



2017 specification
first exams in 2018

Lord of the Flies

Gifted and Talented Pack for GCSE
CCEA English Literature

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Teacher's Introduction

This resource is designed for students studying *Lord of the Flies* for GCSE CCEA English Literature Unit 1: The Study of Prose, Section A: Novel. The activities are designed to cater for students aiming for grades B–A* in their Literature examination. However, as you will see from the Specification Information page, the novel can also be taught to fulfil the Controlled Assessment component of the CCEA English Language course (Unit 3, Task 2: The Study of Written Language).

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

In order to stretch more-able students and to help them achieve an A*, the resource is divided up into key areas as opposed to chapters. The resource covers the following key areas of the novel as a whole: important events, characters, context, language, structure, form, themes, ideas and interpretations. Within each key area, you will find a range of the following activities: reminder tasks to enable students to recall the key points; comprehension tasks to enable students to demonstrate clear and advanced understanding; application tasks to enable students to apply their knowledge of the novel to a new situation or an unseen extract; analytical tasks to enable students to analyse literal and abstract meanings; evaluation tasks to enable students to evaluate and demonstrate individual interpretations; synthesis tasks to enable students to formulate new, creative and individual ideas. At the end of each key area, there will also be an exam-style question with an annotated response to show students the best way of achieving an A*. The different types of activity listed above will be signposted with an icon (see 'Activity Types' on page 3).

All activities are signposted in order to show which assessment objective is relevant. For a detailed description of assessment objectives, please see 'Specification Information'. Please note that context (AO4) is not assessed in Unit 1; however, there is a short section on 'Context' included in this pack which explores some of the novel's historical background. We have included this section as having an understanding of the novel's context can be useful for constructing critical responses (AO1); however, it is at the teacher's discretion how best to use these activities.

Although the resource itself is generally aimed at B–A* grades, certain activities are signposted as being specifically for A*. There are also specific tips for the examination and/or how to gain an A*. These are highlighted with stars to alert students to read and/or copy into their books.

In order for teachers (and students) to have flexibility, this resource is designed to be 'dipped into', as opposed to working through it chronologically. Some tasks can be completed while teaching the novel and others are designed to be used once the whole novel has been read. The pack is also an excellent revision and homework resource and it is worth noting that there are lots of activities which could be used as speaking and listening activities.

There is a glossary and a recommended reading list at the end of the resource to be used by both teachers and students if required. There is also a 'Teacher's Notes and Exemplar Answers' section at the end of the resource which in some cases provides correct answers, but in other cases should just be used for guidance and example answers only. I hope you will find this resource most useful and, more importantly, I hope it challenges students to be creative and think independently. Finally, I hope you enjoy teaching the great classic *Lord of the Flies*.

Free Updates!

Register your email address to receive any future free updates* made to this resource or other English resources your school has purchased, and details of any promotions for your subject.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Go to zzed.uk/freeupdates

February 2018

SPECIFICATION INFORM

Lord of the Flies has been assigned as a set text for GCSE CCEA English Literature – **Section A: Novel**. The study of this unit should encourage students to connect and become critical readers.

Lord of the Flies is specifically prescribed for GCSE CCEA English Literature; however, it is also an optional text for the coursework element for GCSE CCEA English Language. The following units allow for the study of *Lord of the Flies* and the methods of assessment.

English Literature
Unit 1: The Study of Prose Section A: Novel
Exam: Choice of two essay questions. Students must answer one question. This is a closed book exam.

- ✓ This is part of an external examination worth **20% of your GCSE**.
- ✓ *Lord of the Flies* is featured in **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 evidence to support interpretations.
- AO2** Explain how language, structure and form contribute to writers' presentations of their subjects and settings.

Language Notes

Lord of the Flies can be used as a text for Controlled Assessment tasks in English Literature. It was written to meet the requirements for English Literature, although English Language teachers can use it to explore:

- reading and understanding texts
- developing interpretations of writers' ideas and perspectives
- evaluation of linguistic, structural and presentational features to achieve effective communication

English Language
Unit 3: The Study of Written Language
Controlled Assessment: one task from the task bank. Literature text is suitable for this unit.

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ACTIVITY TYPES

Activity Type	Explanation	
Reminder	To enable students to recall the key points	
Comprehension	To enable students to demonstrate clear and advanced understanding	
Application	To enable students to apply their knowledge of the novel to a new situation or an unseen extract	
Analytical tasks	To enable students to analyse literal and abstract meaning	
Evaluation tasks	To enable students to evaluate and demonstrate individual interpretations	
Synthesis tasks	To enable students to formulate new, creative and individual ideas	
Exam-style question	To enable students to practise answering higher-tier questions and to understand what an A* response looks like	

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The following key events from the novel are jumbled up. Your job is to put them in order in which they happen using the numbered list on the next page.

Once you have worked out the correct order, write the chapter in which they happen.

Simon suggests there may be a beast

The boys go in search of the beast after Sam 'n' Eric's supposed discovery

Jack leaves the group to form his own tribe at Castle Rock following an argument with Ralph

The naval officer arrives and the boys are rescued

The boys fail to be rescued by a passing ship because the fire has gone out

Ralph gets caught up in the pig hunt

Roger throws stones at Henry

Sam 'n' Eric mistake the dead parachutist for the beast

Ralph is chased by Jack and the other boys

The first mention of a beast

Ralph is elected leader at the first meeting

The boys re-enact the killing of a pig with Robert

The conch is discovered

Jack kills his first pig

Jack paints his face

Jack fails to kill a pig but advocates that next time he will

Simon faints in the forest after imagining the sow's head talking to him

Piggy's glasses are stolen during the night

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Essay Tip!

Remember, your essay should always move through the events in the novel chronologically to ensure you have understood the overall structure.



AO1

IMPORTANT EVENTS

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27.

How did you do?

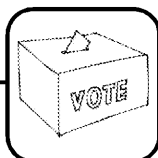
Go back to your copy of the novel and check that you have placed the events in the

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Look at the following three important events in the novel (one from the beginning, one from the middle of the novel and one from the end) and answer the comprehension activities.

Write full answers using small, integrated quotations and remember to use the points to help you when explaining your answers.



Ralph is elected chief at the first assembly

- What does this event tell us about the boys at the beginning of the novel?
- What knowledge of the outside world are the boys drawing on?
- Why is this event important in terms of our understanding of the novel?
- Which of Golding's ideas emerge during this part of the novel?



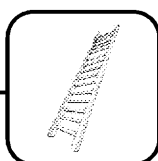
Simon is killed

- What does this event reveal about the boys and how they are behaving?
- What does Golding show us about human nature through this event?
- Who, in your opinion, is to blame for Simon's death and why?
- Why, because of who is killed, is this event more significant than the others?



Ralph is hunted by Jack and his tribe

- What does this show us about the island and the boys?
- Why is it significant that there is only Ralph left during the hunt?
- What does Roger do with the 'stick' and what does this tell us about him?
- What ideas and themes does Golding draw our attention to through this event?
- How does the naval officer react when he sees Ralph / the boys?
- How do you interpret the naval officer's reaction?
- What was Golding trying to tell us through the naval officer's reaction?



Going Further...

Pick another three events that you see as the most important in the novel and write about the main ideas that emerge through these events.



Essay Tip!

In the time you have in an examination you won't be able to cover all the important events. Choose three to write about the events you can analyse in the most depth to reach the highest marks.

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AO1
AO2

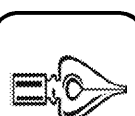
IMPORTANT EVENTS



Getting Started

Try these starter activities to get you thinking about important events in the novel.

- Speak for five minutes about what you see as the most important events in the novel and why.
- Pretend you are a main character, stand up and tell the class about the events you are involved in.
- In pairs, pretend one of you is William Golding while the other asks questions. You think are the most important events in the novel and why.
- Where on the island do the following important events take place? The chief is killed; the boys build a fire; Simon is killed; the boys offer a gift to the naval officer; Piggy is killed; the naval officer finds the boys.



Application

Read the following extract from an early important event in the novel. Answer the question that follows.

*Ralph had stopped smiling and was pointing into the lagoon among the ferny weeds.
'A stone.'
'No. A shell.'
Suddenly Piggy was a-bubble with decorous excitement.
'S'right. It's a shell! I seen one like that before. On some of the other islands called it. He used to blow it and then his mum would come and take it away.'*

- What significance does the finding of the conch have on the island?



Tips

- Use small, integrated quotations from the whole novel.
- Comment on the ideas that Golding conveys through the conch.
- Comment on other key events where the conch is significant.
- Try to use the following words and phrases: civilisation, social conditioning.

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Literal vs Abstract Meaning: Getting that A Grade

Look at the following example and then try filling in the table on the following page.

Notice how the C-grade response looks at the literal meaning, whereas the A-grade response looks at the less obvious, more abstract meaning.

Tip: Use this phrase in examinations for a B grade.

Tip: Use this phrase in examinations for a C grade.

Event	C Grade (Explain)	B Grade (Explore)
Ralph is elected leader at the first assembly, 'Let's vote... I'm chief then'.	<i>The boys vote Ralph chief to take charge on the island, mainly because he had the conch and called the meeting.</i>	<i>It also shows that they respect Ralph and that they see him as adequate enough to fulfil the role of leader and take charge while they are on the island and 'decide things'.</i>

Tip: Continue to use quotations when analysing.

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Calling All A* Students

For an A*, the tip is to evaluate and give a personal response.
There is help on how to do this in the next activity.

Literal vs Abstract Meaning: Getting that A

Event	C Grade (Explain)	B Grade (Explore)
The boys miss the passing ship because the fire has gone out		
Jack paints his face and kills a pig for the first time		
The boys re-enact the killing of a pig using Robert		
Jack and his hunters kill another pig and use its head as an offering for the beast		

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Event	C Grade (Explain)	B Grade (Explore)
Simon is killed and his body is carried out to sea		
Piggy's glasses are stolen		
Piggy falls off the cliff and dies		
Ralph is chased and Roger sharpens a stick at both ends		
The boys are rescued by the naval officer		

A*
Activity

When you are evaluating and thinking of a personal response, an event has on the reader and/or you. How does it contribute to learning and how we/you see the world? Say why you think it has been done for you.

Event	A* (evaluate and demonstrate individuality)
The boys miss the passing ship because the fire has gone out	<i>Through Jack's actions, Golding shows the reader that people sacrifice others' needs for their own self-gratifying their own needs even when something is better. This is effective because, in essence, Golding teaches us that we are all selfish.</i>
Jack paints his face and kills a pig for the first time	
The boys re-enact the killing of a pig using Robert	
Jack and his hunters kill another pig and use its head as an offering for the beast	
Simon is killed and his body is carried out to sea	
Piggy's glasses are stolen	
Piggy falls off the cliff and dies	
Ralph is chased and Roger sharpens a stick at both ends	
The boys are rescued by the naval officer	

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Get Creative with Drama

- In groups, perform one of the key events, such as the boys letting the fire go out.
- As a class, stage a Jeremy Kyle show where the key events are discussed and the boys are judged about their irresponsible actions.
- In pairs, report a key event in the style of the 10 o'clock news.



Get Creative with Art

- Storyboard one of the key events.
- Create a collage of six of the key events in the novel.



Get Creative with Writing

- Write your own quiz based on the key events (write the questions and the answers, include the correct answer, an answer that could be a distractor, and a wrong answer).
- Write up one of the key events for a very young child using the conventions of fairy-tale characters to retell the events. For example, the big bad wolf, Ralph is the hero, Piggy is the helper, Simon is the wise one.



Get Creative with Media

- Design your own soundtrack for the key events (e.g. a song that represents the boys letting the fire go out).
- Turn the soundtrack into a quiz, where students have to guess the key event to which song.



What have you learnt?

- Write postcard-sized revision notes on six key events.
- Create a spider diagram showing everything you've learnt about the novel.

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The following essay question has been started for you to illustrate the best way to finish the essay or answer the question underneath.

How important is the finding of the conch in *Lord of the Flies*?

Discourse markers are used to show that you are moving through the novel in chronological order

From the moment Ralph and Piggy find the 'conch' in Chapter One, 'something created a new order among the ferny weeds', the writer gives the conch a great sense of importance and makes it appear precious and delicate as Piggy describes it as 'ever so valuable' and Golding describes it as 'a thing to be seen, but not to be touched'. This description possibly suggests that it is 'valuable' to the reader's understanding of the story. When we learn that, after reading the novel, it truly comes to represent civilisation and order, we can say that the finding of the conch is therefore fundamental to the novel as a whole.

Discourse markers

The writer firstly shows the finding of the conch's importance when it is primarily used by Ralph and Piggy to summon the rest of the boys to an assembly, 'the note boomed and then a call appeared'. This initial assembly, as a result of blowing the conch, represents the civilised behaviour of the boys at the start of the novel and their compliance to conform to a set of rules. Even orderly, even Jack who leads a 'party of hunters in two parallel lines'. Our understanding of the boys' need for order and civilisation is linked to our understanding of the boys' descent into savagery; all themes that emerge and interdependently on the finding of the conch.

Discussion of characters, despite it not being a character-based question

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Question: What significance does the event of Simon's murder have for the boys in *Lord of the Flies*?

AO1

CHARACTERS



Getting Started

Match the following quotations with the correct character.

Quotation

'...tall, thin, and bony; and his hair was red'

'He was shorter... and very fat'

'a small, skinny boy, his chin pointed... coarse mop of black hair was long...'

'slight, furtive boy'

'The boy with the fair hair... he might make a boxer'



Going Further...

- Draw a timeline for each character and plot the key moments
- Fill in the table on the following page for each character you need to.



Further Still...

Design a quiz for the rest of the class based on your favourite character.

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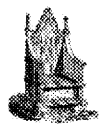
Character	Detailed description	What they are like at the beginning	What t

The following questions can either be discussed or answered on paper. Remember to include tiny quotations throughout for an **A***.



Ralph

- What social class does Ralph belong to and why do you think this?
- What evidence is there from Chapter 1 that Ralph is innocent? How is he portrayed this way at the beginning of the story?
- In the chapter 'Beast from Water', how does Ralph's thinking change?
- 'How I wish!' What does Ralph mean when he says this? What is the 'Beast from Water', and why doesn't he finish the sentence?
- Read the extract from 'Shadows and Tall Trees' from 'or the end of the world'. Why is it significant that 'everything was good-humoured and friendly'. Why is this important? What does it tell us about Ralph?
- 'Ralph wept...' Why in your opinion does Ralph weep at this point? What does this tell us about him?



Jack

- In 'The Sound of the Shell', how are Jack and Ralph polarised?
- 'The boy who controlled them...' What is significant about this? What does it tell us about Jack at the beginning of the novel?
- What do you notice about Jack's language in the first chapter? How does it change in 'A View to a Death'?
- Why do you think Jack bullies Piggy?
- Pick out as many examples as possible from the novel where Jack is violent or aggressive.
- What is the deeper meaning as to why Jack paints his face? What does it tell us about him?



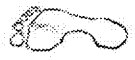
Piggy

- What social class does Piggy belong to and how do you think this affects him?
- What disabilities does Piggy have and why is this central to his character?
- How do you know that Piggy is a weak character?
- How do you know that Piggy is an intelligent character?
- How do you know that Piggy is a more responsible, mature character at the beginning?
- Why do you think the writer chose to kill off Piggy's character?

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Simon

- How is Simon different from all the other boys?
- Why do you think Simon faints?
- Why do you think that it is Simon who recognises that the beast is not real?
- Why do you think the writer chose to kill off Simon's character?
- 'Simon's dead body moved out towards the open sea.' What does this description suggest?



Roger

- What type of boy is Roger?
- 'Roger's arm was conditioned by civilization...' What does this mean?
- Is Roger more of a savage than Jack?
- Explain your answer to Question 3.



Sam 'n' Eric

- Why do you think the twins are referred to by the other boys as 'the twins'?
- Why do you think Sam 'n' Eric remain loyal to Ralph for so long?
- Why do you think they fabricate the story about the 'beast'?



Littluns

- What is the significance of including a group called the 'littluns'?
- Can you name any of the 'littluns'?
- Roughly, how old are the 'littluns'?
- What happens to them at night?
- Which 'littlun' goes missing in 'Fire on the Mountain' and why?
- What is the significance of Percival reciting his personal lullaby at the meeting in 'Beast from Water'?

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Read the following extract and answer the questions, which increase in difficulty.

'Jack! Jack! You haven't got the conch! Let him speak.'
Jack's face swam near.
'And you shut up! Who are you anyway? Sitting there – telling people what to do.'
'I'm chief. I was chosen.'
'Why should choosing make any difference? Just giving orders that don't make sense.'
'Piggy's got the conch.'
That's right – favour Piggy as you always do – '
'Jack!'
Jack's voice sounded in bitter mimicry.
'Jack! Jack!'
'The rules!' shouted Ralph, 'you're breaking the rules!'
'Who cares?'
Ralph summoned his wits.
'Because the rules are the only thing we've got!'
But Jack was shouting against him.
'Bollocks to the rules! We're strong – we hunt! If there's a beast, we'll hunt it down. We'll never be afraid of it. We'll beat and beat – '
He gave a wild whoop and leapt down to the pale sand. At once the platform broke up into
scramblings, screams and laughter. The assembly shredded away and became a mob
scatter from the palms to the water and away along the beach, beyond night
touching the conch and took it from Piggy.
'What's grown-ups going to say?' cried Piggy again. 'Look at 'em!'

1. What do we learn about Jack, Ralph and Piggy from this extract?
2. How does the writer show Jack and Ralph to be the complete opposites?
3. What do you learn about the characters' values and priorities from the extract?
4. How does the description of the other boys' behaviour add to our understanding of the story?

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Calling All A* Students

How does the writer use punctuation in this passage to enhance the descriptions
of characters and their emotions?

Literal vs Abstract Meaning: Getting that A C

Fill in the following table, which has partly been filled in to

Quotation	Literal Meaning	
'his hair was red'	<i>Jack has red hair which is usually associated with a fiery temper.</i>	<i>Perhaps Chapter 4 for the might as thinking with co hints at going to or the o</i>
'the boy with the fair hair'		
	<i>Piggy has an obvious disability which makes him weaker than the rest of the boys.</i>	
'Simon found for them the fruit they could not reach... passed them back down to the endless, outstretched hands'		



Going Further...

Discuss your abstract interpretations with a partner and see if different.

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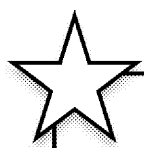


AO1
AO2

CHARACTERS

Allegoric Characters

The characters in *Lord of the Flies* can be referred to as **allegoric**; their **sal** metaphorical. In other words, each character represents a distinct type of person.



Calling All A* Students

You should be able to provide original interpretations of the characters. Think about who the characters might represent. One way to do this is to consider their characteristics.



Getting Started

Fill in the characters who embody the following ideas.

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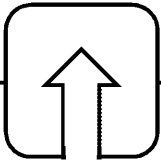
Going Further

Who do the following characteristics relate to?

Compassionate	Responsible	Forceful
Evil	.....	Democratic	.....	Rational
Regimental	.....	Irresponsible	.....	Apprehensive
Manipulative	.....	Altruistic	.....	Barbaric
Intelligent	.....	Tolerant	.....	Kind
Diplomatic	Mystical	Murderous
Brave	Arrogant	Practical
Inconsiderate	Bully	Aggressive

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Further Still

Thinking of the characteristics you identified for the main characters allegorically? Use the table below to help you.

Character	Types of people they represent	Examples of leaders they represent
Ralph		
Jack		
Piggy	e.g. <i>intelligent</i>	
Simon		e.g. <i>Jesus</i>



Extension

Explain and justify your interpretations to the class.

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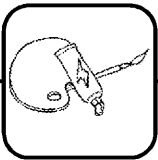
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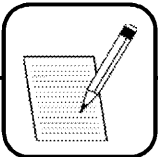
Get Creative with Drama

- Hot seat members of the class while they are in role
- Improvise a reunion party 20 years after the boys are rescued
- Stage a radio show or TV talk show where characters discuss their time on the island.
- As a class, assume the role of one of the boys and have a discussion you want to discuss, e.g. what should happen to the boys after their homework.



Get Creative with Art

- Create a collage for one of the characters, looking at the colours that describe that character.



Get Creative with Writing

- Write a monologue for either Ralph or Jack and, if possible, perform it in front of the class.
- Write a speech for Ralph or Jack persuading the rest of the boys at the first assembly.
- Imagine you are one of the main characters and write an account of your time on the island.



Get Creative with Media

- Design Jack, Ralph or Piggy's Facebook profile page



What have you learnt?

- Write postcard-sized revision notes for each character
- Create a spider diagram showing everything you've learnt

The following essay question has been started for you to illustrate the best way to write an essay or answer the question underneath.

How does Golding present Jack in *Lord of the Flies*?

Language
analysis

When we are first introduced to the character of Jack, the writer describes him as 'ugly and silly' which suggests an innate quality of being repellent rather than physically unattractive. The writer hints at his savage, autocratic nature through his dialogue to the rest of the choir: 'Stand still!' The writer's use of the exclamation mark shows Jack's authority and the fact that he is in charge of the choir, 'the choir belong to you'. This highlights that he is used to being in control.

Jack's 'dark' side, which unravels as he becomes more savage, is also hinted at the beginning of the novel 'something dark was fumbling under the black cap... dark cloak'. The colour black has connotations of misery, eeriness and death which come to be synonymous with Jack's character. However, what the writer tells us through his references to 'black' and the 'dark' reveal the true essence of the story: the darkness within man's heart.

Link to key
ideas
presented in
a sophisticated,
concise way

We also learn early on that Jack is self-obsessed with hunting and therefore kills. 'I was just waiting for a moment to decide when to stab him'.

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Question: How does Golding present Simon in *Lord of the Flies*? What is his role?

AO1

CONTEXT

Note: AO4 (context) is not assessed in this exam. However, it's good to have background and context to help you inform your interpretations (which you will be assessed on).



Getting Started

Answer the following questions, referencing the text and using your knowledge of context.

- Golding wrote this novel during World War II. Which point of view is there in the story? How does Golding show us, through the characters, that there is a war happening in the background of the story?
- How does Golding show us, through the characters, that they are committing inhumane and/or immoral acts? Can you think of any historical context that these events might reflect?
- Since it is usually adults that commit atrocities, why does Golding focus his story on children rather than adults?
- How have the boys been conditioned to behave the way they do in any historical context?



Going Further

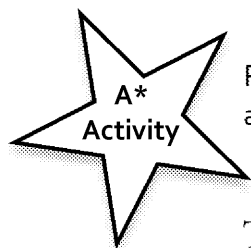
- Explain how the novel has universal appeal.
- Explain how the novel has timeless appeal.

A* Keywords and Definitions

Inhumane:	cruel and barbaric; incomprehensible
Immoral:	wrong; not morally acceptable
Amoral:	acting without any morals at all
Social conditioning:	behaving according to social norms; learned behaviour that is acceptable by society
Conditioning:	learned behaviour as a result of environment
Universal appeal:	appealing to all

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Read the following extract from Joseph Conrad's *Heart of Darkness* and answer the questions that follow.

The vision seemed to enter the house with me – the phantom-bearers, the wild crowd of obedient workers of the forests, the glitter of the reach between the beat of the drum, regular and muffled like the beating heart of a conquering darkness. It was a moment of wilderness, an invading and vengeful wish which would have to keep back alone for the salvation of the memory of what I had heard him say afar through the shapes, stirring at my back, in the glow of fires, in the woods, those broken phrases came back to me, with their ominous and terrifying simplicity. I remembered pleading, his abject threats, the colossal scale of his meanness, the torment, the tempestuous anguish of him on I seemed to see his collected languid manner, one day, 'This lot of ivory now is really mine. The Company for it. I collected it myself at a very great personal cost they will try to claim it as theirs though. H'm. It is mine. What do you think I ought to do – resist? Eh? I want justice'...He wanted no more than justice – no more than a bell before a mahogany door on the first floor, and he seemed to stare at me out of the glossy panel – steady and immense stare embracing, condemning, loathing – I seemed to hear the whispered cry, 'The horror! The horror!'

- Can you see any similarities between Conrad's and Golding's ideas?
- What do you think is meant by 'darkness' in the title and the phrase 'darkness', and how does this link to *Lord of the Flies*?
- What does Ralph weep for at the end of the novel that is significant?

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Getting Started

Try these starter activities to get you thinking about important

- Define the following:
 - adjective;
 - noun;
 - verb;
 - adverb.
- Define the following:
 - sensory language;
 - metaphor;
 - simile.
- Define the following:
 - pathetic fallacy;
 - semantic field;
 - anthropomorphism;
 - symbolism.

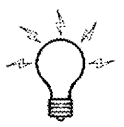


Application

- Read through this extract from 'A View to a Death' and identify the language terms you defined in the previous activity.

The sticks fell and the mouth of the new circle crunched and its knees in the centre, its arms folded over its face. It was an abominable noise something about a body on the hill. The ring and fell over the steep edge of the rock to the sand crowd surged after it, poured down the rock, leapt on to the tore. There were no words, and no movements but the tear

Then the clouds opened and let down the rain like a waterfall from the mountain-top, tore leaves and branches from the shower over the struggling heap on the sand. Presently the staggered away. Only the beast lay still, a few yards from could see how small a beast it was; and already its blood was



Tips

- ① Use a colour code to identify each language feature.

Answer the following questions to demonstrate your understanding of the novel throughout the novel.

1

Basic

1. How is the island described in the opening chapter? How does the language create the island?
2. What type of language do the boys use and what do we get from their use of language?
3. What nouns are used to describe the characters at the beginning and how do these nouns change?
4. What is the effect of the nouns used for the major characters at the beginning, middle and the end of the novel?
5. What language is used to show that Jack has animalistic qualities at the beginning of 'Huts on the Beach'?
6. Find as many examples as possible of sensory language in 'Shadows and Tall Trees' and explain the effects.

2

Advanced

1. How is pathetic fallacy used in 'A View to a Death'?
2. What is the effect of using the word 'dance' when Jack describes the boys' dance?
3. What is the effect of Jack saying to Ralph in 'Gift for the Hunters' 'I'm going to play any longer. Not with you.'?
4. How does Golding use language to suggest the boys' savagery in the latter part of the novel?
5. What is the effect of the language used in the last paragraph of 'A View to a Death'?
6. What is the effect of the personification used after the boys have breathed again...?

3

Extension

- How does the writer use dialogue to show the conflict between Jack and Ralph?

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Fill in the gaps of the following extract taken from 'Beast from Water' to express meaning. The letters in brackets tell you whether it should be a verb, adjective or noun.

'We need an (N). Not for (N).
and falling off the log' – the group of littluns on the twister
at each other – 'not for making (N), or for –' he lifted
in an effort to find the compelling word '–for (N)
to put things straight.'

He paused for a moment.

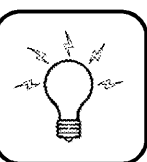
'I've been along. By myself I went, thinking what's what. I
..... (N) to put things straight. And first of all, I'm

He paused for a moment and (Adv) pushed
(N). Piggy (V) to the triangle, his
made, and (V) the others.

Ralph (V).

We have lots of (N). Everybody enjoys
..... (V). We (V). But they don't get down
..... (N) brought from the (N) and left it
under fresh (N). So it was, for a few days. Now the
The (N) are (Adj). People
..... (N).

There was a murmur of (N).



Tips

- ① Try to create different tones, e.g. sad, sinister, happy.
- ① Try to experiment with different ways you want to use words, e.g. as little angels, young adults, old, etc.
- ① Try to experiment with different time periods, e.g. how would boys use it if it was set in 2018?

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Read the descriptive passage from 'Simon, whom they expected to find the on the Beach' and fill in the table.

Quotation	Literal Meaning	
'Tall trunks bore unexpected pale flowers all the way up to the dark canopy where life went on clamorously.'		The 'pale' goes to the top of the canopy. The suggestion of a spiritual life.
'The whole space was walled with dark aromatic bushes, and was a bowl of heat and light.'	The clearing is hot, 'heat', and humid, but peaceful too, 'aromatic'.	
'The creepers and the bushes were so close that he left his sweat on them...'		

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Quotation	Literal Meaning	
<i>'...pair of gaudy butterflies that danced round each other in the hot air.'</i>		
<i>'The deep sea breaking miles away on the reef made an undertone...'</i>		
<i>'green candle-like buds'</i>		
<i>'...white tips of the flowers rose delicately to meet the open air.'</i>		

AO1
AO2

LANGUAGE



Getting Started



Share your interpretations from the previous activity



Find more quotations which can be analysed in terms of their meanings either from the same passage or a different one.



Going Further



Answer one of the following mini essay questions below.

How does Golding use dialogue to present character?

How effective is Golding's description of the island?



Extension



Find as many examples as possible where the writer uses symbolism in the text.



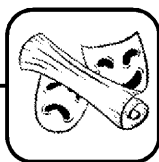
Discuss why symbolism might be used and how effective it is.

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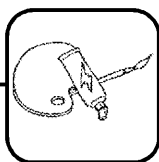
AO1
AO2

LANGUAGE



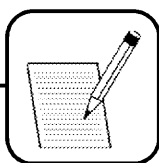
Get Creative with Speaking and Listening / Drama

- Design a game of language Taboo to help the class
- Perform a dramatic version of the weather/storm w
- dies – use as many sound props as possible.
- Act out verbs from the novel, e.g. growl and have t
- verb.



Get Creative with Art

- Draw, or create a model, of the island based on the
- Create a collage of all the language features used in



Get Creative with Writing

- Write a children's story using the descriptions of the
- Write a descriptive poem for one of the characters.
- Write an email / text message / Facebook conversat
- of the boys' language, e.g. 'waxy'.

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The following essay question has been started for you to illustrate the best way to finish the essay or answer the question underneath.

How does Golding create tension prior to and during the murder of Simon?

At the beginning of Chapter Nine, Golding uses **pathetic fallacy** to create an oppressive atmosphere on the island prior to Simon's death, '... build-up of clouds...the air was ready to explode'. This creates an impression of a force and therefore as a reader we assume something very powerful and important is about to take place, but the 'build-up' sustains the tension. This tension is further heightened by the use of **symbolism**, 'the sun had gone', which suggests there is no hope for Simon and the boys as the 'day' is over. The 'sun' symbolises innocence, something which the boys are about to lose as they commit the ultimate murder.

Another technique used to create tension prior to the murder is the use of **personification**. The sky is 'brooded'. The word 'brood' suggests a fear almost for the boys and Simon, thus adding to the tension we anticipate the danger they may be in; more so physically. 'Brood' also suggests a moody atmosphere and this creates tension as when people are brooded over there is usually discord.

There is also a particularly unnerving description of Simon's surroundings prior to his murder. Golding uses a **semantic field** of suffering and death, 'blood... scare... corruption', which makes the reader feel uneasy as we have gone from what seems like **paradise at the beginning** of the novel with references to light, 'the brilliance of the lagoon... trees... glittering fish', to a hostile, frightening environment 'the creepers shook the flies exploded from the air with a vicious note'. The fact that the boys are in an unsafe environment makes them vulnerable and therefore creates **tension**.

Question: How does Golding use symbolism in *Lord of the Flies*?

Several techniques commented on, answers the question beginning with 'how'

Consistent analysis and reference to the writer's ideas

Analysis of structure, even though the question is based on a specific point in the novel

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Zig
Zag
Education

AO2

STRUCTURE



What is structure?

Structure refers to the sequence of events in the novel and how they are presented or exploited in a certain way. The structure links, therefore, the actions, key events and the development of themes and ideas.



Getting Started

Use the Internet or the introduction to the novel to answer the questions.

- ③ The novel has a linear structure. What does this mean?
- ③ The structure shows progress in time. What does this mean?
- ③ What is a flashback and which character has one?
- ③ What is the point of a flashback in a linear structure?
- ③ Stories usually have a beginning, middle and end (equilibrium, crisis, resolution). In your own words, what is the beginning of the novel?
- ③ What is the overall conclusion to the novel?



Going Further

- ③ Write the chapters which correspond to the overall structure of the novel in the table.

Section of the novel	Corresponding chapter
The boys arrive on the island and the island is seen as a paradise. The boys appear to be innocent.	
The boys' 'society' begins to break up and a descent into savage behaviour begins.	
The majority of the boys revolt against civilisation which leads to murder and bestiality.	

Essay Tip!

For AO2, your essay should discuss the structure of the novel, not just the plot.

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Answer the following questions to demonstrate your understanding of the

1

Basic – Advanced (these questions increase in difficulty)

1. List points in the early stages of the novel that reveal the boys' initial state of civilisation (for example, this could be through the writer's use of Jack's dialogue or actions).
2. Find five quotations for Jack and/or the rest of the boys from the beginning of the novel which show him/them to be civilised.
3. Now find five contrasting quotations for Jack and/or the rest of the boys from the middle/end of the novel which show him/them to be savage.
4. At what point, or points, do the rest of the boys appear to follow Jack's example of savage behaviour?
5. In order – from earliest in the novel to the latest in the novel – list five points where the boys follow Jack's example of savage behaviour.
6. Why does Golding show a 'descent' into savagery at this point in the novel?
7. Do you feel that the descent is rapid or slow? Explain your answer.
8. How does Golding make the boys' descent believable?
9. Why is Golding's timing of the boys' descent into savagery important to our understanding of the story as a whole?
10. At what points in the novel do you think Golding makes the boys' descent into savagery necessary in order for the plot to unfold, and therefore to draw out the themes and ideas?

2

3

Extension

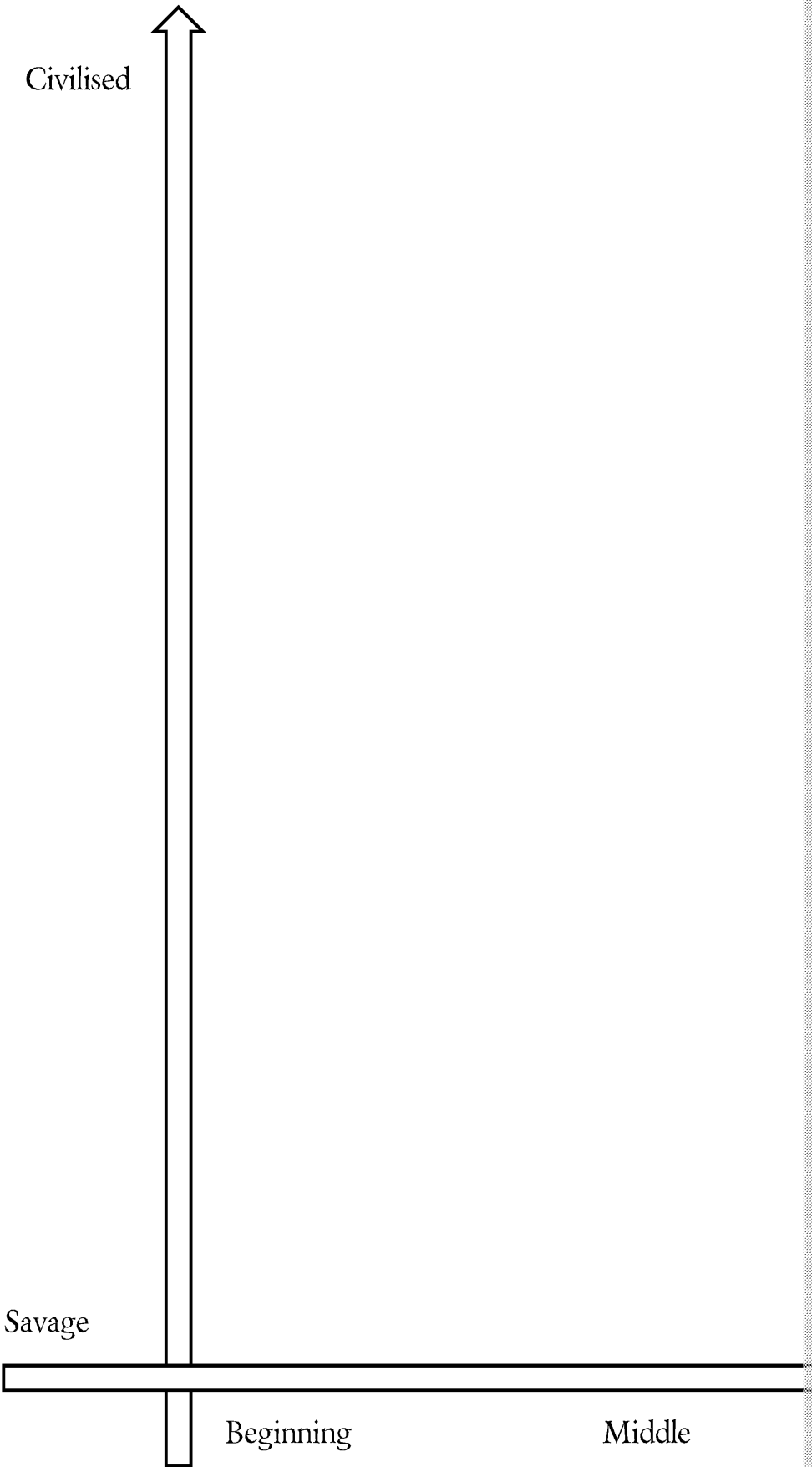
- Try to find out what the difference between plot and theme is, and explain it to the rest of the class.

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Plot the points of savagery and civilisation from the whole novel on the graph with quotation next to it supporting your idea.



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Looking at the key events in the plot, analyse the relevance each one has and then analyse how the plot is manipulated by the structure (abstract m

Key Event in Plot	Literal Meaning	
A plane, evacuating a group of schoolboys, is shot down over a deserted island.	<i>This is the start of the story; the boys are obviously central to the story and are needed for the rest of the events to unfold.</i>	<i>From the on a sub is a war up on the foreshad between a symbol civilisa</i>
Piggy and Ralph find a conch shell.		<i>Without the bre novel w symbol</i>
Simon faints on the beach.		
The boys light the fire to attract the attention of passing ships; they use Piggy's glasses to do so.		
The boys discuss the beast at an assembly and where it might live.		

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Key Event in Plot	Literal Meaning	
A dead parachutist lands on the mountain during the night after a military battle.		
Jack forms his new tribe and declares himself leader of the tribe.		
The sow is killed and its head is placed on a stick as an offering for the beast.		
Simon is killed in a savage attack.		
Piggy is killed.		

Evaluating the Ending of the Novel



Over the years, there have been several interpretations of the naval officer's arrival.

Read from *'He staggered to his feet'* until the end of the novel and evaluate the interpretations of the officer's arrival by filling in the table.

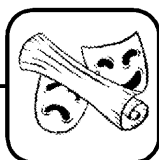
Quotation	Interpretation 1	Interpretation 2
<i>'...a revolver... a uniform'</i>		
<i>'A naval officer stood on the sand, looking down at Ralph in wary astonishment.'</i>		
<i>'Fun and games...'</i>		
<i>'Having a war or something?'</i>		
<i>'I should have thought that a pack of British boys... would have been able to put up a better show than that...'</i>		
<i>'The officer... was moved and a little embarrassed.'</i>		

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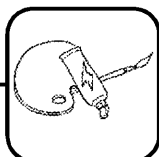
AO1
AO2

STRUCTURE



Get Creative with Drama

- In groups, create three scenes which act out the beginning, the middle and the end of the story.
- Create freeze-frames from the key structural events in the story, whether they are from the beginning, the middle or the end of the story.



Get Creative with Art

- Storyboard the unfolding of events in the novel, with a drawing underneath each panel.
- Laminate and cut up your storyboard and have your own storyboard again (great for revision!).



Get Creative with Media

- Explain the concept of flashbacks to the class using a video or a story as possible.
- Explain the different types of narrative structure to the class using a video or a story as possible.
- Watch the film version(s) of the novel and discuss how the narrative structure, and/or how the idea of progress is shown on the screen (turn this into a creative writing exercise or a review).

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The following essay question has been started for you to illustrate the best way to finish the essay or answer the question underneath.

How does Golding present Jack's descent into savagery?

Confident
start to the
essay

Using the
keyword
from the
question

Impressive
language
analysis

Succinct
and
seamless
comment
on the
overall
structure

At the beginning of the novel we see a glimpse of Jack's savage behaviour when Jack almost kills Piggy while he was choosing a place. Next time—'. The omission of the word 'I' in Jack's dialogue indicates the omission of the sentence 'I will kill' which shows that Jack does not want to be happy until he has killed a pig. The words 'snatched... stabbed... slammed', also associated with Jack's behaviour at this point in the novel, book, 'snatched... stabbed... slammed', also indicate Jack's savage tendencies as these words have connotations of violence and barbarism. The fact that he also carries a 'knife' is a further indication of Jack, even at the beginning of the story, descending into savagery. Nevertheless, we, as readers, do not see him as a savage at this point in the novel as Golding still refers to him as 'Jack' or 'boy' rather than 'savage', which is used at the end of the novel when Jack and the rest of the tribe have fully descended into savagery. This use of language is effective because we can fully understand the change the Jack undergoes as the novel unfolds.

Jack's savage behaviour becomes more apparent when he goes on his first pig hunt in Chapter 2 where the writer presents him as an animal. 'His nose only a few inches from the earth'. Presenting Jack as 'dog-like', sniffing the pig allows the reader to think of him as barely human and instead someone who is wild and uncivilised; words that are synonymous with savagery.

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Question: How is the opening of *Lord of the Flies* different from the end?
contrast?

AO1
AO2

FORM



Getting Started

Form refers to the type of story being told. Define the following

- Autobiography
- Biography
- Anecdote
- Parody
- Ballad
- Monologue
- Epic
- Fable
- Memoir
- Legend
- Myth
- Allegory
- Fiction



Going Further

Fill in the blanks.

From the above list, *Lord of the Flies* could be described firstly
but also as aor even a
there is a meaning. An example of this in

.....
.....

A fable is a story that has a An example

.....
.....

I think the writer may have chosen these forms because.....

.....
.....



Extension

Use the Internet to find as many examples as possible of the fo

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AO1
AO2

FORM



Getting Started

Answer these questions to get you thinking about the writer's

1. What is an allegoric novel?
2. How is Ralph allegoric?
3. How is Simon allegoric?
4. How is Jack allegoric?
5. What is the overall tale of the boys on the island symbolic of?
6. What is the conflict between Ralph and Jack symbolic of?
7. How is the island allegoric?
8. What do the bigguns and littluns symbolise?
9. What do the light and dark symbolise?
10. What do the conch, fire and huts symbolise?



Going Further

Answer these questions to get you thinking about the writer's

1. What is a fable?
2. What do traditional fables usually have in place of characters?
3. How are traditional fables different from *Lord of the Flies*?
4. What is the lesson (or lessons) that Golding wants us to learn?
5. If we said *Lord of the Flies* is a hybrid in terms of form, what is it a hybrid of?



Tips

- ① Read the introduction to your edition of the novel if you have access to it. It may contain useful information that might help you with the questions.



Calling All A* Students

Turn Question 4 from 'Going Further' into an essay question.

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AO1
AO2

FORM

Read the following extract from 'A View to a Death' and answer the questions that require interpretations of form.

The circle became a horseshoe. A thing was crawling out of the forest with a shrill screaming that rose before the beast was like a pain. The beast stumped forward, shouting, *'Kill the beast! Cut its throat! Spill his blood!'*

The blue-white scar was constant, the noise unendurable. Simon was crying out, *'Kill the beast! Cut its throat! Spill his blood! Do him in!'*

The sticks fell and the mouth of the new circle crunched and screamed. The beast was on a hill. The beast struggled forward, broke the ring and fell over the steep side of the hill. The water. At once the crowd surged after it, poured down the rock, leapt on to the beast, tore. There were no words, and no movements but the tearing of teeth and flesh.

Then the clouds opened and let down the rain like a waterfall. The water was on top, tore leaves and branches from the trees, poured like a cold shower over the crowd on the hill. Presently the heap broke up and the figures staggered away. Only the beast lay flat on its back. Even in the rain they could see how small a beast it was; and already it was dead.

- What stylistic conventions of fiction does the extract show?
- In terms of allegory, what symbolic meaning does the extract have?
- In terms of fable, what is the moral being taught in the extract?

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Calling All A* Students

This activity prepares you for writing an essay in the exam. No matter what you write, you must demonstrate analytical skills and show multiple, original interpretations with quotations.



Write an extended paragraph where you show that you can analyse the different...
Use as many of the words and phrases from the box below as you can and include...
quotations that illustrate and support your comments.

In terms of form, *Lord of the Flies* could be

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Keywords and Phrases

allegory/allegoric	upon first reading
this is effective because	literally
fable	from the beginning of the novel
symbolic/symbolism	perhaps Golding meant to
if we look closer at the form	a work of
perhaps	by the middle of the novel
	hybrid

Fill in the table which allows you to demonstrate your own interpretation of form (allegory or a merge of all three).

Quotation	Interpretation of form being used	Exp
'I could swim when I was five. Daddy taught me. He's a commander in the navy' / 'I used to live with my auntie. She kept a sweet-shop...'	This could be seen as a combination of fiction and allegory.	The boys to which you of fiction, a presented a pasts, famil there is sym here which the novel to Ralph is ne leader, per some level, compared to
'Jack, painted and garlanded, sat there like an idol... 'Give me a drink.'		
'the kid needed a bath, a hair-cut, a nose-wipe and a good deal of ointment'		

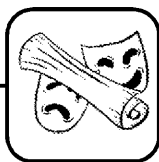
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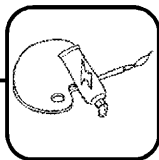
AO1
AO2

FORM



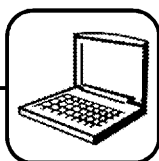
Get Creative with Drama

- Act out the moral of the story with or without dialogue
- Create freeze-frames that illustrate the key messages



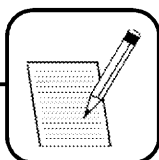
Get Creative with Art

- Storyboard the moral tale for a child under the age of 10
- Laminate and cut up your storyboard and have your child act it out again (great for revision!).



Get Creative with Media

- Find a film or cartoon clip which illustrates a similar moral
- Look for symbolism in the film version and present it



Get Creative with Writing

- Write a fable for a child aged 5–7 that provides the moral (they could choose to turn the characters into animals).

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The following essay question has been started for you to illustrate the best way to write an essay or answer the question underneath.

Every aspect of *Lord of the Flies* is allegoric. How do you respond to this statement?

First Paragraph

Concise introduction showing understanding of the question

Through setting the story on an unnamed island, 'is a good island', Golding allows the reader to view the island as a microcosm; a smaller version of the world. Taking this into account, we can assume that everything that happens within this island: the characters, the events, the symbols, and so forth, are allegoric and have a deeper, symbolic meaning.

Second Paragraph

Fully developed analysis of one character and how they are allegoric

Links with the writer's ideas and themes and the use of language (dialogue) and structure

Integrated quotations throughout

Evaluation / consideration of effects

Looking first at characters, we see that the characters are representative of people in the real world. Piggy, for instance represents the weaker type and is the reason he isn't voted chief, due to his lack of competency to fulfil the role. What intelligence Piggy has shown was traceable to Piggy while the main leader was Jack. Here the writer uses the character of Piggy to show that even when someone is in a position of leadership, their appearance, 'fatty', social background, 'sweet-shop', and stigma, 'specs', will come against them. Furthermore, Piggy is allegoric for the 'intelligence' and knowledge, 'we got + others', that exists in the world. This links to the symbolism of Piggy's 'specs' which could be seen as a symbol of the ambivalent nature of knowledge and its use in the world. For example, Piggy's specs allow him to make a fire, 'use them as burning glasses', which shows that knowledge can be a positive and useful thing. On the other hand, the 'specs' are used to show how knowledge can be used for evil, as when Jack steals them and later on in the novel when Jack steals Piggy's specs, his left hand dangled Piggy's broken glasses'. The use of this allegory is effective as it makes the reader think of other instances where knowledge is used in a negative way, for example the 'atom bomb' which Piggy's reminds us of in the first chapter: 'about the atom bomb? dead'.

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Question: *Lord of the Flies* is often referred to as a fable. Is this an accurate description?

AO2

THEMES



Getting Started

- List as many different themes as you can think of in the text.
- Compare your list with a friend.
- Find a quotation for each theme.



Application

Look for as many different themes as possible from the following passage.

'I'm calling an assembly.'

Silence.

Roger took up a small stone and flung it between the twins and Sam only just kept his footing. Some source of power took hold of Ralph.

Ralph spoke again, loudly.

'I'm calling assembly.'

He ran his eye over them.

'Where's Jack?'

The group of boys stirred and consulted. A painted face looked at Ralph.

'He's hunting. And he said we weren't to let you in.'

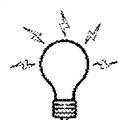
'I've come to see about the fire,' said Ralph, 'and about the fire.'

The group in front of him shifted and laughter shivered in the air. It was a light, excited laughter that went echoing among the tall rocks.

A voice spoke from behind Ralph.

'What do you want?'

The twins made a bolt past Ralph and got between him and the group quickly. Jack, identifiable by personality and red hair, was in the middle. The hunter crouched on either side. All three were masked in black. In the grass the headless and paunched body of a sow lay white.



Tips

- Use a colour code to identify each theme or underline a passage.

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Fill in the table to show that you understand the main themes in the novel.

Theme	Key Chapters	Key Characters	Key Quotations
Savagery			
Leadership			
Loss of innocence			

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Theme	Key Chapters	Key Characters	Key Quotations
Civilisation			
Anarchy			
Democracy			

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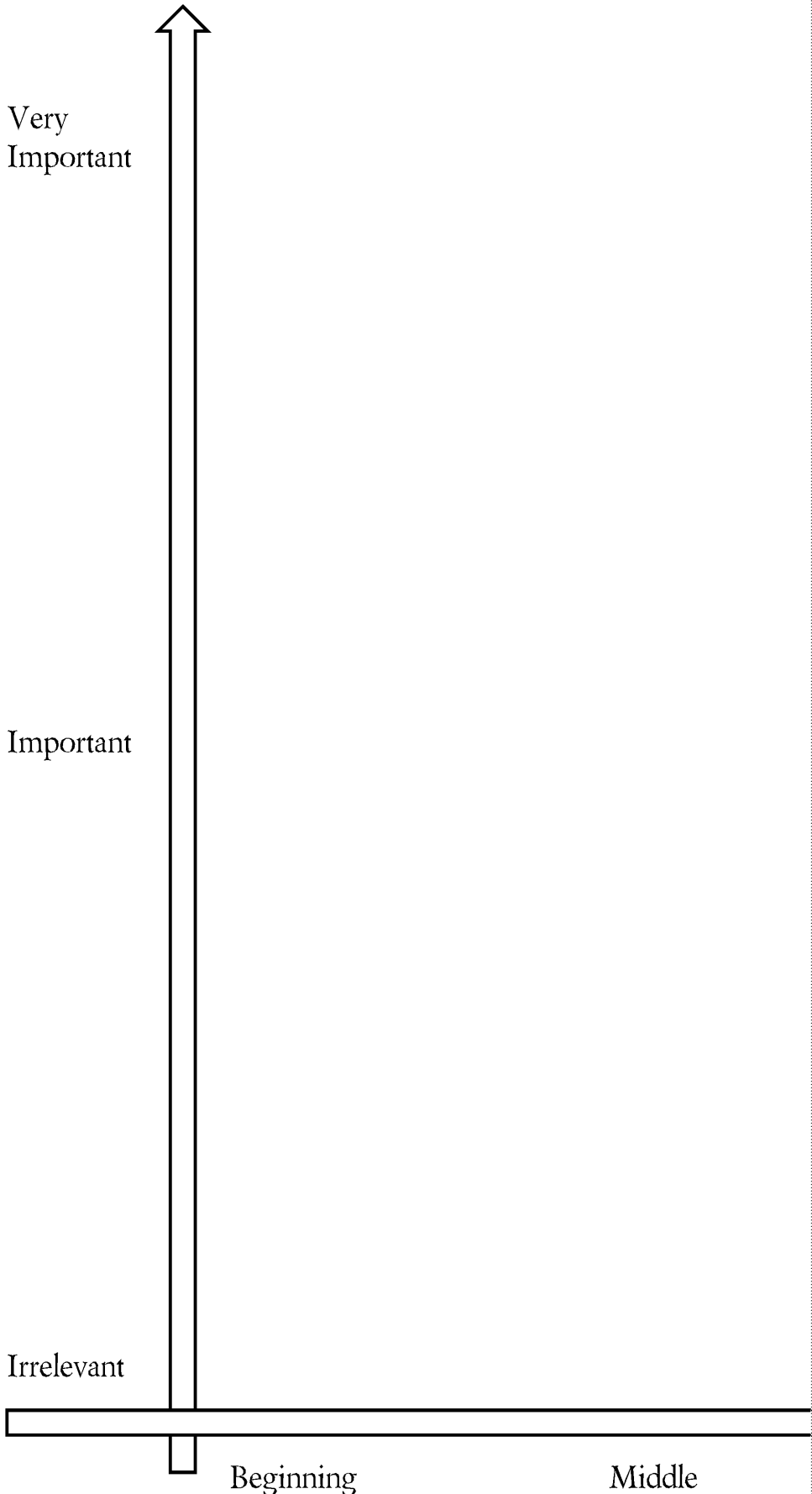
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Theme	Key Chapters	Key Characters	Key Quotations
Conflict			
Power			
Bullying			
Innate evil			

THEMES

Choose any theme from the novel and trace its development on the graph, using interpretation.



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Answer these questions which prompt an analysis of the themes in terms of meanings. Note that within each set of questions, they increase with difficulty. Always use integrated quotations in your answers.



Leadership

1. Why do Ralph and Jack become leaders? Give at least one character.
2. How do both boys lead and why do they lead in the novel? Give two reasons for each character.
3. Why does the writer contrast two leadership styles? Give one for each and Ralph?
4. Why is leadership an important theme in the novel?



Conflict

1. Who does Ralph have conflict with and why?
2. Aside from Ralph, who does Jack have conflict with?
3. As a group, who do the boys have conflict with?
4. Why is conflict an important theme in the novel?
5. Even when conflict isn't happening in the story, how does the reader feel about it and why?



Civilisation

1. How are the boys civilised at the beginning of the novel? Give at least two answers.
2. How and why does the civilisation break down?
3. How is this theme almost dependent on the island?
4. A famous quotation from the poet W B Yeats is 'The best of all worlds cannot hold'. What does this mean in terms of *Lord of the Flies*?



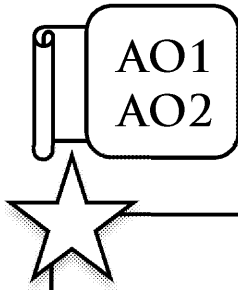
Anarchy

1. What does Jack say about the rules and what does it mean for his character and anarchy?
2. Ralph says 'Because the rules are the only thing we have'. Give at least two answers.
3. Why does anarchy exist in the world? Give at least two answers.

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THEMES

Calling All A* Students
Pause for thought!

Discuss the questions and statements, that relate to the key themes in the novel, either

Theme	Question/Statement	Interpretations
Leadership	You need a range of leaders in life, including democratic, autocratic and laissez-faire.	
Loss of innocence	We all have to lose our innocence at some point, so it's no big deal that the boys lost their innocence on the island.	
Civilisation	What does this mean exactly?	

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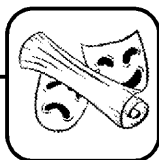
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Theme	Question/Statement	Interpretations
Anarchy	Sometimes anarchic behaviour is necessary, e.g. the miners' riots in the 1980s.	
Power	Power can be good and bad.	
Bullying	People like Jack bully because it gives them a sense of importance.	
Innate evil	Innate evil exists in all of us, it's just that not all of us give in to it.	

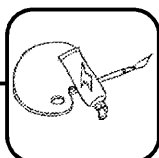
AO1
AO2

THEMES



Get Creative with Drama

- Play theme charades.
- Create freeze-frames to illustrate themes.



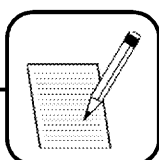
Get Creative with Art

- Using only straws, paper towels and marshmallows/Blue-tack for five minutes. Once completed, discuss how civilised your design is.
- Look through newspapers and find images that illustrate the same behaviour around the world, e.g. rioting.



Get Creative with Media

- Find songs that have the same theme/themes as the novel (e.g. The Sex Pistols).
- Look for film or television clips that illustrate the same theme (e.g. reality shows always have conflict).



Get Creative with Writing

- Write a piece of creative writing based on any of the themes.

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The following essay question has been started for you to illustrate the best way to finish the essay or answer the question underneath.

What types of conflict does Golding present in *Lord of the Flies* and what is the most significant conflict?

Reference to the question

A method used by the writer

Insightful and original

Considering the effects

One of the most obvious conflicts in the novel is the **conflict** between the protagonist, Ralph, and the antagonist, Jack, which is presented to the reader **through dialogue**.

From the very first meeting where the boys elect a leader in a democratic vote, 'Vote for chief', there is an emerging tension and **conflict** between the two main characters mainly due to Jack's arrogant expectation that he should be chief 'blush of mortification'. At this point, it is obvious that Jack wants to dictate, as shown through Golding's use of imperatives in Jack's dialogue 'take off your tog'. This behaviour and language is in direct contrast with Ralph's language which reflects a more democratic leadership type, 'don't you want to be chief?'. Golding's use of a question rather than a direct instruction, as Jack often uses, shows that the two characters are extremely different in their attitudes and therefore they often have **conflicting** views on their roles and purpose on the island as seen in Chapter 3, 'we want meat / we need shelter'. In this meeting in Chapter 3, Golding's use of dialogue to show growing tension and **conflict** is also seen in the **adjacency pairs**, 'I thought I might kill / but I didn't... we want meat / but we don't get it'. This **effectively** shows the boys' polar opposite priorities and values. Looking closer, you can see the tension between the two growing as Ralph reminds Jack that he isn't competent enough to lead or bring back 'meat', which agitates Jack further. This **eventually culminates** in a schoolboy clash, 'I'm going to play any longer. Not with you'.

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Question: How does Golding present leaders and leadership in *Lord of the Flies*?

Fill in the cloze activity from below to help you recall the main ideas in *Lord of the Flies*.

When we talk about the writer's ideas, we are referring to the main messages, themes, lessons and that the writer wants us to consider. The main ideas are central to our of the novel.

Ideas are on themes, characters, language and setting. The writer's ideas can be interpreted in different ways, as long as they are used to support interpretations.

In *Lord of the Flies*, some of the ideas include the island as a microcosm of the world, which means the version of society or the the question of whether evil is and exists in with the idea of what a debate. A further idea includes the usefulness or destructiveness of technology, as represented through his Possibly one of the most prominent idea and very nature of This idea was such as the whereby the actions of man , thus giving rise to the question of what is

..... ideas could be described as , which means his ideas aren't specific to or In this respect, all readers can something from reading *Lord of the Flies*.





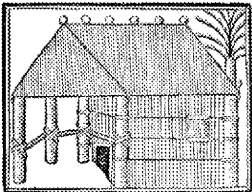

Keywords

messages	island	man	world
glasses	Holocaust	microcosm	time
knowledge	Golding's	universal	Piggy
interdependent	links	innate	place
timeless	humanity	smaller	learn

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Look at the images in the table below. What do they represent in terms of the work? What is the writer trying to tell the reader? In the last box, pick an idea of your own.

	<i>The island is a microcosm. The w</i>
	
	
	
	
	

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The following extract from 'Gift for the Darkness' possibly conveys one, or some, in the novel. Answer the questions about the writer's ideas in this passage.



'Fancy thinking the Beast was something you could hug
moment or two the forest and all the other dimly appreciated
laughter. 'You knew, didn't you? I'm part of you? Close, close, close.
Why things are the way they are?'

The laughter shivered again.

1. What main idea is being conveyed to the reader when the writer says, "The beastie was not a thing like a cat or a dog or a panther or a lion or a tiger or a bear, but something else altogether?"
2. 'Fancy thinking the Beast was something you could hunt or kill! What a pinhead! What a pinhead!' What is the writer trying to convey here?
3. Why a 'parody' of laughter?
4. What is meant by 'close' and why is it repeated?
5. How are the writer's ideas in this passage heightened by the use of the word 'beastie'?
6. The word 'beast' or 'beastie' crops up time and again in the novel. Is it an effective word for conveying Golding's ideas? Explain your answer.

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Calling All A and A* Students

This activity is based on close analysis and evaluation which, if you don't know, are critical thinking skills.

Here we will look closer at the ideas associated with light and dark in the novel.



Light

1. Why are the boys a lot happier during the day time?
2. Why do you think the novel begins during the day and not at night?
3. Towards the end of 'Fire on the Mountain' it says 'the sun was shining on the sea'. What idea is being conveyed to us here?
4. 'Simon turned away from them and went where the just where more sunshine fell'. Why is this quotation about light?
5. As the novel unfolds, the light becomes more elusive and harder to find in the dark; even 'the usual brightness was gone' from Simon's idea, or ideas, is Golding trying to convey?



Dark

1. Can you think of any other references to the 'dark' other than the darkness of the night?
2. Why does Golding write '...a dense black mass that revolved in the darkness'?
3. At the end of Chapter 5, 'the three boys stood in the dark'. Why is this ambiguous and why is it significant?
4. How does Golding involve ideas about the supernatural in the novel? How does this link with the idea of darkness?
5. Read the opening of Chapter 6 and the end of Chapter 7. What does the light and dark and what might he be trying to tell us?
6. What do you think 'A Gift for the Darkness' really means?
7. 'Somewhere over the darkened curve of the world the light was shining'. What might Golding be trying to tell us here through his reference to light and dark?

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Calling All A and A* Students

Can you think of another literary text where the idea of light and dark is used? What are the ideas being presented?

Interpreting the Title of the Novel

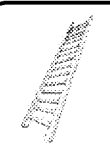
The 'Lord of the Flies' means 'Beelzebub', which comes from the Arabic word for devil.



Getting Started

1. Basically, Beelzebub means 'devil' or 'demon'. Who or what in the story?
2. It could be said that Beelzebub or the devil is synonymous with evil. Define evil?
3. Who, and what acts, in the novel is evil?

Use quotations to support your answers.



Going Further

1. Why would Golding name the book *Lord of the Flies*?
2. Why do you think evil spreads on the island and how?
3. Who or what, by the end of the book, represents the evil?
4. Read from 'The skull regarded Ralph like one... 'untill it was at the sky' in the last chapter. What is your interpretation? Link with the writer's ideas about evil and human nature.

Use quotations to support your answers.



Extension

1. Who is Milton and what well-known literary text did he write? What character Beelzebub?
2. Who, or what, is Beelzebub in Milton's story?

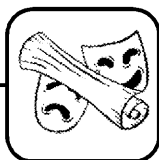
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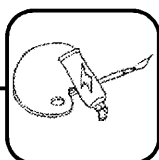
AO1

IDEAS



Get Creative with Drama

- Create a dramatic performance that illustrates the battle between good and evil.
- Play charades whereby you convey one of the writer's main ideas.



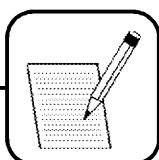
Get Creative with Art

- Create a collage of good and evil.
- Create a collage of all the ideas in the novel.
- Create a collage of all the ideas associated with a character.



Get Creative with Media

- Create a PowerPoint of all the important ideas in the novel.
- Look for film or television clips that illustrate the idea of good and evil.
- Look for stories in the news that illustrate acts of kindness and evil.



Get Creative with Writing

- Write a creative piece of writing based on any of the writer's ideas.
- Write a review of the novel for a magazine that looks at what the writer is trying to do/say with his novel?

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The following essay question has been started for you to illustrate the best way to finish the essay or answer the question underneath.

Write about the ways Golding uses symbolism to present ideas in *Lord of the Flies*.

Clear structure to the essay

Golding uses symbolism to express important ideas in the novel. One of the functions of symbolism is the use of the fire to represent the idea of hope, '...we'll be rescued...', and civilisation 'ship'.

In Chapter 2, the boys decide to make a 'mountain' in order to attract attention from the 'ship'. This act shows that the boys' need for civilisation is still intact and that their plan to be rescued as Ralph so often points out in the chapters, 'the best thing we can do is get rescued'. Since the fire is what the boys rely on to be 'rescued' and return to civilisation 'home', it is symbolic of these very ideas and almost synonymous with them.

Impressive understanding of the characters' roles embedded in the response

The symbolic meaning of the fire is highlighted by the obsession with hunting and killing a pig. As you can talk about is pig, pig, pig!', increasing conflict mounts between the protagonist, Ralph, and antagonist, Jack. Ralph reminds Jack often about the importance of being rescued / 'As long as your hunters remember the fire' and through Ralph's persistent dialogue, Golding shows that the fire is the fundamental link between savagery and civilisation. However, as Jack prioritises hunting over keeping the fire going, 'You let the fire die, see that this link is fading and the importance of being rescued that the boys initially prioritise is slowly fading, hence the symbolism of the fire'.

Re-addressing the question





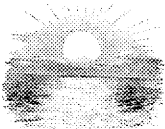

Question: What is the significance of the title *Lord of the Flies*?

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The novel could be interpretative in several ways by different people with images in the table below. What type of interpretation do they link to? Use the page.

Image	Type of Interpretation
	
	
	
	
	
	

Words/Phrases

negative

biblical

humanist

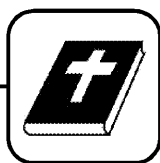
Paradise Lost

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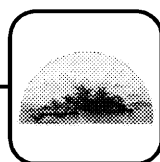


The following questions could be seen as mini essay questions. They aim to test your firm understanding of the interpretations of the novel. Remember to use the questions to guide and explain your answers in as much depth as possible.



Biblical Interpretations

- Which character could be interpreted as being saintly?
- In what ways do Simon's death and/or the description of the island link to a biblical interpretation?
- In what ways does the island link to a biblical interpretation (e.g. Adam and Eve.)
- How do the ideas of original sin and the Fall link to the island?
- How is the island presented as heavenly?
- How is the island presented as a hell?



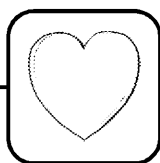
The Coral Island Interpretation

- Who wrote *The Coral Island* and what is it about?
- What are the similarities and differences between *The Coral Island* and *Lord of the Flies*?



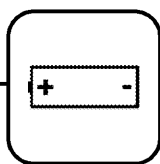
Paradise Lost Interpretation

- Find a synopsis of *Paradise Lost* from the Internet.
- What ideas and themes do *Paradise Lost* and *Lord of the Flies* share?



Humanist Interpretation

- What is a humanist and what do they believe about religion?
- Why might a humanist find this story dangerous and mythical?



Positive and Negative Interpretations

- Do you see the story as positive or negative or both?



Calling All A and A* Students

Multiple interpretations are needed for the higher grades. You need to use the questions to guide and explain your answers in as much depth as possible. Remember it is not a test of your knowledge on the Bible.

Look at the quotations from Milton's *Paradise Lost* and make links between them.

<i>Paradise Lost</i>	Interpretation / Link with
'Heav'n hides nothing from thy view Nor the deep Tract of Hell'	<i>The island could be seen to be</i>
'Who first seduced them to that fowl revolt? Th'infernal Serpent'	
'But O how fall'n! How chang'd'	
'Happy realms of Light'	
'Now misery hath joynd in equal ruin'	
'The stronger prov'd He with his Thunder'	
'The mind is its own place and in it self Can make a Heav'n of Hell'	
'Better to reign in Hell, than serve in Heav'n'	
'Of Mankind they corrupted'	
'The image of a Brute adorn'd... Devils to adore for Deities'	
'Idols through the Heathen World'	

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Look at the information in the following three boxes.

Match the information up by drawing lines between the boxes as shown by the example about

Box 1: Events in the Novel	Box 2: Concrete Meaning/Interpretation
The boys offer the pig’s head to the beast.	Jack is possibly uncomfortable and embarrassed at the sight of Ralph.
Simon helps the littluns.	Ralph understands what the boys have done on the island.
Jack recognises that Ralph is naked.	Simon is an altruistic, compassionate character.
Ralph weeps for the end of innocence.	Jack has dominion over his tribe at this point in the novel.
Jack sits on his throne at the feast.	The boys think that they can stave off the beast with this offering.

Write a paragraph elaborating on the three bits of information and use integrated quotations. When you’ve finished, read the paragraph the person sitting next to you wrote and get a feel for

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Discuss how effective and plausible the interpretations of the novel are, then you would agree or disagree with each statement by circling the appropriate mark and explanation/justification for this, including quotations, below.



Disa

Overall, the novel portrays a negative view of human nature. 1

Why do you agree or disagree?

.....

.....

.....

The novel could be interpreted as being positive. 1

Why do you agree or disagree?

.....

.....

.....

The biblical parallels and messages are the most prominent and important. 1

Why do you agree or disagree?

.....

.....

.....

The novel is influenced by too many literary stories and lacks originality. 1

Why do you agree or disagree?

.....

.....

.....

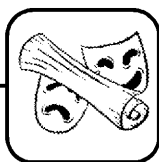
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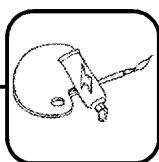
AO1

INTERPRETATIONS



Get Creative with Drama

- Act out the Garden of Eden / Adam and Eve story.
- Act out a story or scene involving Satan or Beelzebub.
- In pairs, one of you plays the role of a psychologist and the other plays the role of Jack. The psychologist pretends they are assessing Jack after this out then give your conclusions to the class.



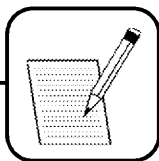
Get Creative with Art

- Draw or create the similarities between the Garden of Eden and the novel. (e.g. contain a snake, naked people, etc.)



Get Creative with Media

- Research a charity of your choice and prepare a PowerPoint presentation to inform the rest of the class about the charity, giving as much detail as possible about what they do for humanity.
- Look for stories in the news that illustrate acts of altruism (e.g. kindness and compassion).



Get Creative with Writing

- Describe your own idea of Heaven and Hell.
- Write a letter to the author, telling him what you appreciate about the novel.

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The following essay question has been started for you to illustrate the best way to write an essay or answer the question underneath.

Lord of the Flies can be viewed as having religious parallels.

First Paragraph

Clear and succinct focus on the question

Second Paragraph

Focuses on one parallel at a time

Third Paragraph

Full development of an idea with quotations, analysis and reference to characters, themes, structure and the writer's ideas

Lord of the Flies can be interpreted for many reasons. One of the most obvious is the idea of loss of innocence or the Fall of Man, which stems from the story of Adam and Eve in the Bible.

Firstly, at the beginning of the novel, the island can be interpreted as a kind of Eden as it is described as 'the shapely palm trees... dazzling beach... blue floor' and the reader as a paradise, 'the shape of a palm tree... no grown-ups' as Ralph exclaims upon seeing the absence of people in Adam and Eve's Eden. Furthermore, Ralph is 'naked' during his first meeting with Piggy, similar to Adam and Eve. Ralph's first, shows his innocence 'twelve years old' and naivety, without which we would not witness his loss of innocence.

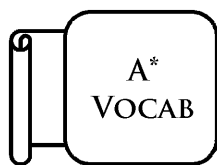
In the Bible, Adam and Eve are tempted by a snake, which is significant since at the end of the boys talk of a 'beastie' and a 'snake'. Simon points out, is 'only us'. This encapsulates possibly the most important theme of the novel; that evil, or what Golding symbolises as the 'beastie/snake', is innate / within man. The boys lack the strength, as Ralph shows at the end, to resist evil and temptation. The boys have Jack's authority and barbaric leadership. 'Cut his throat...', just like Adam and Eve did not take the apple. Instead, they succumb to temptation, which leads to their fall from grace 'Ralph's loss of innocence'.

Question: '*Lord of the Flies* is a negative story'. How do you respond to this? What evidence does Golding use to lead you to your view?

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GLOSSARY

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Word	Definition
abstract meaning	a deeper meaning other than the most obvious meaning, found through close reading, imagining and inferring
allegoric/allegory	having an underlying or metaphorical meaning
altruism/altruistic	kind, selfless behaviour, e.g. Simon
analyse	looking closely at the text
anarchy	disorder / abandoning laws and rules
anthropomorphism	when a human quality is given to an animal or god
atrocious	inhumane, cruel or unimaginable act
barbaric	cruel, wicked
bestiality	savage, cruel, animal like
characters	people in the story, e.g. Ralph and Jack
chronological order	in order of sequence and time
civilisation	a way of life that has order, morality and rules, etc.
connotations	associations
context	when the novel was written, what was happening at the time, this may have influenced the writer's choice of characters
democracy	the process of voting for a leader, prime minister, etc.
dictator	a leader/person who controls others
diplomatic	fair/effective in communicating
disequilibrium	disorder / unbalanced / middle of a story
evaluate	considering how effective something is
equilibrium	calm / balanced / beginning of a story

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form	the type/genre of story, e.g. fable, fiction
foreshadow	indicating something that may take place later on
fundamental	basic/central
humanist	kind
hybrid	mixture
ideas	messages that the writer is trying to convey to the reader, characters, themes
important events	key aspects, incidents and moments in the story
innate	from within
interpretations	how the story can be perceived by the reader
language	how the writer chooses to craft the story, e.g. certain devices such as pathetic fallacy
linear	logical / in a line
literal meaning	the most basic, concrete meaning
martyrdom	dying for a cause you believe in
pathetic fallacy	using the weather to reflect mood
persecution	to treat someone badly over a long period of time
semantic field	a group of words relating to a specific meaning
social class	the groups within society according to factors such as where you live, the job you / your parents do, etc.
structure	how the story unfolds and also how each character, event, etc. fits in as a whole
themes	ideas that run or reoccur throughout the story, e.g. survival, power

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READING LIST

Suggested Books

<i>Heart of Darkness</i>	Joseph Conrad
<i>The Coral Island</i>	R M Ballantyne
<i>Paradise Lost</i>	John Milton
<i>Brodie's Notes</i> on <i>Lord of the Flies</i>	Graham Handley
<i>Lord of the Flies</i> (Introduction and notes to the text)	William Golding

Suggested Websites

Spark Notes	http://www.sparknotes.com
The Free Dictionary	http://www.thefreedictionary.com
Wikipedia	http://en.wikipedia.org

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TEACHER'S NOTES AND EXEMPLAR

Pages 4–2: Important Events

1. The conch is discovered
Chapter.....
2. Ralph is elected leader at the first meeting
Chapter.....
3. Jack fails to kill a pig but advocates that next time he will
Chapter.....
4. The first mention of a beast
Chapter.....
5. The boys make their first fire and a littlun disappears.....
Chapter.....
6. Simon goes into the clearing in the forest for the first time
Chapter.....
7. Roger throws stones at Henry
Chapter.....
8. Jack paints his face
Chapter.....
9. Jack kills his first pig.....
Chapter.....
10. The boys fail to be rescued by a passing ship because the fire has gone out
Chapter.....
11. Jack slaps Piggy.....
Chapter.....
12. Ralph realises the responsibility of being a chief
Chapter.....
13. During a meeting, the boys discuss whether there is a beast in the sea
Chapter.....
14. Simon suggests there may be a beast.....
Chapter.....
15. Sam 'n' Eric mistake the dead parachutist for the beast
Chapter.....
16. The boys go in search of the beast after Sam 'n' Eric's supposed discovery
Chapter.....
17. Ralph gets caught up in the pig hunt
Chapter.....
18. The boys re-enact the killing of a pig with Robert
Chapter.....
19. Jack leaves the group to form his own tribe at Castle Rock following an argument
Chapter.....
20. Jack and his tribe leave the sow's head as an offering for the beast
Chapter.....
21. Simon faints in the forest after imagining the sow's head talking to him
Chapter.....
22. At Jack's feast, the boys do their 'dance' and Simon is killed
Chapter.....
23. Piggy's glasses are stolen during the night.....
Chapter.....
24. Piggy falls off the cliff and dies
Chapter.....
25. Sam 'n' Eric are captured
Chapter.....
26. Ralph is chased by Jack and the other boys.....
Chapter.....
27. The naval officer arrives and the boys are rescued
Chapter.....

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Pages 9–21: Important Events

The following notes are guidance for showing students how to achieve a specific grade at another. It is worth noting that some students like to think of this exercise like building block comment (block) to get to the top grade; others prefer the phrase 'write a lot about a little' 'extension'. It might be worth noting to students that in the examination it is the same text as a paragraph. Some students can work with the grid method but then struggle to do it in the form of a paragraph, to show that nothing changes, it's just in prose. Visual learners can work at different grade, both in the grid and when practising writing in prose. This way, they can see how they are working at/towards.

A **C-grade** answer gives a simple explanation. To show they are explaining, they can use introductory sentences: this means that; this tells me that; this informs the reader that; this suggests that.

A **B-grade** answer begins exploration. Explain to students that this means giving alternative interpretations. To move from a C grade to a B grade, students can be advised to use the following introductory sentences: the interpretation is; the writer might also be trying to show that; it could also show. The key is to show that there is more than one way of looking at it.

An **A-grade** answer analyses. Explain to students that this involves looking closely. To explain the zoom technique, whereby they select one word from the quotation they have and effect of that word. To move from a B grade to an A grade, students can be advised to use introductory sentences: if I look closer; looking deeper into this, I can see that; the word '...' tells me that.

The example below demonstrates how to use the phrases.

Event	C Grade (Explain)	B Grade (Explore)
The boys miss the passing ship because the fire has gone out, 'you let the fire out... there was a ship'.	This means that Jack and some of the other boys have prioritised hunting over being rescued.	It could also show that the boys are moving away from civilisation and closer to savagery.

Here is the same example, but in the form of a paragraph.

The boys miss the passing ship because the fire has gone out, 'you let the fire out... there was a ship' and some of the other boys have prioritised hunting over being rescued. It could also show that the boys are moving away from civilisation and closer to savagery. If I look closer at the words 'ship' and 'fire' I can see that they symbolise civilisation.

Page 12: Important Events

It is worth noting that this activity should perhaps only be completed with students who have completed the previous activity, as it should be taught that evaluative comments come after the analysis. When evaluating, they can use the following introductory sentences: Golding is trying to; Golding is showing; because; the effect this has on me / the reader is; this is an effective technique because. Evaluating means imagining, which often requires thought and imagination. Explain that students should write about the writer and literature on a personal level in order to do this and show an appreciation of what they have learned through literature.

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Page 15: Characters

Quotation

'...tall, thin, and bony; and his hair was red'	=	
'He was shorter... and very fat'	=	
'a small, skinny boy, his chin pointed... coarse mop of black hair was long...'	=	
'slight, furtive boy'	=	
'The boy with the fair hair... he might make a boxer'	=	

Page 20: Characters

Quotation	Literal Meaning	
<i>'the boy with the fair hair'</i>	His hair is probably blonde which has connotations of attractiveness making him a desirable leader.	'Fair' could mean leadership and diplomacy
<i>'I've been wearing specs since I was three'</i>	Piggy has an obvious disability which makes him weaker than the rest of the boys.	Golding uses this to show how Piggy's physical impairment affects his social group
<i>'Simon found for them the fruit they could not reach... passed them back down to the endless, outstretched hands'</i>	Simon is altruistic, kind and compassionate.	Possibly a religious figure

Page 26: Context

The following are example answers. Students can write their answers in prose form with bullet points on their ability.

Can you see any similarities between Conrad's and Golding's ideas?

Words like 'terrifying... vile... threats' could link to Jack and his behaviour
 'Obedient worshippers' could be compared to Jack's tribe and how they obey him – direct View to a Death' where he is portrayed as an idol
 In particular, the phrase 'vile desires' could be linked to Jack's desire to kill
 The setting appears to be similar to *Lord of the Flies* in the sense that it is far away from civilisation
 There appears to be the themes of power/control/fear, all of which are in the novel

What do you think is meant by 'darkness' in the title and the phrase 'the heart of a conch shell' – how does this link to *Lord of the Flies*?

The evil that innately exists within humanity / a person is possibly what is meant by 'darkness' or 'the heart of a conch shell'
 This links to *Lord of the Flies* as one of main themes is savagery, which can be linked with the 'darkness'
 The title *Lord of the Flies* also has reference to the devil/demon which is also linked with 'darkness'

What does Ralph weep for at the end of the novel that is significant?

The darkness of a man's heart

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Nouns

The **sticks** fell and the **mouth** of the new **circle** crunched and screamed. The **beast** was on its **knees** in the **centre**, its **arms** folded over its **face**. It was crying out against the abominable **noise** something about a **body** on the **hill**. The **beast** struggled forward, broke the **ring** and fell over the steep edge of the **rock** to the **sand** by the **water**. At once the **crowd** surged after it, poured down the **rock**, leapt on to the beast, screamed, struck, bit, tore. There were no **words**, and no **movements** but the tearing of **teeth and claws**.

Then the clouds opened and let down the rain like a waterfall. The **water** bounded from the mountain-top, tore **leaves** and **branches** from the **trees**, poured like a cold shower over the struggling **heap** on the **sand**. Presently the **heap** broke up and **figures** staggered away. Only the beast lay still, a few yards from the **sea**. Even in the **rain** they could see how small a beast it was; and already its **blood** was staining the **sand**.

Verbs

The sticks **fell** and the mouth of the new circle **crunched and screamed**. The beast was on its knees in the centre, its arms folded over its face. It was **crying** out against the abominable noise something about a body on the hill. The beast **struggled** forward, **broke** the ring and **fell** over the steep edge of the rock to the sand by the water. At once the crowd **surged** after it, **poured** down the rock, **leapt** on to the beast, screamed, **struck, bit, tore**. There were no words, and no movements but the **tearing** of teeth and claws.

Then the clouds opened and let down the rain like a waterfall. The water **bounded** from the mountain-top, tore leaves and branches from the trees, poured like a cold shower over the struggling heap on the sand. Presently the heap broke up and figures **staggered** away. Only the beast lay still, a few yards from the sea. Even in the rain they could **see** how small a beast it was; and already its blood was **staining** the sand.

Simile/metaphor

The sticks fell and the mouth of the new circle crunched and screamed. The beast was on its knees in the centre, its arms folded over its face. It was crying out against the abominable noise something about a body on the hill. The beast struggled forward, broke the ring and fell over the steep edge of the rock to the sand by the water. At once the crowd surged after it, poured down the rock, leapt on to the beast, screamed, struck, bit, tore. There were no words, and no movements but the tearing of teeth and claws.

Then the clouds opened and let down the rain like a waterfall. The water bounded from the mountain-top, tore leaves and branches from the trees, poured **like a cold shower** over the struggling heap on the sand. Presently the heap broke up and figures staggered away. Only the beast lay still, a few yards from the sea. Even in the rain they could see how small a beast it was; and already its blood was staining the sand.

Anthropomorphism

The sticks fell and the mouth of the new circle crunched and screamed. The beast was on its knees in the centre, its arms folded over its face. It was crying out against the abominable noise something about a body on the hill. The beast struggled forward, broke the ring and fell over the steep edge of the rock to the sand by the water. At once the crowd surged after it, poured down the rock, leapt on to the beast, screamed, struck, bit, tore. There were no words, and no movements but the tearing of teeth and claws.

Then the clouds opened and let down the rain like a waterfall. The water bounded from the mountain-top, tore leaves and branches from the trees, poured like a cold shower over the struggling heap on the sand. Presently the heap broke up and figures staggered away. Only the **beast lay** still, a few yards from the sea. Even in the rain they could see how small a beast it was; and already its blood was staining the sand.

Adjectives

The sticks fell and the mouth of the new circle crunched and screamed. The beast was on its knees in the centre, its arms folded over its face. It was crying out against the abominable noise something about a body on the hill. The beast struggled forward, broke the ring and fell over the steep edge of the rock to the sand by the water. At once the crowd surged after it, poured down the rock, leapt on to the beast, screamed, struck, bit, tore. There were no words, and no movements but the tearing of teeth and claws.

Then the clouds opened and let down the rain like a waterfall. The water bounded from the mountain-top, tore leaves and branches from the trees, poured like a cold shower over the struggling heap on the sand. Presently the heap broke up and figures staggered away. Only the beast lay still, a few yards from the sea. Even in the rain they could see how small a beast it was; and already its blood was staining the sand.

Adverbs

The sticks fell and the mouth of the new circle crunched and screamed. The beast was on its knees in the centre, its arms folded over its face. It was crying out against the abominable noise something about a body on the hill. The beast struggled forward, broke the ring and fell over the steep edge of the rock to the sand by the water. At once the crowd surged after it, poured down the rock, leapt on to the beast, screamed, struck, bit, tore. There were no words, and no movements but the tearing of teeth and claws.

Then the clouds opened and let down the rain like a waterfall. The water bounded from the mountain-top, tore leaves and branches from the trees, poured like a cold shower over the struggling heap on the sand. Presently the heap broke up and figures staggered away. Only the beast lay still, a few yards from the sea. Even in the rain they could see how small a beast it was; and already its blood was staining the sand.

Pathetic Fallacy

The sticks fell and the mouth of the new circle crunched and screamed. The beast was on its knees in the centre, its arms folded over its face. It was crying out against the abominable noise something about a body on the hill. The beast struggled forward, broke the ring and fell over the steep edge of the rock to the sand by the water. At once the crowd surged after it, poured down the rock, leapt on to the beast, screamed, struck, bit, tore. There were no words, and no movements but the tearing of teeth and claws.

Then the clouds opened and let down the rain like a waterfall. The water bounded from the mountain-top, tore leaves and branches from the trees, poured like a cold shower over the struggling heap on the sand. Presently the heap broke up and figures staggered away. Only the beast lay still, a few yards from the sea. Even in the rain they could see how small a beast it was; and already its blood was staining the sand.

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Page 29: Language

This activity is designed to allow students to have fun with language. The extract is taken from 'Water' when Ralph addresses the group. Here is an example of how students can identify i.e. light-hearted/humorous/modern. Students could change the wording slightly to allow

'We need a **radio** (N). Not for **news** (N). Not for **listening** (V) and falling off the log. **smiled** (V) and looked at each other – 'not for making **small-talk** (N), or for –' he lifted a compelling word – for **amusement** (N). Not for these things. But to put things straight.'

He paused for a moment...

'I've been along. By myself I went, thinking what's what. I know what we need. A first of all, I'm **dancing** (V).

He paused for a moment and **carefully** (Adv) pushed back his **fringe** (N). Piggy **body** (Adj) **movement** (N) made, and **beckoned** (V) the others.

Ralph **gyrated** (V).

We have lots of **time** (N). Everybody enjoys **dancing** (V) and **singing** (V). We **choreographed** (V) get done. We were going to have **routines** (N) brought from **home** (N) and left in **Strictly** (N) **judges** (N). So it was, for a few days. Now there's no **dance** (N). The **routines** (N) are **born** (V) **beach** (N).

There was a murmur of **horror** (N).

Page 30–21: Language

Quotation	Literal Meaning	
'Tall trunks bore unexpected pale flowers all the way up to the dark canopy where life went on clamorously'	The surrounding area is pleasant, 'flowers'.	The surrounding area is pleasant, 'flowers'.
'The whole space was walled with dark aromatic bushes, and was a bowl of heat and light.'	The clearing is hot, 'heat', and humid, but peaceful too, 'aromatic'.	'Light' and 'Heat'.
'The creepers and the bushes were so close that he left his sweat on them...'	He is very close to the trees, literally 'sweat on them'.	He is very close to the trees, literally 'sweat on them'.
'...pair of gaudy butterflies that danced round each other in the hot air'	A pretty image, 'butterflies danced', and humid temperature, 'hot air'.	'Dance' and 'hot air'.
'The deep sea breaking miles away on the reef made an undertone...'	He is far 'away' from the 'sea' at this point.	His body is far 'away' from the 'sea' at this point.
'green candle-like buds'	Imagery – the 'buds' resemble 'candles'.	'Candle-like' and 'buds'.
'...white tips of the flowers rose delicately to meet the open air.'	Sensory language/imagery of the 'flowers'.	The 'white tips' of the flowers.

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Key Event in Plot	Literal Meaning	
A plane, evacuating a group of schoolboys, is shot down over a deserted island.	This is the start of the story; the boys are obviously central to the story and are needed for the rest of the events to unfold.	From subli hence island come a sym and s
Piggy and Ralph find a conch shell.	The conch is found at the beginning of the story which symbolises the early link with civilisation since it represents the boys' understanding of order and rules.	With break would signif
Simon faints on the beach.	At first we think it might be because of the heat.	Later he im He co early of the fore
The boys light the fire to attract the attention of passing ships; they use piggy's glasses to do so.	The initiative to light a fire at the beginning of the story shows the boys need for returning home, and therefore their link with civilisation. Piggy's glasses have importance from the start of the novel since they are needed to start the fire that is crucial for their rescue.	With fire, t aband would show and r thus unfol Simi glass nove powe
The boys discuss the beast at an assembly and where it might live.	The discussion is central to the whole novel. It shows the boys' innocence since they see it as an external creature perhaps living in the sea, based on stories they have heard. It also allows the theme of innate evil to unfold, since the beast is within.	The e 'wee heart beast meat discu
A dead parachutist lands on the mountain during the night after a military battle.	The reason for the boys evacuation – war – is ongoing, hence the 'dead parachutist' in the middle of the novel.	In the rem which viol on th
Jack forms his new tribe and declares himself leader of the tribe.	Jack's separation from Ralph shows that the group is becoming fragmented and breaking up.	This in ge there from a dis
The sow is killed and its head is placed on a stick as an offering for the beast.	This event shows how far the boys have come. At first, Jack was unable to kill a pig because of the enormity of the task and when he did kill, he advocated it was for meat. In this instance, it is for something else.	This beco which char them

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Key Event in Plot	Literal Meaning	
Simon is killed in a savage attack.	This occurs before Piggy's death and before Simon has chance to explain who the beast is.	This is significant character the boy killed
Piggy is killed.	This happens in the penultimate chapter / near the end.	This describes death from to m

Page 40: Structure

Quotation	Interpretation 1	Interpretation 2
'...a revolver... a uniform'	'Uniform' could have connotations of civilisation, as opposed to the boys' dishevelled look.	'Revolver' has connotations of uncivilised/violent behaviour.
'A naval officer stood on the sand, looking down at Ralph in wary astonishment.'	'Looking down' suggests a superiority.	'Astonishment' suggests shock at what he's seen.
'Fun and games...'	He assumes because they are children, they are innocent and having 'fun'.	He fails to see what children may be capable of.
'Having a war or something?'	'War' is ambiguous. It could mean that they are playing.	It is ironic since it was war that caused them to be on the island.
'I should have thought that a pack of British boys... would have been able to put up a better show than that...'	This is an arrogant comment.	'Pack' has connotations of animals and savagery: a pack of wolves/lions, etc
'The officer... was moved and a little embarrassed.'	Adults don't always know how to act.	Is it a happy ending?

Page 45: Form

What stylistic conventions of fiction does the extract show?

- figurative language
- disequilibrium
- climax
- drama
- dialogue

In terms of allegory, what symbolic meaning does the extract have?

- the 'beast' is symbolic of evil
- the boys' behaviour is symbolic of savagery / original sin
- the boys' behaviour is symbolic of loss of identity
- the island is a microcosm and is symbolic of the chaos and anarchy that exists within
- Simon is symbolic of a martyr

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In terms of fable, what is the moral being taught in the extract?

- Humans are capable of heinous crimes
- Innocent people (Simon) suffer the most
- Without rules and civilisation, society will descend into anarchy
- There is a natural hierarchy within any group
- Powerful leaders (Jack) have the power to corrupt others

Page 47: Form

Quotation	Interpretation of form being used	Exs
'I could swim when I was five. Daddy taught me. He's a commander in the navy' / 'I used to live with my auntie. She kept a sweet-shop...'	This could be seen as a combination of fiction and allegory.	The boys talk about their parents, which would expect in a realistic setting. The use of 'Daddy' and 'auntie' should be present in a realistic setting. The symbolism of social hierarchy corresponds later to the characteristics of the leader, perhaps Jack, as socially superior.
'Jack, painted and garlanded, sat there like an idol... 'Give me a drink.'	This could be seen as a combination of fiction, allegory and fable.	Figurative language in the dialogue develops the idea of Jack as a dictator. This corrupt power is corrupt and power will abuse.
'the kid needed a bath, a hair-cut, a nose-wipe and a good deal of ointment'	Fiction	In terms of fiction, the boy is portrayed as a sign of civilization on the island for a sign of

Page 62: Ideas

What main idea is being conveyed to the reader when the sow's head speaks to Simon?
The beast is 'within'

'Fancy thinking the Beast was something you could hunt and kill!' What idea is the writer conveying?
You can't escape, 'kill', the evil/beast that lies within someone

Why a 'parody' of laughter?

Simon imagines the pig's head making fun of him for not realising what the beast was

What is meant by 'close' and why is it repeated?

Close could mean 'within'

It could also mean close by, as in Jack

It could further mean, his death is close which will be caused by the 'beast'

How are the writer's ideas in this passage heightened by the fact that it is Simon in this passage?

Simon could be viewed as a prophet, someone who can foretell the future

The fact that Simon is mystic and misunderstood could suggest that in life we misunderstand

The word 'beast' or 'beastie' crops up time and again in the novel? Do you think it is an important part of Golding's ideas? Explain your answer.

It has connotations of evil or something inhumane and animal-like, which links with the idea of the beast. Simon is killed and throughout the novel.

It also has connotations of something huge; innate evil is a huge force which takes over the

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<i>Paradise Lost</i>	<i>Interpretation/</i>
<i>'Heav'n hides nothing from thy view Nor the deep Tract of Hell'</i>	The island could be seen to be a place of both light and dark.
<i>'Who first seduced them to that fowl revolt? Th'infernal Serpent'</i>	Jack is the 'serpent' on the island, leading to the 'revolt' against Ralph/tonic.
<i>'But O how fall'n! How chang'd'</i>	'Fall' suggests the Fall of Man from Eden in the novel. Also, change in the boys' lives.
<i>'Happy realms of Light'</i>	'Light' and 'dark' are used to represent innocence / loss of innocence.
<i>'Now misery hath joynd in equal ruin'</i>	The island begins as a place of peace, but becomes a place of 'misery' with conflict, then 'ruin'.
<i>'The stronger prov'd He with his Thunder'</i>	Jack becomes 'stronger' as he becomes 'chief'.
<i>'The mind is its own place and in it self Can make a Heav'n of Hell'</i>	We can use our own mind to create a 'Hell'. Ralph is an example of this when he sees the sow's head at the end of the novel, using his strength and 'mind' to destroy it.
<i>'Better to reign in Hell, than serve in Heav'n'</i>	Jack would rather lead the boys into a state of war and anarchy exist, than be a servant for civilisation, rescue and order.
<i>'Of Mankind they corrupted'</i>	Golding explores the corruption of the boys, which lies within.
<i>'The image of a Brute adorn'd... Devils to adore for Deities'</i>	Jack becomes a 'Brute' or a 'Devil' and is worshipped by the others. Simon dies where he is described as a 'Deity'.
<i>'Idols through the Heathen World'</i>	The boys become 'Heathens' and create an idol, the head to the beast, thus also creating a 'Heathen World' simultaneously the boys are embodied evil.

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