.

In the first part of the novel Paddy's anecdotes are light-hearted; following his and his friends' experiences in his neighbourhood as well as his experiences at school and at home. The anecdotes are light and fun. As the story progresses, Paddy's uneasiness begins to creep into the narrative. Tension begins to build as Paddy describes checking on his friends to see if they are arguing and his lack of understanding of what is happening. Tension builds as Paddy in relation to his parents' split and his own split.

In the final part of the novel events take a darker turn, with the impending break-up of Paddy's friendship with Sinbad. There is no reference to the fun and games which the gang have, in fact at this point Paddy is not even able to communicate with Sinbad about what is happening. The fight between Sinbad and Paddy at the end of the narrative shows their separation as friends. The **shift of tone** from light-hearted to dark reflects how Paddy has to grow up quickly in the last part of the novel.

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The Form of the Novel: Bildungsroman

*I had no plot, just Paddy.*²

Paddy Clarke Ha Ha Ha is a 'rites of passage' novel or a *Bildungsroman* novel (see definition) about a young boy growing up to become a young man. The story focuses on three key themes relating to Paddy's life:

- the experience and impact of an Irish Catholic upbringing
- the interaction between young boys towards one another
- family breakdown



Did you know?

A rite of passage is an event which marks a person's transition from one stage to the next. In *Paddy Clarke Ha Ha Ha*, it is a coming of age.

Rite of Passage

The novel shares Paddy Clarke's life using the first person narrative, therefore Doyle has written the story through the eyes of Paddy.

As the story is written using the present tense, the reader feels like they are happening as they read them. This creates a sense of immediacy. The story follows Paddy as he grows up. He is the eldest child and he hates his younger brother, Sinbad.

However, this changes as the novel progresses and Paddy becomes kinder and more protective towards Sinbad, an innocent character at the start of the story; however, he becomes increasingly aware of conflict in the family and the inevitable break-up of his parents.

The novel is about Paddy's rite of passage: his transitional period from being a child to being more aware.



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² Roddy Doyle, <http://www.guardian.co.uk/books/2009/aug/29/paddy-clarke-ha-rodny-doyle>

Ideas, Themes and Settings

The Boys' Cruelty

I loved Lord of the Flies because I felt I was in it; it was the schoolyard of my childhood.

The boys' cruelty recurs regularly through the novel. Doyle was inspired by the cruelty of the boys in *Lord of the Flies*. At the start of the novel, Paddy and his gang are mischievous and do not have any serious feelings.

Doyle subtly suggests how there is a 'survival of the fittest' mentality within the boys in *Lord of the Flies*. There is a 'pecking order' within the group: Kevin and Paddy are the top dogs, Sinbad is the middle dog and Liam is the bottom dog.

Likewise, as in *Lord of the Flies*, they are also cruel to each other – Liam and Aidan are picked on because of their family situation, Sinbad is also picked on because he is Paddy's younger brother. At the start of the story's opening when Sinbad gets stuck in a hedge and the gang leave him. They do not listen to him cry. Sinbad also gets regular dead legs and even has lighter fuel put in his legs. Paddy regularly makes him cry and Sinbad becomes resigned to this kind of life.

Kevin is particularly cruel and parallels can be made between him and Jack in *Lord of the Flies*. Kevin is an exciting and leader. Some of Kevin's schemes seem to aim to deliberately hurt others. It becomes darker when he deliberately singles out Liam in 'the swear word game'. Kevin is aggressive to all of the boys in the game but he hurts Liam, makes him cry and she has killed his mum – he deliberately uses words and physical violence to hurt others.

Paddy is aware of what Kevin is like but still joins in with name-calling, it is only later that Kevin will do the same to him when his parents are in the car.

The boys are also cruel to animals which are, in a sense, defenceless. There is a level of cruelty and disassociation between what is right and wrong. One example is when Paddy describes how the boys push bees into the wet tar.

As time passes Paddy begins to feel more empathy for others, perhaps as a consequence of his experiences. When Aidan is stuck in mud on the field, the boys watch rather than helping him. They do not help him – but Liam gets his dad to help Aidan.

By the end of the novel, the boys are cruel to Paddy. He has broken his friendship with the other boys are now boycotting him. However, Paddy is emotionally detached by this – he does not care.

Violence

Paddy experiences violence in different areas of his life: not just with his gang but with his parents. He is disciplined both at school and at home. At home, Paddy matter-of-factly describes how he has been hit by his dad as a consequence of misbehaviour: 'Da hit me. On the shoulder. He was looking at him, about to tell him that I didn't want to sing this one; it was too hard'.

Paddy accepts this form of punishment both at home and school. It is a form of corporal punishment for all pupils at school. When Ian McEvoy is caught asleep by Mr Hennessy, Paddy describes how 'Hennessy's hand swept through and smacked Ian McEvoy's neck. Ian McEvoy shot up and screamed. He groaned' (p. 64). It should be noted that corporal punishment in schools and at home during the 1960s was a normal occurrence and not an unusual form of discipline. Whether it is right or wrong, Paddy is a child and he does not question the use of violence to maintain order in his world.

³ Roddy Doyle, <http://www.guardian.co.uk/books/2009/aug/29/paddy-clerke-ha-rod-dy-doyle>

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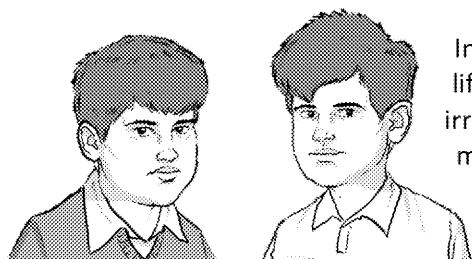


However, he also witnesses domestic violence increasingly between his parents. Forced to quickly grow up, he questions why his parents are fighting and even tries to intervene. When he sees his father hit his mother on the shoulder ('He'd hit her again and I saw him, and I saw her on the shoulder.' p. 280), it prompts him to leave. Perhaps when Paddy and his friends realised that things had to change now – he did not want one of his sons to see him like this – he never be sure, as we only see events from Paddy's perspective.

Family

A lot of the novel shares the sad story of the break-up of a family. Paddy is closest to his mother and goes to her for care and comfort. When Paddy thinks he has been stung by a jellyfish, he goes to her to show her. She knows that she is always there for him.

Paddy likes his dad too but he is 'mostly sat in his chair' (p. 37). They are quite close and talk about different subjects such as Geronimo, Irish History and go to the local pub. Paddy's house is kept clean and tidy. Mrs Clarke maintains a routine with her children and



In contrast, Paddy's friends Liam and Aidan have a different lifestyle since their mum died. Their father works irregularly and sometimes getting take-away food. Their father makes fun of the boys' lifestyle but as tensions rise, Paddy realises that he could be in the same position. The parallels made between Paddy and Liam and Aidan are firstly, Liam and Aidan regularly get criticised by their father.

When Paddy's mum doesn't get out of bed one morning, Mr Clarke gives the boys a lecture. Also, Liam and Aidan get 'special treatment' by the teachers at school because of their father's behaviour. In the novel, when Paddy falls asleep in class, Mr Henry takes the same approach as the Headmaster's room to sleep and then asking him if everything is alright at home.

When Mr Clarke takes the family to Dollymount there is tension between them. Paddy doesn't understand what is happening: 'Something had happened, but I didn't know what it was.' (p. 93)

Tension mounts when Paddy witnesses his parents' arguments: 'he'd hit her. Across the face; smack' (p. 190). Paddy becomes more anxious and deliberately stays up late at night thinking that it might stop the arguments. However, as time passes, Paddy and Sinbad's parents argue all of the time and both Paddy and Sinbad are affected to an extent. Sinbad cries and Paddy falls asleep in class.

Ultimately, Paddy faces up to his parents' separation by trying to support Sinbad and also making secret plans to leave. However, he doesn't get the chance to leave before his dad does. Paddy's dad leaves one day, not long after Paddy saw him hit his mum on the shoulder. Paddy realises that he has to be 'the man of the house' now and his formal words to his father at the end of the novel reflect how much he has had to grow up since his dad left.

Growing up and Changing Relationships

Paddy benefits from a settled home life at the start of the novel with consistent routines and is comfortable. He enjoys his daily chore of dusting and takes pride in dusting the bedroom every day. He becomes more unsettled as the novel goes on, as the family situation changes. When his dad leaves, it changes the family's home situation forever.

At the start of the novel we are introduced to Paddy's lifestyle: he spends a lot of time with his gang. The boys' innocence is established right at the start when they discuss how their mother is 'treated' (p. 1). To them, this sounds good because they think that Liam (who is in 'special treatment' (p. 1) from the teachers.

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By the end of the novel, we see how Paddy has changed a lot and matured – so much so that he is no longer the gang or friends with Kevin. This is an example of Paddy undergoing the process of change – he is different to the character at the start of the novel, mainly as a result of having to grow up quickly after his dad leaves. The nature of the gang's activities become more sinister and Paddy does not like how Kevin dominates the boys.

His change from boyhood innocence to maturity is marked by the change of tone which also occurs as we read on: the tone gradually moves from being light-hearted and humorous to one about Paddy focusing on the gang's activities and his gradual anxiety about his parents' relationship breaking up. By the end of the novel, the tone has changed to being darker – Paddy is more isolated and emotionally hurt by the taunts from the other boys. He has had to grow up quickly.

Similarly, Paddy's attitude to his brother changes as the novel develops. At first, Sinbad is his brother who he hates and the gang are cruel to him. An early example of this is when Sinbad burns his mouth and burn his lips for their own entertainment. At this stage, Paddy does not consider the consequences of his actions, or their effect on others – he is looking for fun and entertainment. The leader of the gang, provides it, coming up with new ideas.

However, in parallel to his parents' continual arguments, Paddy starts to see his brother differently and begins to recognise him more as an individual who is good at football. When Sinbad is called Francis, he agrees. Paddy is unnerved when Sinbad no longer wants to play football. Growing up quickly and everything seems to be changing so fast. Ultimately, Paddy decides to care for his brother and that it is his duty to care for him – this may be one of the reasons why Paddy is friends with Kevin – this, and because Paddy knows how Kevin will treat them when they are older. Paddy also decides to protect his brother – preparation for taking over being 'the boss' when he realises he will inevitably become.

Paddy prepares for the change which he sees as inevitably coming – he becomes more serious and who is distant from the other boys. Paddy wants to be like him.

Paddy eventually decides to run away from the situation – but he doesn't get the chance to do so first. This is a moment of change for Paddy as he is now expected to be 'the boss' and is emotionally distanced from the boys at school despite them boycotting him. By the end of the novel, the transformation is complete; when his dad asks him how he is Paddy replies formally 'thank you' (p. 282). The departure of Paddy's father marks Paddy's loss of childhood.

Setting

Paddy Clarke Ha Ha Ha is set in the fictional suburb of Barrytown, in Dublin in the south of the coast and is surrounded by country and farms in the story's opening. However, as the story progresses, as more houses are built by 'the Corporation'. In Paddy's home area, there are shops, a primary school and a church. The neighbourhood is very small and the boys play themselves in the area.



Paddy's primary school is a small school which is dominated by the teachers. The teachers were treated with respect. Mr Hennessey is an influential teacher. His classroom is an orderly place with strict class routines.

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Theme Development

As you progress through this study pack you will encounter important information on the previous page. Print several copies of the next page. Put a different theme on each sheet, for example prejudice. Take time at the end of each chapter to record the way the theme is presented and develops.

If this is completed, by the time you have finished this study guide you will have all the information on a theme in one place. This will be very useful for your revision.

An example of how to fill in the table sheet is included here.

A template is provided on the following page.

Theme: The boys' cruelty		
Page	Theme Comment	Key Quote
1	At the start of the novel Paddy describes the mischief the boys get up to in their neighbourhood. They do not stop to consider their neighbours' feelings about their behaviour.	'Kevin stopped at a stick. It was M... always looking on... never did anything
2	The boys are also cruel to each other. Kevin, who leads the boys, is particularly cruel to Liam and Aidan because their mum is dead.	'Ah, said Kevin.



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Theme:		
Page	Theme Comment	Key Quotation

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Historical, Cultural and Social Context

Note: AO4 (context) is not assessed in this exam. However, it's good to know about the historical, cultural and social context to help you inform your interpretations (which you'll need to do for AO1).

Paddy Clarke is semi-autobiographical.

Parallels between Roddy Doyle's own upbringing and *Paddy Clarke Ha Ha Ha* can be drawn.

The story was assembled from his own memory – the smell of the desk at school, the sitting room at home.

Elements of *Paddy Clarke* are based on his own autobiographical experiences to a large extent, mixed with fiction. Doyle was brought up north of Dublin in the working-class suburb of Kildare, and how the fictional Barrytown was inspired by his childhood experiences in Kilbarrack.

Read the quotation taken from an interview with *The Guardian* below:

I was 10 in 1968, as is Paddy, and I do remember that I was thinking a lot about the future, anticipating my son's future. My parents still lived in the house I'd grown up in, and the surrounding houses had been the fields and building sites that Paddy was aware that my past was very near. But I don't recall a decision.

- What immediate parallels can you draw between Doyle and Paddy Clarke?
- What parallels can also be drawn between Barrytown and Doyle's own home?

Now read the memory which Doyle describes (taken from the same article):

I remember, and have regularly remembered, walking down a road with my brother and we were knocking them down with the gates and walls, and singing 'She loves me, she loves me not'. I don't think I knew about the lyrics back then; the song was just in the air. I was thinking of the first two sentences, 'We were walking down our road, and Kevin was holding it with his stick.' (Kevin, by the way, is not Peter. Peter was the other boy.)

- Discuss: How does Doyle intertwine his own memory with his inspiration when writing *Paddy Clarke*? Consider the boys' actions and Kevin's character.

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⁴ Roddy Doyle, <http://www.guardian.co.uk/books/2009/aug/29/paddy-clarke-ha-rodny-doyle>

The 1960s

Paddy Clarke Ha Ha Ha is set in the 1960s. The popular phrase 'The Swinging Sixties' refers to a decade of dancing and partying, of no rules and excitement. This may well have been the case in the USA and media industry; however, Ireland was a Catholic country led by old-fashioned priests. Corporal punishment was a normal and accepted form of discipline in schools and contraceptives were disapproved of and not used by many.

Catholicism

The novel presents how prominent Catholicism was in people's lives. In the late 1950s and early 1960s, Ireland experienced some changes made to Catholicism. The Second Vatican Council was to modernise the Church to fit with modern life. Examples of this were replacing Mass in Latin with the Irish language in Ireland, Gaelic.

Teach Tip

While reading the novel, keep a set of notes which focuses on what kind of religious experiences Paddy has, in relation to the changing times.

Before this happened, priests in the 1950s would sometimes use visions of Hell as a form of punishment creating a fear of Satan. In the 1960s, there was a push to ensure that there were more comforting aspects of their faith instead.

Ireland

Irish history is referred to at times throughout the novel.

The 1916 Proclamation of Independence followed the Easter Rising when the Irish fought for independence from Britain. That they were now independent of Britain. Northern Ireland remained part of the United Kingdom.

As a result and due to the fact that both Catholics and Protestants lived alongside each other in Northern Ireland, problems arose in 1969. The Catholics wanted a united Ireland and the Protestants wanted to keep a Protestant state that was part of the United Kingdom.

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PEE

Use of Point, Evidence, Explain

You will be aware of the skill of point, evidence, explain as it's important to use well. For example if you were asked to write about how Paddy and Kevin's relationship changes in the novel then you should use the structure of PEE to help you to write an answer. Here's a model:

P Point

E Evidence

E Explain

Here's a more detailed explanation with an example:

P A **point** is made.

Paddy bullies his brother Sinbad at the start of the novel.

E A quotation is used to support the point (**evidence**).

'We left Sinbad stuck in the hedge and pretended we'd run away. We heard him snivelling.'

E A comment is made in some more detail, maybe a comment on a word or phrase (**explanation**).

These lines show that Paddy and the gang are cruel to Sinbad. Rather than helping him out of the hedge the boys pretend that they have left him and the word 'snivelling' captures how upset he is. As Sinbad's younger brother, he is subjected to regular torment by Paddy and the other boys.

Now, imagine that you take away the PEE scaffolding.

Paddy bullies his brother Sinbad at the start of the novel: 'We left Sinbad stuck in the hedge and pretended we'd run away. We heard him snivelling.' (p. 3). These lines show that Paddy and the gang are cruel to Sinbad. Rather than helping him out of the hedge the boys pretend that they have left him and the word 'snivelling' captures how upset he is. As Sinbad's younger brother, he is subjected to regular torment by Paddy and the other boys.

This provides a small part of an answer to the question '**How does the relationship between Paddy and Sinbad change throughout the novel?**' To write a longer answer, you could develop more points using PEE.

Here's an example of how a longer answer would gradually develop from your work. It starts with a short introduction which focuses on the essay question:

Sinbad is Paddy's younger brother in the novel. Their relationship gradually develops – when tension develops between the boys' parents, Paddy starts to bully Sinbad in a different light.

The first part of the question has been looked at; therefore, work with a partner to find the evidence to support the point. Make a note about the relationship between Paddy and Sinbad. You might want to look at the cruelty to Sinbad, for example.

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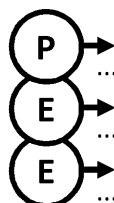
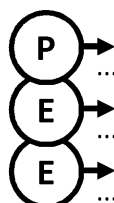
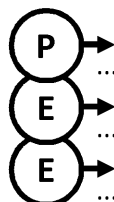
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Record your three different points below:

1.
2.
3.

Now look at the PEE framework below. Notice that it is provided three times for a task is to practise using the PEE framework by developing each of your points above are unsure about how to do this, return to the example first paragraph provided.



Tips!

- If you're unsure what to write at first, it might help you to find a suitable quotation by thinking about any points that you would like to use and/or you might not think of which you would like to use for your own paragraph!
- Always remember what the focus of the question is. When you are in an exam, focus, so always go back and reread the question so that you are aware of what is being asked.
- Don't be tempted to make your paragraphs longer by over quoting from the text. Don't copy out large chunks of the text. The examiner will not be fooled! Make sure you have your own points and responses.
- Embedding quotations is a sophisticated way of expressing your points. You may find it naturally to you or you may need to practise writing in this way before the exam. Practice of your quotations but sometimes embedding a quotation helps your writing.

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Creative Writing Exercises

Writing as a 10-year-old child:

1. With a partner, discuss what you would have to consider when writing as if you were 10 years old. For example, what kinds of things would you not be able to understand? Record your ideas and feed back to the rest of your group.
2. Now think of a vivid childhood memory from when you were 10 years old (or younger). Write about this event from a child's perspective – possibly even you as a child. Consider the kind of language that you will use.
3. Read over your finished piece of writing. Is it realistic? Swap your story with a partner and discuss about their writing, focusing on language.

Doyle describes how a vivid memory of him walking in his neighbourhood with his dog inspired the opening of his novel.

1. With a partner, discuss a memory from your childhood which you can remember clearly. Try to remember as much as you can about this memory: When was it? Who was with you? What were you doing? What could you see, hear, touch, taste and smell? Record your ideas for your writing.
2. Imagine that you are going to write a semi-autobiographical novel about your childhood. Use your memory as your inspiration for your opening. You can also use your fictional ideas, as Doyle did. Write your opening. Proofread it when you have finished.
3. Swap your opening with a partner. Feed back your ideas about their writing, focusing on the opening.

Writing from Mrs Clarke's perspective:

1. As the novel is told from Paddy's perspective we do not find out the truth about his relationship with Mr Clarke. She may have suffered with depression as Paddy says she 'went up one morning'. Discuss with a partner why you think that Mrs Clarke's relationship with her husband was difficult. Record your ideas and feed back to the rest of the group.
2. Write a monologue as Mrs Clarke. Describe your thoughts and feelings. Why do you feel this way about your relationship with Mr Clarke? What are your hopes and dreams for the future?
3. Swap your monologue with a partner. Read through their work. Do you agree with their perspective? Discuss what you think about each other's work with a partner.

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Writing-in-Role Exercises

These exercises are intended to help you to think about how the characters may feel at different points in the novel.

- 1) Imagine that you are Liam after walking out of the circle after Kevin has hit you. Write about your thoughts and feelings about what has happened. You may want to include:
 - how you feel about the game
 - how you feel about Kevin and your 'place' in the gang
 - how you felt after walking out of the circle and leaving
- 2) Imagine that you are Sinbad after being locked in the suitcase by Paddy. Write about your feelings. You may want to include:
 - how you feel about Paddy
 - how much you notice Paddy's changing attitude towards you
 - how you feel about the tension between your parents
- 3) Imagine that you are Paddy at the end of the novel. Write about how you feel about the significant changes that have taken place. You may want to include:
 - how you feel about only seeing your father now and again
 - how you feel about being 'the man of the house' now
 - what you hope for the future both at home and at school

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Text Transformation Exercises

These tasks are designed to make you think about the characters' motives, thoughts and feelings.

- 1) Paddy tries to talk to Sinbad about their parents' impending break up a couple of years ago in the novel. However, Sinbad does not want to talk about it. Why do you think this is?
 - a) Work with a partner to consider how you or your boys feel about what is happening. Write a short piece of text, willing to talk about it.
 - b) Work with your partner to write a **scene of dialogue**, imagining what the characters might say to each other. Only include their feelings about what is happening. You don't have to write a full scene.

Below is an example opening:

Paddy: Sinbad! Are you awake?

Sinbad: I've told you. Don't call me Sinbad...

- 2) Now that you have read the novel, write a **monologue** as Paddy, describing the changes which have taken place. You could include:
 - How you feel now that you have lost your friends at school
 - How your attitude has changed towards Sinbad
 - Your feelings towards your father now that he has left
 - What kinds of responsibilities you have taken on at home
- 3) Write a **poem** from the perspective of any of the main characters in the novel. Use the first line of the poem to start your thoughts and feelings. Use the first line of the poem to start your thoughts and feelings.

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Speaking and Listening Exercise

1) Discussion

In a small group, discuss how Paddy and Sinbad are affected by their parents. You could focus on:

- how Paddy's narrative becomes darker as the story develops
- Paddy and Sinbad's changing relationship
- how the boys behave differently when they are at school
- the choices Paddy makes with his friends

2) Presentation

Present two of the themes which run throughout the novel to the rest of the class.

3) Role play

As the story is told from Paddy's perspective the reader can only guess what is going on with his parents. Below are some possibilities:

- Mr Clarke has grown distant from his wife and family.
- Mrs Clarke is not happy with doing all of the house work and looking after the boys.
- The arguing worsens when Mr Clarke starts drinking.
- Mrs Clarke has depression.
- Imagine that Paddy and Sinbad have just gone to bed.
- Role-play a heated discussion which Mr and Mrs Clarke may have had earlier in the story.

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Revising *Paddy Clarke Ha Ha Ha*

How to Use Quotations: A Short Revision Guide

Whether you are writing for an examination or a Controlled Assessment, quotation evidence for your points about the text. Practising using them will help you write

Here are some reminders with regards to using quotations:

- Put inverted commas at the beginning and end of the quotation.
- Write out the line which you have to use exactly as it appears in your copy of the text.
- Make sure that the quotation is relevant and supports your point.
- Keep quotations short and concise as much as possible.
- Remember that quotations are used to support your point of view in your essay.

Embedding Quotations

It is sophisticated to **embed quotations** in your writing. For example:

Roddy Doyle writes as Paddy Clarke, a ten-year-old boy who undergoes his home and school life throughout the novel. When we first meet Paddy's friend Kevin about how 'cool' (p. 1) it would be to have a dead mother's innocence – they think that having a dead mother means that you get to school by teachers. However, the boys don't think about how the loss of lives.

Look at how the short quotation has been naturally embedded into the writer's sentence. Use of embedded quotations when you practise your own essay writing style.

Teacher's Tip

Try to keep your quotations as short as possible. The examiner is looking for the novel.

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Revising PEE

In order to write well and develop your points, you need to be confident when using 'finding quotations' from the text.

Copy and complete this **practice page for PEE**. Different parts of the PEE chain are

- Paddy shares details about his life with the reader:

'.....'

This line reveals...



- Sinbad is a victim of the gang's bullying:
'Sinbad wouldn't put the lighter fuel in his mouth' (p. 8)

This line shows...

- Tension between Paddy's parents:

'.....'

This line shows...

Now make up your own PEE paragraphs for the following points. Try to use evidence from the text.

- Paddy's father becomes more and more distant at home.
- Kevin is the leader of the gang.
- Paddy becomes friends with Charles Leavy.



Start

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-

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Revision Guidance

Make sure that you know which unit you are doing *Paddy Clarke Ha Ha Ha* for an exam or controlled assessment – when and how long it is (hint – all of this information is somewhere in this resource!).

Have you tried some **exam-style questions**? It would help to look at the sample of possible answer to at least one of them. Practise planning and timing – you need planning time. Also, practise writing full answers to questions – timed. Remember to brainstorm before writing. The benefit of this is that it will increase your confidence and efficiency with time management.

Remember **time management** is crucial so the more time you spend writing, the more you have for the rest of the exam, the better. Have a rough plan for timing in your head – for instance, 45 minutes writing and 5 minutes to check your work and add anything which you have forgotten.

It may be beneficial to know some information about Roddy Doyle and the period in which the novel is set, but remember that you are not being assessed on your contextual knowledge. The novel's background might help to inform your interpretations, but you don't need to know it in detail.

It is worth **rereading the text**. A second read enables you to pick up on things which you missed the first time round. It will also enable you to gain a deeper understanding of the ideas, characters and themes. You also need to be aware of the ways in which the novel is structured and why you think the author chose to structure the novel this way. You may also wish to make notes for particular areas of interest.

When Writing Exam Responses

- Remember not to waste time with lengthy introductions – move straight into your answer.
- Remember to use Standard English throughout your essay – make sure that you are clear and concise.
- Use a spider diagram or bullet points to help you with your ideas but adjust your plan as you write. It is free to add to it or cross out points.
- Make the most of your exam time. Divide it up so that you are aware of how much time you have left. This way you will spread your efforts out. Be aware of how many marks are available for each question so much you are expected to write.
- Remember to build in planning time at the start and allow yourself time to check your work at the end.
- Remember to keep quotations short and concise: use the PEE chain and integrate your own words. Bring your ideas to your writing – remember that a writer's interpretation is what you are being assessed on.
- Try to use embedded quotations to bring sophistication to your writing.

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General Guidance on Writing Essays

This section is for **any essay** so it is important to read before you focus on specific reminders to help you with your essay-writing skills – you should already have had this and this section is divided up into five sections:

- a) Planning
- b) Writing an introduction
- c) Writing the main part of your essay
- d) Writing a conclusion
- e) Tips for writing better

a) Planning

Before you start writing, you should **underline and examine the keywords in the question** and focus on what the examiner is looking for and it will help you to prepare an answer.

Jot down any **immediate ideas** and read through the passage related to the question.

Create an **essay plan** – if it helps, put the question (or the keywords) in the middle, then the time, number your points in the order which you think is best for each paragraph. Most students prefer to use bullet points.

Note down any **quotations** which you think support your points – you should use at least four in your essay (four or five).

Remember that you won't be allowed a copy of the text in the exam, so make sure you memorise key characters and themes.

b) Writing an introduction

An introduction is usually **short** and **clear** – **addressing the question** for the examiner. Introduce your ideas or themes. Remember, context is not assessed in this section. Include background information about Roddy Doyle or the novel's context. It should include the **key words** and **focus of the exam question** overall.

c) Writing the main part of your essay

After writing your introduction you may be feeling more confident. It's important to stay on hand at this stage. You should now work through your plan creating a **structured paragraph** point. If you have numbered your points, this may help you – or you could number them in your introduction. You may prefer to work through your plan naturally, adding and subtracting as you go.

Be aware of **timing**; however, you don't want to still be working on the main part of your essay at the end of the time. Timing is essential – don't dwell on one part for too long.

The structure of each paragraph could follow **PEE** and if you have practised this, it will help that your writing flows naturally while following this form. Remember that for this section your analysis will be assessed.

Remember to **keep quotations** and **comment on the effects of words** and phrases. Look at good examples and be aware of what grade they receive. Look at past essays, their strengths and how they could be improved.

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d) Writing a conclusion

After working through your main points your conclusion should be **short and concise**. Your conclusion should **sum up the main points** which you have made and refer back to the question.

e) Tips for writing better essays

Read essays which have gained the **grade** that you are aiming for – look at what is effective and consider how your own writing can improve to meet that target in particular:

- how the introduction is approached and how the points are developed
- how the essay maintains its focus on the question throughout
- how quotations are used and to what effect: for example, does the writer support their points at all?
- how effectively the essay is concluded

Information about the question

You will be given a choice of two questions in the exam – only answer one! Read both questions through carefully and decide which one you would feel more confident answering. Don't write half an essay then change your mind and switch question. This is a waste of time. Be sure you have underlined the key focus of the question, which will be about the character, theme or any aspect of the text.

Using bullet points and spider diagrams

Spider diagrams are helpful for getting ideas down and maintaining focus when writing. You can refer back to and you don't have to use all of your ideas in it. You may even find some ideas that you don't need.

They may just be a starting point and may progress as you start writing. You can add to your diagram as you're writing.

After choosing and starting your question, it's helpful to **write down as many points as you can** related to the question. You can also jot down any particular quotations or sections that you think are relevant. **Effective use of making notes** but remember to keep your focus on the question.

When to use bullet points and spider diagrams

If your essay title requires you to write about a character, theme or any aspect of the text, then using bullet points or spider diagrams can be helpful.

Answer these questions:

1. What should you focus on in the question?
2. How should you introduce your essay?
3. What do you need to make sure you do with all your quotations?
4. How many points should you roughly aim for in your essay?
5. How should you sum up your main points?

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Literature Exam Information

Read the information below about the exam so you know what to expect.

- ✓ This is part of an external examination and worth **20% of GCSE marks**.
- ✓ *Paddy Clarke Ha Ha Ha* is **Unit 1: The Study of Prose – Section A: Novel**.
- ✓ The exam is **1 hour 45 minutes** long. You should spend **1 hour** on this section.
- ✓ There is a choice of two essay questions, from which you **choose one**.
- ✓ It is a closed-book examination.

Now have a look at the sample exam questions below. These are the sort of questions you will find on the exam.



Sample Exam Questions

Answer either part (a) **or** part (b).

- (a) Consider the ways in which Doyle presents Sinbad. To what extent do you agree that Sinbad is a sympathetic character in the novel?
- (b) Consider the ways in which Doyle presents the idea of cruelty in the novel. What does this tell you about the world and why? Remember to justify your opinions.

Answer either part (a) **or** part (b).

- (a) Consider the ways in which Doyle presents Paddy. To what extent do you agree that Paddy is a bully?
- (b) Consider the ways in which Doyle presents the idea of family in the novel. How does family life affect the characters in the novel? Remember to justify your opinions.



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