



Lord of the Flies

GCSE AQA Exam Preparation Pack

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Teacher's Introduction

The purpose of this resource is to provide teachers and students with materials to support their preparation for GCSE English Literature, Paper 2, Section A on the modern novel. At the core of the new specifications are the assessment objectives (AOs) that highlight the skills students need to demonstrate. The AOs are outlined at the beginning of the guide to give teachers and students clarity about how they will be assessed.

Remember!

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

Lord of the Flies is both a highly accessible narrative but also a particularly conceptualised text; the materials in this guide are intended to support students to be able to engage with both. To begin with, the activities focus on the core knowledge required to meet AO1. The activities then move on to look at Golding's methods, particularly the symbolic nature of the text, which will support students in their preparation to meet AO2. AO3 focuses on the ideas and context of the task: these are indivisible from the events and methods that Golding is using, and so will be addressed through all of those activities.

In the exam preparation section, you will find some sample answers, but also a series of activities that will ask students to engage with the exam criteria. This is important preparation for any student undertaking this examination because it will highlight for them the key qualities of responses across the different bands. Furthermore, the accompanying tasks will develop students' confidence in preparing for, and ultimately completing, exam-style tasks. Furthermore, in this section, you will find some exam-style questions which are intended to provide opportunities for students to revise what they know, and to rehearse the skills of planning and organising their ideas, before then writing their own responses. Indicative content for each of the questions can be found in the Answers section of the guide.

One of the key features of the guide is the Sample Assessed Essay: this is intended to provide a worked-through example of a response, showing how the demands of the new GCSE can be met. The aim of this part of the guide is to provide teachers with a tool that they can use in their teaching.

Where appropriate, the specific AOs are identified in an activity. It is intended that this gives teachers the confidence that what they are delivering is providing comprehensive coverage of the skills, so that when they are ready to tackle the assessment, they can do so with full confidence.

The edition of the novel is Faber & Faber; Main Edition (3 March 1997); all page references are to this edition.

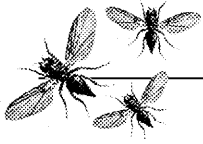
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Specification Information

AQA GCSE English Literature

Lord of the Flies is one of the set texts for the section 'Modern Texts' of Paper 2.

Students will answer one essay question from a choice of two in a closed-book exam which constitutes approximately 20% of the total GCSE grade.

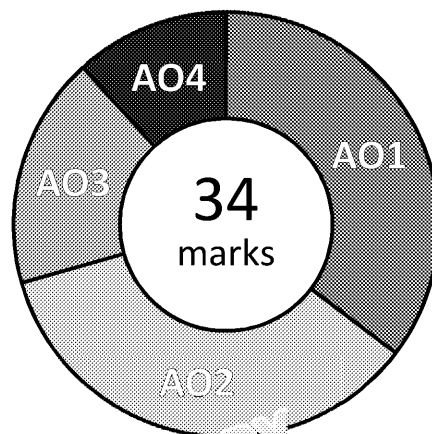
Assessment Objectives

- AO1: Read, understand and respond to texts.
- AO2: Analyse the language, form and structure.
- AO3: Show understanding of the relationships between the text and its context.
- AO4: Use a range of vocabulary and sentence structures, with accurate spelling and punctuation.

Paper 2, Section A: Modern Prose or Drama (Modern Texts)

- 34 marks in total:
 - o AO1: 12 marks
 - o AO2: 12 marks
 - o AO3: 6 marks
 - o AO4: 4 marks
- Paper 2 overall (Sections A, B and C) is 2 hours 15 minutes long and is worth 40% of the total GCSE grade.

It is important to point out that in the exam, the student's response is assessed holistically and is not divided in the way outlined above. You should use the information above to give a broad overview to focus on in your teaching.



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Revision of Author and t

Revision of Golding's Influences and Ideas



World War II

Golding fought in World War II, and witnessed some of the most brutal battles, including at Normandy. Famously, Golding was involved in a mortar strike that decimated a German unit. The violence and horror of the war caused Golding to think again about the nature of violence. He reflects this on the island through the killings of various characters.



Communism and Fascism

The rise of communism in Russia, and fascism in Italy and Germany, led Golding to think about different types of government. In the novel, we see this when the boys form the different tribes: Jack's hunters become synonymous with the idea of dictatorship, whereas Piggy is very much a democrat.



Golding's Career as a Teacher

Golding began teaching in 1935 – he was a teacher of English and philosophy – but left to join the RAF in 1940. However, in that period, he was engaged with young people and the characteristics of their behaviour. It is these observations that Golding wove into the novel.



War Crimes and Atrocities

World War II was the backdrop against which some of the most heinous atrocities were committed. Over millions of Jewish people were murdered by the Nazis in the concentration camps. Meanwhile, in the Pacific, the Japanese prisoner-of-war camps were the scene of horrendous suffering. It is the violence, and its origins, that Golding wanted to explore in the novel.

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Key Events of the Novel

Chapter	What happens in this chapter?	Why are the events in this chapter important?
1	The boys arrive on the island and are introduced to Ralph, Piggy, Jack and the choir. The boys vote on a chief to establish rules for the island. Piggy attempts to kill a pig to eat, but fails at the moment.	The arrival of the boys helps Golding to explore ideas about democracy and rules.
2	Jack establishes his army of hunters, and the boy with a birthmark tells Piggy that he has seen a beast. The boys use Piggy's glasses to start a fire to use as a signal to attract attention.	The formation of Jack's hunters marks the beginning of the boys' introduction to violence and murder.
3	Weeks later, Ralph and Jack are involved in an argument about whether hunting is more important than building shelters.	The argument in this chapter highlights the tension between those interested in survival and those who want to embrace death.
4	The boys are beginning to adapt to the island; Jack arrives back with a deer that he has slaughtered. There is an argument between Piggy and Jack, and Piggy is injured.	The argument further extends the tensions from the previous chapter, but their fascination with hunting is growing.
5	Ralph and Jack argue over the leadership of the island: Jack declares that he doesn't care about rules. Ralph considers stepping down as leader. Piggy declares this would lead to chaos.	This chapter shows the tensions in leadership styles of government that Golding is exploring.
6	Jack attempts to take control by declaring the conch irrelevant; he secures loyalty from the other boys by asking them to think about the hunt. The boys who want to be rescued are still there.	Jack's attempt to claim control shows how dictatorial he is becoming. It allows Golding to explore the fragile nature of democracy.

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Chapter	What happens in this chapter?	Why are the events in this chapter important?
7	Ralph hits a boar with a spear; this excites the boys, who chant. The boys climb a mountain and discover the dead parachutist.	The dead parachutist, like the Beast, is a symbol of evil. Golding uses to explore the boys' growing fear and paranoia.
8	Simon encounters a dead parachutist on a stick, the Lord of the Flies, and recognises it. He passes out.	This is important in developing the idea of the Beast. Simon's vision is different. He knows the truth about the boys share.
9	Simon staggers from the forest, with the news that the Beast is not real, only to be mutilated by the boys who are engaged in a tribal dance.	The murder of Simon is Golding's way of showing the death of humanity on the island.
10	Jack moves his tribe to Castle Rock, and tells his followers that what came out of the forest on the previous night was in fact the Beast. That night, Jack steals Piggy's glasses.	The growing tensions between Jack and Ralph lead to foreground his eventual murder. The loss of the glasses is a way of Golding beginning to destroy Piggy's identity.
11	Ralph, Piggy and Samneric remain in their group. Piggy plans to confront Jack over his glasses. He is mocked and then murdered by Roger, who drops a rock on his head.	The death of Piggy is symbolic of the destruction of democracy and order on the island.
12	Ralph is in a boat, only to be attacked by the other boys. A forest fire starts and engulfs the island. A naval officer appears. The boys are rescued.	The ending highlights man's powerlessness to resist the forces of evil and brutality.



Individual Revision Task

See if you can label each quotation with the correct page number and also identify who it is about.



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Lord of the Flies – Knowing the Novel

Multiple-choice Quiz

The boys land on the island because:

- they are on a school trip
- the plane they were travelling in has crashed
- they have come to find Jack who has been stranded there

When Piggy is murdered:

- shattered into pieces
- saved by Roger
- blown by Ralph's spear
- has happened

The first boy to appear on the island is:

- Jack
- Ralph
- Piggy

When Simon is killed he:

- disappears into the forest
- is taken by the other boys
- drifts out to sea

The conch becomes a symbol of:

- violence
- authority
- democracy

The only person not injured is:

- Jack
- Ralph
- Piggy

Which boy demands to be chief?

- Ralph
- Jack
- Simon

The boys are recovered by:

- a passing pirate ship
- a navy patrol
- the lifeguard

Which boy is responsible for starting the fire that brings about the boys' rescue?

- Simon
- Piggy
- Roger

At the end of the novel 'the end of innocence' is:

- Jack
- Ralph
- Roger

Jack creates his own tribe:

- chief
- shepherds
- hunters

Score:

Simon suffers from which condition?

- hay fever
- anxiety
- seizures

Jack's first attempt to kill the pig is unsuccessful because:

- the pig is too fast for the hunters
- Jack loses his knife
- Jack cannot bring himself to stab the pig

The boys paint their faces in the forest to:

- they want to scare the other boys
- they want to be like warriors in the war
- they are bored and have nothing else to do

When Simon stares at the pig, he realises something important:

- life is short and every minute is precious
- the Beast is from the sea
- evil is something within us all

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Summary of the Novel

In your own words write a summary of the novel:

.....

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Alternatively, if you need a bit more guidance, fill in the gaps below using the words in the box below.

Word Box	
William Golding	World War II
democracy	hunt and kill
naval patrol	Jack and Ralph

Lord of the Flies is a It is set in the aftermath of island. The novel focuses on a group of boys and their experiences of being on a adults and rules. As the novel develops, the characters of ideas: Jack represents and Ralph ideas coexist. Gradually the boys are unable to resist the urge to embrace their consumed by the desire to Initially, this desire is turned novel the boys turn on each other. Both are murdered before a passing



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Storyboarding Lord of the Flies

Take the five main events in the novel, and storyboard them. You need to include:

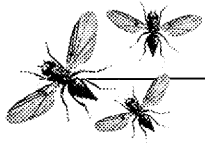
- an image that represents each event
- a quotation that relates to each event
- an analysis of why the event is important in the novel

Event 1	Event 2	Event 3
Quotation 1	Quotation 2	Quotation 3
Analysis 1	Analysis 2	Analysis 3

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Revision Activities

Revision of Key Characters




Character	Quotation	What does this character represent?	
Ralph	 <p>“The boy said this solemnly; but then the delight of a realised ambition overcame him. In the middle of the scar he stood on his head and grinned at the reversed fat boy. “No grown-ups!””</p>	Ralph represents the youthful excitement of all young men, suddenly liberated from rules. However, this is a naïve excitement, as we later discover, as the boys become consumed in violence and murder.	The ‘we’ this evi can and
Piggy	<p>““We can use this to call the others. Have a meeting.””</p>	Piggy is the embodiment of democracy and equality on the island. He wants to create a culture of shared responsibility, with every member of the island playing their part. However, this leads him into confrontation with Jack.	The key role and the de
Jack	 <p>““Kill the pig! Cut her throat! Spill her blood!””</p>	Jack represents dictatorship and violence on the island. His obsession with killing and hunting is an emblem of his desire to explore the darker sides of man’s character.	The his Cha su and
Simon	<p>““What I mean is... Maybe there is a beast. Maybe it’s only us.””</p>	Simon is an unreal character: he represents a higher state of being and, some people, argue a Christ-like figure. He is the first boy to realise that the Beast is in fact the boys’ own evil intent.	The It is me the po



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Character	Key quotation	What does this character represent?	
Roger	'Roger stooped, picked up a rock, aimed and threw it at Henry...' 	Roger is a sadistic and brutal character who seemingly enjoys inflicting pain and suffering on to the others. This is best illustrated as he murders Piggy.	With the Roger's role
Samneric	"'We just been in the forest –" "to get wood for the fire." 	Samneric are the 'everyman' characters of the novel; they represent the reader in many ways, observing the brutality and chaos that unfold in front of them.	In the role of the important characters
The Beast	'Ralph wept for the loss of innocence, the darkness of his heart...' 	The figment of the imagination that the boys identify as the thing they fear. Yet, we know, as does Simon, that what they really fear, is themselves.	The role of all the

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Revision of Key Themes (A01 and A03)

Democracy	Define this theme in your own words: <i>This is explored through the ways that the boys try to. Golding looks at the dangers and threats to democracy. Jack, who want to be dictators.</i>
	Key quotation that exemplifies the theme: <i>"We can use [the conch] to call the others. Have"</i>
How does this quotation link to the theme? <i>This quotation links to the idea of democracy, and it's one of the earliest references to a natural instinct is to involve everyone through meetings, to hear their views, as part of creating a community.</i>	

Civilisation	Define this theme in your own words:
	Key quotation that exemplifies the theme:
How does this quotation link to the theme?	

Violence	Define this theme in your own words:
	Key quotation that exemplifies the theme:
How does this quotation link to the theme?	

Fear	Define this theme in your own words:
	Key quotation that exemplifies the theme:
How does this quotation link to the theme?	

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Human Nature	Define this theme in your own words:
	Key quotation that exemplifies the theme:
How does this quotation link to the theme?	



Power	Define this theme in your own words:
	Key quotation that exemplifies the theme:
How does this quotation link to the theme?	



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Key Extract Analysis

Each of the extracts that follow is from a key moment in the novel. On the left-hand side are examples of how Golding uses language in the extract. These are features of language that you can use in your writing to show that you are achieving AO2. On the right-hand side are some questions that you can use to help you think about the writer's language links to their ideas for AO3. You need to work through the questions to help you link the writer's ideas with the methods that he has used to achieve them.

Close Analysis of Jack's Transformation

(Chapter 4)



1. In the opening sentence, Golding juxtaposes white and red: what do you think this symbolises?

He rubbed the charcoal stick between the patches of red and white on his face.

'No. You two come with me.'

He peered at his reflection and disliked it. He bent down, took up a double handful of lukewarm water and rubbed the mess from his face. Freckles and sandy eyebrows appeared.

Roger smiled, unwillingly.

'You don't half look a mess.'

Jack planned his new face. He made one cheek and one eye socket white, then rubbed red over the other half of his face. He smashed a black bar of charcoal across his right ear to left jaw. He looked in the mirror for his reflection, but breathing troubled the mirror.

'Samneric. Get me a coco-nut. An empty one.'

He knelt, holding the shell of water. A rounded patch of sunlight fell on his face and brightness appeared in the depths of the water. He looked in astonishment no longer at himself but at an awesome stranger. He spilt the water and leapt to his feet, laughing excitedly. Beside the mere, his sinewy body held up a mask that drew their eyes and appalled them. He began to dance and his laughter became a bloodthirsty snarling. He capered towards Bill and the mask was a thing on its own, behind which Jack hid, liberated from shame and self-consciousness.

2. How does Golding give the impression that Jack is being meticulous in painting his face?



3. What words in this paragraph suggest Jack is transforming into something different?

6. Why do you think the transformation that Jack paints his face is so important?



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Close Analysis of Simon's Murder

(Chapter 9)

A02

1. How does Golding achieve a sense of the boys becoming more primitive through their chanting?



Simon was crying out something about a dead man on a hill.

'Kill it, kill it! Kill his throat! Spill his blood!'

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.

2. In paragraph two, what words convey the brutality of Simon's murder?

Then the clouds opened and let down the rain like a waterfall. The water bounded from the mountain-top, tore leaves and branches from 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.

3. How does Golding use nature to explore the consequences of Simon's murder?



A very great wind blew the rain sideways, cascading the water from the forest trees. On the mountain-top the parachute filled and moved; the figure slid, rose its feet, spun, swayed down through a vastness of wet air and trod with ungainly feet the tops of the high trees; falling, still falling, it sank towards the beach and the boys rushed screaming into the darkness. The parachute took the figure forward, furrowing the lagoon, and bumped it over the reef and out to sea.

6. Why do you think Simon's death is such a key moment in the novel?



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Close Analysis of the Novel's Conclusion

The analysis skills you are using to complete these tasks are exactly the same skills used in the Language Paper 1, Question 2.

A02

- How does Golding create a sense of destruction in this paragraph?



- Explain why you think the 'darkness in man's heart' effectively sums up Golding's ideas about evil.

Ralph looked at him dumbly. For a moment he had a fleeting picture of the strange, young amour that had once invested the beaches. But the island was scorched and like dead wood. Simon was dead – and Jack had. The tears began to flow and sobs shook him. He put his arms up to them now for the first time on the island; great, shuddering spasms of grief that seemed to wrench his whole body. His voice rose under the black smoke before the burning wreckage of the island; and infected by that emotion, the other little boys began to shake and sob too. And in the middle of them, with filthy body, matted hair, and unwiped nose, Ralph wept for the end of innocence, the darkness in man's heart, and the fall through the air of the true, wise friend called Piggy.

The officer, surrounded by these noises, was moved and a little embarrassed. He turned away to give them time to pull themselves together; and waited, allowing his eyes to rest on the trim cruiser in the distance.

- Do you think this is an effective ending to the novel? Give reasons for your answer.



Words to Help You Analyse Text

If you want to tell the examiner you are writing about a particular idea

The writer uses [insert a reference to part of the text] to explore the idea of [insert idea].
 The idea of [insert idea] is presented when the author writes [insert quotation].
 The writer uses the [insert name of text] to explore the idea of [insert the idea].

If you want to focus on specific effects

The word/phrase [insert quotation] is effective because...
 When the writer uses the image [insert quotation] it conveys the idea of...
 The language the writer uses is effective because...



Linking writer's methods to ideas

The imagery used helps to present the idea of [insert] because...
 The idea of [insert idea] is shown by the language because...

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Analysis of Key Characters (A02)

In the table below, take each character in turn, and find the quotation that defines the character most. In the third column, explain why the quotation is so apt.

One example has already been done for you.

Character	Quotation	What does this
Ralph	“Seems to me we ought to have a chief to decide things.”	This quotation shows his leadership qualities. He decides the hierarchy and plans to take command.
Piggy		
Jack		
Simon		
Roger		
Samneric		
The Beast		
The naval officer		

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Key Quotation Explosions (A02 and A03)

A quotation explosion is when you break a quotation down into individual words then piece it all back together to identify the overall effect achieved by the writer. The quotations below: these are important quotations from the novel that you will write about them in the exam. Once you have done the quotations below, find some of your own.

An example has been done for you.

How does Golding use language in each of these quotations to produce an effect?

This implies that the spear is piercing the pig with a precision.



The spear moved forward inch by inch and the terrified squealing became a high-pitched scream. Then Jack found the throat and the hot blood spouted over his hands.

The three boys rushed forward and Jack drew his knife again with a flourish. He raised his arm in the air.

He [Jack] capered towards Bill and the mark was a thing on its own, a shield which Jack hid, liberating him from shame and self-consciousness.

Jack crouched with his face a few inches from this clue, then stared forward into the semi-darkness of the undergrowth.

Ralph lifted the conch and peered into the gloom. The lightest thing was the beach... A flurry of wind made the palms talk and the noise seemed very loud now that darkness and silence made it so noticeable.

The rock struck Piggy a smashing blow from chin to knee; the conch exploded into a thousand tiny white fragments and ceased to exist.



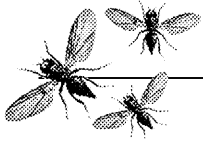
Extension Tasks

Task 1: Label each quotation with the name of the character who said it; remember to label the character too!

Task 2: In each quotation, highlight two or three key words that you can learn from.

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Exam Preparation Activity

Essay Planning

You will be under pressure in the exam: you will have limited time to write your answer and your knowledge to organise. Therefore, before you start writing, it is really important that you plan your answer.

You need to keep in mind there are several key skills that the examiner is looking for:

- Can you make relevant points that answer the question?
- Can you support your ideas with reference to the text (either quotations or references to events)?
- Can you comment on how the writer has used methods to create effects?

To help you think about how you should plan your answer, you will work through a series of questions.

Firstly, look at the question below:

How important is nature in *Lord of the Flies*?

Your answer should mention:

- the way that nature and natural images are used
- how Golding uses nature to present his ideas about people and society

The first thing you need to decide is what the main topic of each of your paragraphs should be. You need to think of some examples of where nature is described in the novel, and how Golding uses it to present his ideas.

You could use the template below to help you organise your ideas.

Introduction

- Briefly describe what we mean by 'nature' in *Lord of the Flies*.

Where is nature most prominent in the novel?

- Briefly describe the main ways that Golding makes a link between nature and society.

Paragraph 1

Point:

Quotation:

Analysis:

Link:

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Paragraph 2

Point:

Quotation:

Analysis:

Link:



Paragraph 3

Point:

Quotation:

Analysis:

Link:

Paragraph 4

Point:

Quotation:

Analysis:

Link:

Conclusion

- Sum up the main points about how nature is used in the novel to present ideas.
- What are the key ideas that Golding uses nature to show?
- Include your opinion – how successful do you think Golding is at using nature to show?

You can also add any other points here – they should be ideas you have discussed earlier rather than new material!



Now choose another question from the Practice Exam-style Questions section, and plan your template. This is a really effective way of revising without having to write entire essays.

Essay Writing

The essay that you write in the exam needs to demonstrate particular skills.

You need to imagine in the exam you are set the following question:

4) Why do you think the Beast is an important character in Lord of the Flies?

Your answer should mention:

- how Golding presents the beast
- how Golding uses the Beast to present his ideas

The paragraph below is answering this question; you need to use the paragraph to demonstrate the skills that you are asked to use in this question.

The key skills are:

- Can you make a point that shows you are answering the question?
- Can you use an embedded quotation to support your point?
- Can you analyse the effects of the writer's use of language?
- Can you link the effects of the language to how they help to show the writer's ideas?
- There is a link to the context.
- Spelling, punctuation and grammar are all accurate.

the beast is an important part of lord of the flies. It is the one thing that the boys are afraid of in the novel. Golding shows how important the beast is when Ralph says 'Maybe we're the only us.' This shows that Ralph realises that the beast is a part of who the boys are. The beast is not just a part of who the boys are, it is actually the evil inside of them. This links to Golding's feelings about World War II when the concentration camps showed the horror of what humans are capable of.

Which skills are missing from this answer?

.....

.....

.....

What could be added to this answer to improve it?

.....

.....

.....

Rewrite the paragraph making it better and the skills that you have said are missing.

.....

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Exam Technique

One of the skills you need to demonstrate is the ability to find quotations from the text.

Find quotations to help you complete the points below:

- a) The island is presented as idyllic when Golding writes
.....
- b) Jack shows his domineering personality when he says...
.....
- c) Piggy is shown to be different to the other boys when Golding describes him
.....
- d) The choir is shown to be a threatening force when Golding writes...
.....
- e) The conch is shown to be important when it is described as ...
.....
- f) Golding shows us how tragic Simon's death is when he writes...
.....



Independent Activities to Prepare for the Exam

- Draw a mind map for each character and label it with quotations that help you understand them.
- Choose one character and practise planning an essay on them.
- Make sure you highlight your plan showing where you (a) make a point, (b) provide your point and (c) comment on the writer's language – use a different colour for each.
- Write an essay for one of the characters; highlight it so that you can see how you have met the criteria.

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SPAG (A04)

Spelling

It is really important that you spell key names and words correctly in the examination. To spell the key words about the novel, and literature, that you will need to use in your writing.

Below you will find an essential spelling list; it contains words that help you to write.

Literary Terminology	Analytical Words	Key Characters
Novel	Centres	Ralph
Character	Presents	Jack
Theme	Implies	Simon
Climax	Portrays	Roger
Foreshadow	Suggests	Piggy
Metaphor	Emphasises	The Littl'uns
Symbolic	Exaggerates	Samneric
Allegory	Represents	The Beast
Tension	Symbolises	
Conflict	Indicates	

Connectives

Connectives are very important in helping you to link ideas together.

There are different types of connectives and they are shown in the table below.

Linking	
Furthermore, ...	Firstly, secondly, thirdly, ...
Additionally, ...	Finally, ...
Similarly, ...	To begin with, ...
Equally, ...	Next, ...
In addition, ...	Ultimately, ...
Contrasting	
Alternatively, ...	In conclusion, ...
By contrast, ...	Overall, ...
Instead, ...	On the whole, ...
However, ...	In summary, ...
Whereas, ...	As I have said, ...
On the other hand, ...	

Independent Activities to Prepare for the Exam

- Choose a theme from the novel and write a paragraph on that topic.
- Try to use as many connectives as possible in your paragraph.

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Punctuation

Punctuation is an important part of writing; it helps to clarify what we mean and gives our writing structure.

The table below shows the key punctuation marks, and what they do, that you should know for the exam.

Punctuation Marks		
Punctuation mark	What does it look like?	What does it do?
Quotation marks	“ ”	Use these to start and end a quotation. These will show the examiner you are using quotations.
Comma	,	Use this to break up clauses so that information is presented in a clear and logical way.
Semicolon	;	Use this to divide two independent sentences that are linked by topic.
Colon	:	Use this to show that you are about to explain an idea you have just stated.

Complete the activities below, adding the correct punctuation marks to each sentence.

Quotations marks

Golding foreshadows the damage the boys will do to the island when he says a pig was smashed into the jungle.

Piggy's death is turned into a dramatic moment when the conch smashes into the ground.

When Golding introduces Ralph as the fair boy he shows us how he is naturally a leader.

Comma

Piggy who was different from the other boys represents the hope of all mankind.

The novel has many meanings not all of them obvious.

Jack is clearly a dark evil person.

Semicolon

The novel is full of images they give the text its real meaning.

Jack comes to embody all that is evil on the island he is responsible for the things Golding describes.

The conch is the symbol of hope for all mankind and the destruction symbolises the end of the world.

Colon

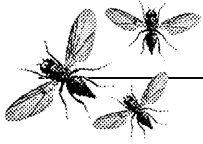
Jack embodies the evil in man he is cold, callous, and unforgiving.

The novel transcends time its message is a timeless reminder of the power of good.

There is a clear message in the novel evil overcomes good only when it is allowed to.

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Practice Exam-style Questions

1) What is the importance of Simon in *Lord of the Flies*?

Your answer should mention:

- how the character of Simon is presented by Golding
- how Simon is used to present ideas about different people and society

2) Why do you think Golding sets the novel on an island?

Your answer should mention:

- how the island is presented by Golding
- how the island is used to present different ideas

3) How do you respond to the ending of the novel?

Your answer should mention:

- what happens at the end of the novel
- how the ending draws together ideas from the rest of the novel

4) Why do you think the Beast is an important character in *Lord of the Flies*?

Your answer should mention:

- how Golding presents the Beast
- how Golding uses the Beast to present his ideas

5) How important are the minor characters in the novel?

Your answer should mention:

- how Golding presents the minor characters
- how the minor characters are used to present Golding's ideas

6) What is Piggy's significance in *Lord of the Flies*?

Your answer should mention:

- how Golding presents Piggy
- how Golding uses Piggy to present ideas about people and society

7) How do Golding use violence in the novel?

Your answer should mention:

- the different violent events that occur
- how these events are used to present Golding's ideas

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8) How does Golding use the novel to show the 'darkness of man's heart'?

Your answer should mention:

- how Golding presents dark events in the novel
- how Golding uses darkness to present his ideas about people and society

9) How does Golding use symbols in the novel?

Your answer should mention:

- the different symbols that Golding uses
- how the symbols are used to present different ideas about people and society

10) How important is nature in *Lord of the Flies*?

Your answer should mention:

- the way that nature and natural images are used
- how Golding uses nature to present his ideas about people and society

11) What do you think is Piggy's purpose in the novel?

Your answer should mention:

- how Golding presents Piggy
- how Golding uses Piggy to present his ideas about democracy and civilisation

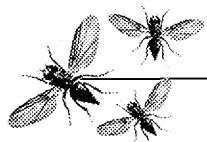
12) How does Golding explore the boys' descent into savagery in the novel?

Your answer should mention:

- how the boys change throughout the novel
- how Golding uses the way that the boys change to present his ideas about savagery

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Student Self- or Peer-mark

This mark scheme combines the ideas given in the AQA SAMs and the AQA mark scheme. You should use this to

		Level →	0 marks	Level 1	Level 2
		Key words →	Nothing worthy of credit	Simple, explicit	Supported relevant
Skills to demonstrate in your work	AO1	I demonstrate my knowledge of the text.*			
	AO1	I present an informed personal response.			
	AO1	I use references to the text to support my interpretations.			
	AO2	I analyse the methods used by the author.			
	AO2	I analyse the effects of these methods on the reader.	<i>if this is not done, give 0 marks for this skill.</i>		
	AO2	I use appropriate terminology.			
	AO3	I understand the relationship between text and context.			

*This does not appear in the AQA SAMs mark scheme

AO4 – assessed in Section A only

		Performance Descriptor →	0 marks	Threshold
		Key words →	Nothing written / threshold not met	Reasonably reasonable
AO4		I use accurate spelling and punctuation.		
AO4		I use a range of vocabulary and sentence structures to convey my ideas.		

Best area:

Areas to work on:

Teachers should refer to the mark schemes given on the AQA website for marking to ensure students have

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Understanding the Mark Scheme

The mark scheme is obviously designed for examiners to help them determine the marks they are marking. However, it is important for you to understand some of those key words that you are fulfilling the criteria.

The table below identifies some of the key words from each band – shown on the table – and what they mean in practice.

Level	Key words	What will the response look like?
6	 <ul style="list-style-type: none"> • Convincing • Critical • Exploratory 	<p>It will be critical because the response will use accurate quotations to explain ideas about how Golding presents his ideas and the structure to achieve effects.</p> <p>It will be convincing because it will be backed up with well-chosen embedded quotations.</p> <p>It will be exploratory because it will try to come up with a range of interpretations of the text.</p>
5	<ul style="list-style-type: none"> • Thoughtful • Developed • Considered 	<p>It will be thoughtful because the response will show an awareness of what lies beneath the surface of the story to try to identify the deeper meaning of the novel.</p> <p>It will be developed because it will have detailed explanations of how it achieves effects with language and the ideas that it explores.</p> <p>It will be considered because it will show evidence of the student thinking for themselves and trying to put their 'own spin' on the text.</p>
4	 <ul style="list-style-type: none"> • Clear • Understanding 	<p>It will be clear because it will be written carefully; it will have a clear point, with some evidence and an explanation of it.</p> <p>It will show understanding because there will be an awareness of the novel and its characters. There will also be some clear explanation of what that the novel is trying to explore.</p>
3	<ul style="list-style-type: none"> • Explained • Structured 	<p>It will be explained because there will be a straightforward explanation of what the student thinks; it won't be overly detailed, but it will have some references to the text.</p> <p>It will be structured because it will follow a clear order of points in the next.</p>
2	<ul style="list-style-type: none"> • Supported • Relevant 	<p>It will be supported because all of the points that it makes will be supported by text, with some references.</p> <p>It will be relevant because the comments will be focused on the question.</p>
1	 <ul style="list-style-type: none"> • Simple • Explicit 	<p>The response will be simple because it will focus on a few points about the text.</p> <p>It will be explicit because it focuses only on the surface of the text, underneath the surface to think about ideas.</p>

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Worked-through Example

When you go into the exam, you will be presented with a choice of two questions to be clear in your mind how you will determine what the question wants you to respond, and how you will structure your ideas.

In this section you will work through the process of understanding the question

1) Understanding the question

Imagine you are asked the following question:

How does Golding present Piggy as a significant character in *Lord of the Flies*?

Your answer should mention:

- how Golding presents Piggy
- how Golding uses Piggy to present ideas about people and society

The first thing that you need to do is to identify the key words in the question. You

1. the command word (the word that tells you *what* you need to do)
2. the focus word (the word that tells you *what you need to write about*)

How does Golding present **Piggy** as a significant character in *Lord of the Flies*?

Your answer should mention:

- how Golding presents Piggy
- how Golding uses Piggy to present ideas about people and society

The command word

The focus word

In the table below, explain what the words are telling you to do in your answer.

	Word	What is this telling me
Command word	How	
Focus word	Piggy	

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2) Gathering your ideas

Now you have worked out what the question wants you to do, you now need to...

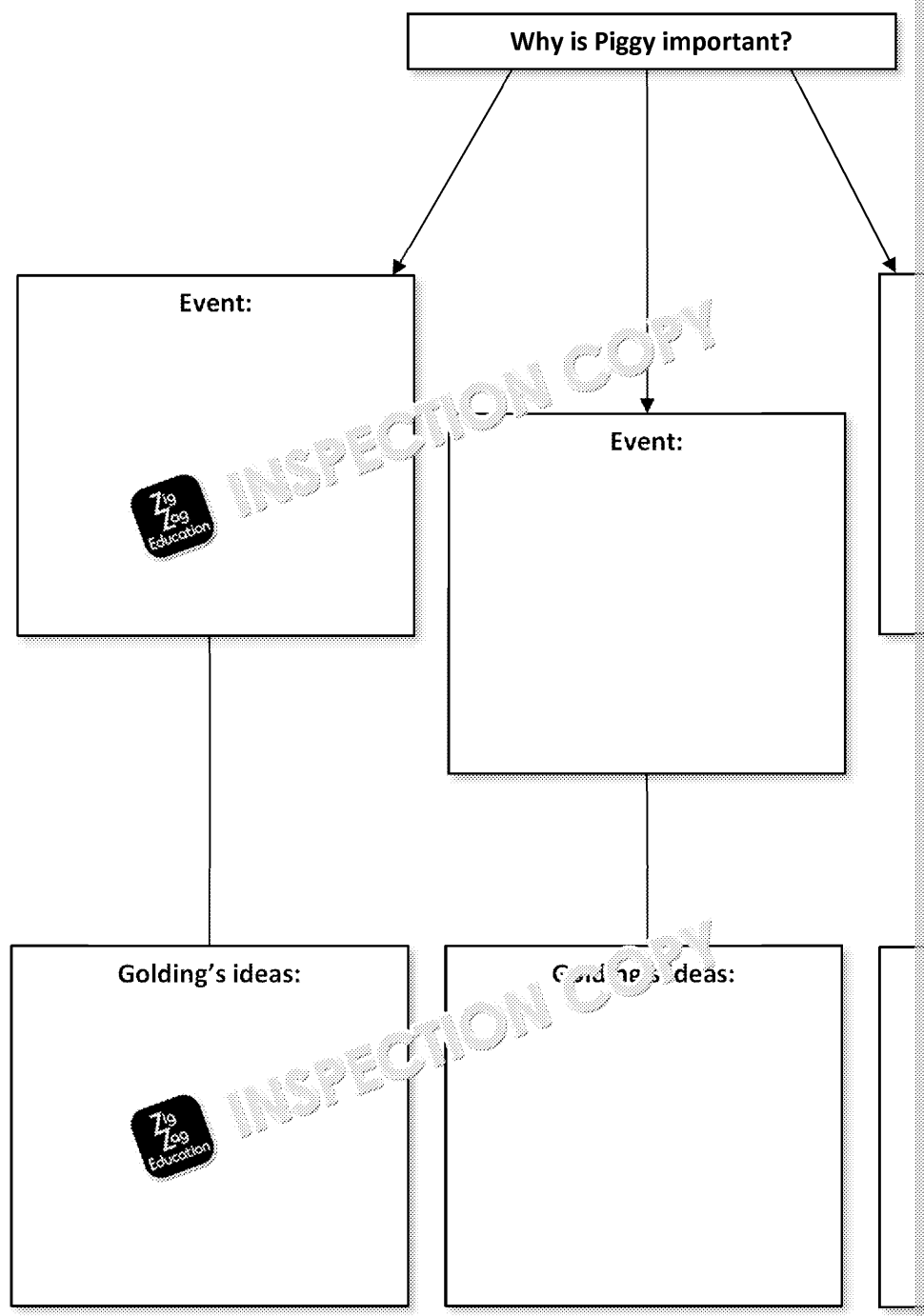
You have worked out that you need to write about why Piggy is significant, therefore the different ways that his significance is shown throughout the novel.

Hint: 'Significant' means that something is important or worthy of discussion.

If you are aiming to achieve the highest grades, you need to think about the different ways that his significance can be interpreted.

The key thing you need to do is to link the events to the ideas that Golding writes about.

Complete the chart below to help you organise your ideas.



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3) Planning your essay

In your essay you need to write five paragraphs that show:

- you understand and can respond to the events, characters and themes of the text
- you can use details to support your points (AO1)
- you can make links between the author's methods and how they help to create meaning

If you use the Point-Evidence-Analysis-Link structure you will have the best chance of success. The template below shows you how you can organise your paragraphs to achieve these objectives. The introduction and first paragraph have been completed for you.

Introduction

- Who is Piggy?
- What happens to Piggy in the novel?
- What does he represent in the novel?
- How does Golding use language to present Piggy's significance?

Paragraph 1

Point: *Golding uses Piggy as a symbol of democracy: he represents fairness and equality.*

Quotation: *'The conch exploded into a thousand tiny white fragments.'*

Analysis: *The conch is synonymous with Piggy: he finds it, and adopts it, so it represents the values of equality, fairness and democracy. The word 'explodes' implies a violent end to exactly what this moment represents: Piggy's death is the destruction of a fair society.*

Link: *Golding uses the tragic moment of Piggy's death to show the death of democracy and the question because it shows us why Piggy is significant: Golding uses him to represent democracy and once the boys become overpowered by savagery, they kill Piggy and democracy.*

Paragraph 2

Point:

Quotation:

Analysis:

Link:

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Paragraph 3
 Point:

 Quotation:

 Analysis:

 Link:



Paragraph 4
 Point:

 Quotation:

 Analysis:

 Link:

Conclusion

- Piggy is one of Golding's most significant characters.
- Golding uses him as a vehicle through which to present symbols of democracy.
- Piggy is the victim of the boys' savagery at the end of the novel, just like deerslayer is overwhelmed by savagery.

You can also add any other points here, but they should be ideas you have discussed rather than new material.

Some general essay writing tips...

Introduction

- Give a summary of your ideas about the question.
- Use the words in the question to show you are answering it.

P-E-A-L (P-E-E-I)
Paragraph

- Make a clear point in your first sentence.
- Give your quotation in your second sentence.
- Explain how the words you've chosen are effective: what effect do they have?

Conclusion

- Summarise what you think.
- Tell the marker something you have learnt from reading the text.

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General Essay Plan Template

Introduction	Advice Give an question underst idea? V
Paragraph 1 Point: Quotatio Analysis: Link:	
Paragraph 2 Point: Quotation: Analysis: Link:	
Paragraph 3 Point: Quotation: Analysis: Link:	
Paragraph 4 Point: Quotation: Analysis: Link:	
Conclusion	

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Annotated Sample Answer

Why do you think Piggy is an important character in *Lord of the Flies*?

Your answer should mention:

- how Golding presents Piggy
- how Golding uses Piggy to present ideas about people and society.

Clear and conceptual focus on the task (AO1)

Lord of the Flies is a novel about man's temptation into evil and Golding presents these ideas against the backdrop of an island of boys who are stranded, and left to fend for themselves. Throughout the novel, the boys experience the darkest experiences of humanity as a way to lose any sense of hope and civilisation. At the heart of this is Piggy, an awkward, asthma-afflicted scapegoat of the island. He is both someone who in the end, lacks the killer instinct to survive the

Analysis of writer's method / effects of method (AO2)

The decision about who should lead the island is another key moment in the boys' descent from civilisation to savagery. However, it is at this point that the idea of dictatorship become apparent. So for example, Jack uses this to tell others that he 'ought to be chief'. This is particularly important because it implies a sense of entitlement, that Jack believes he is born to be a dictator. Usually, in a democracy, leaders are chosen on the basis of merit.

Sophisticated understanding of the novel and its ideas (AO1)

Here Jack is telling us that he should be leader because that is what he wants to be known by is as a leader. Jack wants to be known as a military leader and someone who is going to rule by force but it does not have any link with the ideas of democracy that are often associated with the island.

Clear critical style, accurate spelling (AO4)

Piggy's death is highly symbolic because Golding uses him to represent the end of order and democracy. It is Piggy who is guardian of the conch, for as long as the conch is intact, the boys are civilised. Piggy's death is shown by the fact that he is killed with a 'great' adjective 'great' to emphasise the importance of this event in the novel. This is going to be a defining moment with serious implications. This is the first time after the rock strikes Piggy, the conch 'exploded into a thousand pieces'. The word 'exploded' is important because it emphasises the violence of the event. Furthermore, the fact that the conch has been shattered and cannot be reconstructed represents the destruction of democracy. The conch is a symbol that helped to maintain order and has been destroyed along with the boys' belief in it. This event symbolises how the boys have lost their civilisation and their descent into savagery.

Exploration of writer's ideas – perceptive comments on methods (AO3 and AO2)

Ultimately, Golding uses *Lord of the Flies* to explore the horror of man's nature. The conch is destroyed, and the boys are left to their own devices. Golding seems to suggest that the only way to resist evil is through order and civilisation. However, whereas some people believe in order, others believe in chaos. In this novel, Jack is excited by the idea of killing but Piggy wants to maintain order. This then becomes a battle between the two. This is Golding's message: that we must have the values to resist evil.

Consistently conceptualised response (AO1)

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Commentary

This is a Level 6 response: it is consistently conceptualised throughout, and makes events and their symbolic meaning. This student very clearly recognises that the plot, characters and setting of the novel as a vehicle to present his ideas. This is a response.

AO1: This answer – as previously pointed out – is consistently conceptualised. From response, the candidate recognises that the novel, and particularly Piggy, is a means of his ideas about human beings and society more generally. In other words: the characters in the novel, they are the voice of the author; Golding wants to express. The key indicator of conceptualised responses is the use of abstract nouns. Throughout the paragraphs, abstract nouns such as 'civilisation', 'democracy', 'order', 'savagery'. Abstract nouns are concerned with the discussion of ideas; this characterises the response from the very beginning.

AO2: This question invites – almost automatically – a response to AO2. This assesses the candidate's ability to analyse the effects of the writer's methods. Characters, and characterisation, are engaging in such a conceptual way with Piggy, the candidate is immediately accessing AO2. There are some key phrases that 'flag' to the examiner that the candidate recognises the method: for example, they write 'Golding uses him to'. This is very important because it shows that Golding is the creator of the world in which the novel 'happens', and that he is using the characters. Therefore, candidates who use this type of phrasing – more than others – they recognise this fact. Furthermore, there is some excellent analysis of the writer's methods in relation to the quotation about the destruction of the conch. This fine-grained analysis shows some impressive conceptual thinking, as, for example, the word 'explosion' and the fact that it happened somehow representing the end of democracy.

AO3: This response is very confident in tackling Golding's ideas. The candidate has a perceptive understanding of Golding's ideas in the text. Each paragraph of the response is a commentary on AO1 – is characterised by a confident interpretation of the complex ideas. So for example, there is a clear analysis of how the characters establish the principles of democracy. Piggy marks the end of civilisation; and man's wilful intent to destroy himself. This is a strong response for Band 6.

How could the response be improved?

This is a full mark Band 6 response that successfully meets all of the criteria.

However, some areas where the response could be developed include:

- The answer focuses on Piggy as an essentially good character. The response could be improved by addressing some of Piggy's weaknesses.
- This could then be developed to think about what Piggy's weaknesses suggest about democracy itself.

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Improve Your Essay

The sample essay gives you something to compare your own work to, so that you are performing well and have areas for development.

Using the comparison grids below, compare your essay to the sample essay for each

AO1 – What is different?	AO1 – Rewrite a section that matches the level
	

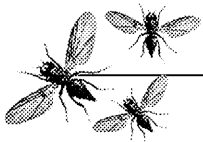
AO2 – What is different?	AO2 – Rewrite a section that matches the level
	

AO3 – What is different?	AO3 – Rewrite a section that matches the level
	

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Sample Student Essays with A

Sample Essay 1

(Activity version)

11) What do you think is Piggy's purpose in the novel?

Your answer should mention:

- how Golding presents Piggy
- how Golding uses Piggy to present his ideas

Piggy is an important character in *Lord of the Flies* as he symbolises intelligence and order in the novel. Golding presents Piggy as physically weaker in comparison to the other boys on the island. Piggy is characterised as having 'glasses', 'asthma', and as a 'fat boy', Golding imposes weakness on Piggy due to his physical deficiencies. Golding is looking to establish Piggy as a character who can come up with solutions to the concerns in the novel: the idea that society victimises those with weakness in order to maintain their superiority. Furthermore, Golding denies Piggy an identity in the text – he is identified only by his nickname; he refers to him by a nickname. Therefore, Piggy comes to embody his flaws rather than his strengths. This is one of Golding's key metaphors: that our weaknesses come to define our destinies.

Golding furthermore uses Piggy to show the prevalence of good over evil, and the importance of making personal choices about the rejection of evil in society. Society on the island is presented in a way that Piggy is characterised purely as a consequence of his physical being. This is not a system of fairness or meritocracy where individuals are judged on their talents. On the island, individuals are identified not by talent but by weakness. Throughout the novel, the other boys use Piggy's weaknesses to prey on him. Golding gives the character a cruel nickname which the others choose to use because the boys are totally insensitive to Piggy's feelings of shame, shown because he 'wasn't a real name'. The significance of the nickname 'Piggy' creates a sense of denial: on this anti-meritocratic island, he is forced to deny himself the identity he is given. He is almost anonymised into silence.

Piggy's use of glasses is significant in the novel as it further emphasises his difference from the other boys, demonstrated through Piggy's use of non-standard English in the text: he says, for example, 'I've got a real name'. This failure to conform to the strictest standards of spoken English is important because it highlights Piggy's education which puts him at odds with the other boys. However, this is also significant because it shows that sometimes in society we judge things like intelligence on the basis of appearance. In reality Piggy is the symbol of intellect in the novel, as represented by his glasses. It is through Piggy that the boys are able to light the fire that ultimately leads to their rescue. The irony of this comes at a significant cost to Piggy: his knowledge showed him that the evil and bloodthirstiness of the island was morally corrupt. Yet, this immediately set him on course to clash with Jack and the other boys, but his legacy was long-lasting and represented by his glasses, which in the end saved the other boys to save Piggy.

Piggy's death is a highly significant event in the novel because it symbolises the collapse of order and civilisation on the island. When Golding writes: 'the rock struck Piggy... the conch exploded into a thousand white fragments and ceased to exist' the direct connection between the character of Piggy and the symbolism of the conch is made. Piggy is the bearer for everything that the conch represents to mean: the idea of democracy, the importance of a collective voice, the significance of order on the island. When Golding uses the word 'exploded' to describe the death of violence, it is slightly different. I think it relates to the idea of a myth being exposed for what it is; in this case, that mankind is naturally disposed to tyrannise others and has no real regard for democracy. I think that Golding is really interested in this idea of the conch in the novel, to show that in the end man is only concerned with himself – which is why the conch is destroyed rather than for what is right for society, which is why democracy is destroyed. The conch is the pretence that people are anything but selfish and self-interested.

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Sample Essay 1 Activities

It is important to understand how the mark scheme works because this will help you know what you need to do in your own work to be successful.

- You need to use the mark scheme to:
 - give the sample essay a mark for each AO
 - give your essay a mark for each AO
 - write a comment that explains the differences between the two essays

Reminder about the marks available on this question:

- 34 marks in total
- A01: 12 marks
- A02: 12 marks
- A03: 6 marks
- A04: 4 marks

Assessment Objective 1: Read, understand and respond to the text	
Mark for the sample response:	Mark for my response:
Explain the differences between the sample response and your response. Refer to the mark scheme.	

Assessment Objective 2: Analyse the language, form and structure	
Mark for the sample response:	Mark for my response:
Explain the differences between the sample response and your response. Refer to the mark scheme.	


Assessment Objective 3: Show understanding of the relationship between the texts	
Mark for the sample response:	Mark for my response:
Explain the differences between the sample response and your response. Refer to the mark scheme.	

Overall level for the sample response	
Overall level for the sample response	Overall level for my response

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2. Now that you have compared the two responses, write a comment aimed at Essay 1, that does the following:
- explain which AOs are strengths of the answer
 - explains which AOs are areas for development
 - gives guidance to help the student improve their work

Sample Essay Feedback
<p>The following AOs are a strength of the essay:</p> <p>This is because:</p> 
<p>The following AOs are areas for development:</p> <p>This is because:</p>
<p>In order to improve, you need to:</p>

Review the criteria for AO4 using the mark scheme on p.23. Complete the table for both essays for this assessment objective.

Now that you have identified what you consider to be the strengths and weaknesses compare your ideas with the examiner's comments on the annotated version.

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Sample Essay 1 (Annotated Version)

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11) What do you think is Piggy's purpose in the novel?

Your answer should mention:

- how Golding presents Piggy
- how Golding uses Piggy to present his ideas

Clear and analytical focus on the task (AO1)



Piggy is an important character in *Lord of the Flies* as he symbolises civilisation throughout the novel. Golding presents Piggy as the only intelligent boy on the island. By describing Piggy as having a 'fat boy' physique, Golding imposes weakness on to Piggy, he is characterised as a weak and vulnerable figure. Golding is looking to establish Piggy as a character who can address the essential concerns in the novel: the idea that society victimises the weak to create its own sense of superiority. Furthermore, Golding uses Piggy's text – he is identified by his weakness – because he refers to himself as 'Piggy'. Therefore, Piggy comes to embody his flaws rather than his strengths. This is one of Golding's key metaphors: that our weaknesses come to define us.

Some analysis of Golding's methods linked to effects achieved (AO2)

Golding furthermore uses Piggy to show the prevalence of the individual's choices about the future of the Society on the island is presented to be cruel because of the way Piggy is treated purely as a consequence of his physical being. This is at odds with the meritocracy where individuals are judged on their talents. Instead of this, Piggy is identified not by his intelligence but by his weakness. Through his weakness, the other boys use his vulnerabilities to prey on him. Golding uses Piggy's nickname as a way of showing the others choose to mock and laugh at him. However, it is also a reflection of Piggy's own sense of shame, shown because he is called 'Piggy' instead of his name. The significance of the whisper is that it creates a sense of isolation. On a meritocratic island, Piggy is almost forced to deny himself and become almost anonymised into silence in shame.



Insightful exploration of ideas (AO3)

Piggy's use of language is significant in the novel as it further emphasises his isolation from the other boys. This is demonstrated through Piggy's use of formal language in his text: he says, for example, 'S'right. It's a shell.' This failure to conform to the standards of spoken English is important because it suggests that Piggy is an outsider which puts him at odds with the other boys. However, this is also a reflection of Golding's use of language because it shows that sometimes in society we judge people on a superficial basis. This is because in reality, Piggy is the symbol of intelligence represented by his glasses. It is only because of his glasses that he is able to see the fire that ultimately leads to their rescue. The irony, however, is that Piggy's knowledge showed him that the other boys were morally corrupt. Yet this immediately set him against them, leading to his death, but his legacy was long-lasting, as his ideas which in the end saved the others when it was too late to save him.



Piggy's death is a highly significant event in the novel because it marks the final destruction of democracy and civilisation on the island.

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When Golding writes that 'The rock struck Piggy... the conch connection between the character of Piggy and the symbolism of the conch as an eternal standard bearer for everything that the conch comes to represent: democracy, the importance of everyone having a voice, the order of the island. When Golding uses the word 'exploded' this could be interpreted as a metaphor but I think it is slightly different. I think it relates to the idea of the reality being exposed for what it is, in this case, that man is capable of tyranny and dictatorship without any real regard for democracy. Piggy really isn't interested in this idea and this is perhaps why he wrote it. Piggy is only concerned with himself - which is why he is so much more concerned rather than for what is right for society, which is why democracy that he has exploded is the pretence that people are anything more than



Examiner's comments:

- ✓ This answer focuses clearly on the question and selects detail to allow for some analysis.
- ✓ There is a developed, conceptualised knowledge of Piggy's function in the novel.
- ✓ Different parts of the novel are addressed and built into a cohesive response.
- ✓ There is consistent personal response throughout the answer (AO1).
- ✓ There is some analysis of details (AO2).
- ✓ There is insightful exploration of ideas (AO3).
- ✓ This is a borderline Band 5 response.
- ✓ To improve further the candidate needs to more consistently link their close reading to the question (AO2 and AO3).



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Sample Essay 2

(Activity Version)

11) What do you think is Piggy's purpose in the novel?

Your answer should mention:

- how Golding presents Piggy
- how Golding uses Piggy to present his ideas

Piggy is one of the most important characters in *Lord of the Flies*, as he is symbolises the qualities that the boys on the island are missing, like knowledge and understanding.

Golding represents Piggy as an outcast although he and Ralph are the original leaders. The name 'Piggy' implies this as he is so low-ranking in the group and in society that he is given a nickname instead of his proper name. This name is also unfair on Piggy because it shows that he is seen as inferior and prejudiced against Piggy because he is fat. Golding has done this deliberately to show that although Piggy is up to life on the island, he is not as physically fit as Ralph and Jack.

Also Piggy makes himself stand out from the group by trying to set the rules of the group. This is shown when Piggy says that only people 'who have the conch' can speak. This quote shows that he is a leader but not in the same way as Ralph or Jack. They both try to make the rules about how they behave. Even though he is a leader, he is not as powerful as those two. This is shown when Jack talks over Piggy, showing that he has more authority than Piggy and is not as capable.

Golding very cleverly uses Piggy to present ideas and themes about people in society. The main theme of the novel is the loss of civilisation and returning home to it. But the conch is destroyed. The writer says 'The conch broke into a thousand tiny white fragments and disappeared. A pale green light glimmered from the broken shell on the sand.' This shows that the civilisation is destroyed. Piggy is also dead so literally it is the end but metaphorically it represents the destruction of whatever little civilisation is left. Golding throughout the novel expresses Piggy as the civilised figure. As the boys begin to lose their civilised nature Piggy is left as an adult-like boy surrounded by savages.

Piggy is also presented as a strong-minded individual who will put forward his opinions. He is often looked down upon by the people surrounding him in his present and his past. He shows how he was treated at school, 'Don't call me what they used to call me at school.' This clearly shows that Piggy is self-conscious not only about his past but about himself.

Golding shows Piggy's maturity as Piggy lectures the boys and 'little'uns': sit on the ground and listen. This shows that Piggy is mature and the person who is the most responsible adult figure.

Piggy is delighted when he gets to participate in the decisions, 'Full of pride in his position in the society.' This clearly shows that Piggy is a part of the team once he has contributed.

Golding has very cleverly presented Piggy as an intellectual, mature, self-conscious boy. He is the only one who has kept his civilisation while the boys lost theirs.

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Sample Essay 2 Activities

- For each of the assessment objectives, choose a coloured highlighter, and identify the parts of the text that are meeting the AOs.

Record an example of how they are meeting each assessment objective in the table below.

Assessment Objective	Example from the text
	
	

- Now using the mark scheme, you need to use Sample Essay 2 and:
 - identify why the examples you have chosen are in Band 4
 - highlight the words and phrases that give the examples Band 4 qualities
- Now you need to think about how this response could be improved.

Look at Sample Essay 1, which is a Band 3 response, and do the following:

- Choose one example of the comments on language and rewrite it so it moves from Band 3 to Band 4
- Choose one example of the comments on ideas and rewrite it so it moves from Band 3 to Band 4

Now that you have identified what you consider to be the strengths and weaknesses of the response, compare your ideas with the examiner's comments on the annotated version of the text.

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Sample Essay 2 (Annotated Version)

11) What do you think is Piggy's purpose in the novel?

Your answer should mention:

- how Golding presents Piggy
- how Golding uses Piggy to present his ideas

Some focus on the task

Piggy is one of the most important characters in *Lord of the Flies*. The things that the boys on the island are missing, like knowledge

Understanding of methods and some explanation of effects achieved (AO2)

Golding presents Piggy as an outcast although he and Ralph are the only ones who represent the civilised society that he is not referred to by his proper name. This is because it shows that he is seen as fat. The boys are prejudiced against him because of his fat. Golding has done this deliberately to show us that the boys' life on the island, he is not as physically fit as Ralph and Jack.

Some consideration of ideas (AO3)

Also Piggy makes himself stand out from the group by trying to be civilised. Golding tells us this when Piggy says that only people 'who have brains' can lead. This quote reinforces Piggy's rank. It shows that he is a leader but not as good as Jack. They come up with the ideas but Piggy tries to make them work. Even though he is a leader, he is a lower rank leader than the other boys. Jack talks over Piggy, showing that he has lower rank because he is not as physically fit as Jack.

Examination of Golding's methods (AO2)

Golding very cleverly uses Piggy to present ideas and themes. The way through the novel clings on to the idea of society and order, which is lost when the conch is destroyed. The writer says that the boys are 'tiny white fragments', which is Piggy's civilisation destroyed. This is the end but not the end of the world. It is lying in thousands of years of destruction of whatever little slither of civilisation that the novel expresses Piggy as the civilised figure, as the boys lose their civilised nature Piggy is left as an adult-like boy.

Piggy is also presented as a strong-minded individual who is easily knocked down by the people surrounding him in his position. He hates what he was called at school, 'Don't call me weak at school.' This clearly shows that Piggy is quite self-conscious about himself.

Golding shows Piggy's maturity as Piggy lectures the boys and they listen. Piggy says this quote aggressively and it shows that he is a person who is potentially taking on an adult figure.

A thoughtful and developed response to the task overall

Piggy is delighted when he gets to participate in the decision-making. He says 'I've made a contribution to the good of society.' This clearly shows that he is once he has contributed to 'Jack's' 'civilisation.'

Golding has clearly expressed Piggy as an intellectual, mature and an adult-like figure as he has kept his civilisation while the other boys have not.

Examiner's comment:

- ✓ This is a thoughtful and developed response with some emerging exploration of ideas.
- ✓ There is good knowledge of the text as shown by the candidate's ability to refer to textual detail.
- ✓ There is consistently effective use of textual detail throughout the answer to support the ideas.
- ✓ References to the writer's methods are detailed and linked to ideas (AO2 and AO3).
- ✓ This is a Band 4 response.
- ✓ To improve further, the analysis of details needs to be more focused on the ideas.

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Sample Essay 3

(Activity version)

12) How does Golding explore the boys' descent into savagery in the novel?

Your answer should mention:

- how the boys change throughout the novel
- how Golding uses the way that the boys change to present his ideas

Lord of the Flies is a dystopian allegory about evil that overcomes mankind. On a microcosm of a civilisation, where bad things happen that have horrific consequences, the boys are thrown into the battle between their conscience and their primal instincts. Therefore, the novel consists of a tension that exists only to conflict these two adolescents (Jack and Ralph). At the beginning of the novel the boys are attempting to maintain balance by creating rules and hierarchy. By the end of the novel they face a stark contrast to their own moral beliefs.

The novel starts straightaway by introducing a character with 'fair hair' to represent civilisation. On to say he is wearing a school uniform which is a clear concept of civilisation, the uniform symbolises equality and fairness, he takes off his jumper as he needs to be on the island. This is the first turn in civilisation. Ralph is seen to be the innocence of the lagoon naked, which foreshadows how man stripped down to his core primordial instincts. The 'conch' is found and Piggy notices straightaway its importance and logically will call the others to assembly. Ralph instantly decides for order to work there and to people and to make the key decisions. Jack almost immediately states that he is 'head boy' and 'chapter chorister', which shows he already has leadership qualities. A dictator as power is all he seeks. The 'mud' indicates Jack's desire for power over the other boys as if it is a natural conclusion that he should be the leader. He has no alternatives and his credentials are key to being successful in the role. Golding stands out as how the extent of his power by making him extremely confident. The boys agree on Ralph to be chief which is when civilisation is truly born.

The transition into savagery is arguably in a variety of different places but Golding's key moment where Jack emerges from the 'semi-darkness' which is the indication of darkness. It is metaphorically like his mind has turned to darkness and he is finally now longer and his 'peeling sunburn' is quite symbolic of the way the layers of his skin are peeling away, just like his skin. However, the sunburn is a product of the island, so Golding to the island has caused Jack to be reduced to a savage, although it is a gradual process. It also represent his conscience shredding away and him becoming a primitive object of kindness. Golding uses this as his way to create the breakdown of society.

It is clearer when Golding uses a collection of phrases that indicate a bloodthirsty nature. He creates a sense of democracy, although it is an illusion. Jack is speaking for his 'compulsion' where he is driven to just kill. It is a very basic animal instinct. His thoughts, which touches down on the consuming evil that manipulates human nature. Savagery takes over the island as Jack kills and enjoys the warmth of blood.

The deaths of the pig and the sow are the most symbolic parts of this novel as they represent the true nature of the boys. The death of the pig is the first sign of mankind's desire to kill. Golding selects the pig to show the violence the characters carry out. Jack was on top of the pig which shows the first stage in the transition to savagery because they first have to kill the pig. However, when Jack stands up proudly showing everyone his 'bloodied knife' which is the transition to killing people.

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Simon is seen as the holy veil between good and evil. He is the enlightenment of the most savage of them all. Simon meets the 'beast' and recognises there is no fear of others, the consequences are fatal. Simon's body is torn and bitten in a savage attack by those who have formed a mob. When Golding uses the word 'tore' it is important because Simon's body has been mutilated by the thug-like pack that have attacked him. No person is able to endure death. When the 'clouds opened up and rain fell' it is almost as if the elements arms to welcome Simon from the hell of the island and back to humanity. The storm due to Simon's death symbolising the importance of the connection between good and evil that has been broken. This tragic climax. What is so tragic about Simon's death and the reason why it is so because Simon was the only one who told the boys the news that there was no beast, that there was yet they killed him out of hope when he is murdered. The boys become the beast, the savagery on the island. The sea carries Simon's body as if nature were cleaning itself of the savagery, trying to wash away any trace of savagery because it cannot bear to see it, just as if it were from Simon that their fear didn't exist.

The novel concludes with the eerie phrase that Golding uses to represent in all the boys 'innocence'. All that Ralph stood for and believed in was lost on the island because the boys allowed to take over. Ralph is crying because when he realises there is a 'beast' that comes to realise that we are all capable of good and evil equally. They are part of the same against at all costs so that civilisation can be saved.



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Sample Essay 3 Activities

- Using the mark scheme, you need to highlight examples of where the response meets each assessment objective.
- In your own words, write down what you think the candidate is doing to meet each assessment objective.
- On the grid below, you need to give an example of where the student meets what they have done.

How to achieve Band 6	
Assessment Objective	Example
 <p>AO1: Read, understand and respond to texts.</p>	
 <p>AO2: Analyse the language, form and structure.</p>	
<p>AO3: Show understanding of the relationship between the text and its context.</p> 	

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Sample Essay 3 (Annotated Version)

12) How does Golding explore the boys' descent into savagery in the novel?

Your answer should mention:

- how the boys change throughout the novel
- how Golding uses the way that the boys change to present his ideas

An exploratory opening (AO1)



Some conceptualised response (AO1)

Lord of the Flies is a compelling allegory about evil that over the island of the island of human civilisation, where bad things happen. From the moment the boys arrive, they are torn between their conscience and the temptations of evil. Therefore, the novel exists only to conflict these two ideas while being embodied in the characters. At the beginning of the novel the boys are attempting to maintain civilisation by creating rules and hierarchy. By the end of the novel they have destroyed their own moral beliefs.

Exploration of writer's methods and effects (AO2)



The novel starts straightaway by introducing a character with a clear later motive. It goes on to say he is wearing a school uniform, symbolising civilisation, rules and order as school uniform symbolises equality. When he takes off his jumper as he needs to be liberated now he is on the island, it foreshadows how man stripped down to his core primitive nature. Ralph is seen to be the innocence of the novel as he is the one who finds the 'conch' which foreshadows how man stripped down to his core primitive nature. The 'conch' is found and Piggy notices straightaway that whoever believes by using the conch it will call the others to assembly in order to work there needs to be a leader. Jack almost immediately says that he 'ought to be chief' but Piggy, the 'chapter chorister', who knows he already has leadership qualities, says that he is all he seeks. The word 'ought' indicates that Jack is presenting himself to the other boys as if it is a natural conclusion. He wants them to think that there is no alternative to being successful in the role. Golding does this to make Jack's power to the extent of his power by making him extremely confident in his own ability. It is on Ralph to be chief which is when civilisation is truly born.

Exploration of ideas (AO3)

The transition into savagery is arguably in a variety of different ways. The penultimate moment where Jack emerges from the 'sewer' is a clear indication of his being consumed by darkness. It is metaphorical, as he is like a caterpillar to darkness and he is finally ready to kill. His hair is now long and quite symbolic of the way the layers of civilisation are peeling away. However, the sunburn is a product of the island, so Golding suggests that the island has caused Jack to be reduced to a savage, although the 'sunburn' could also represent his inner nature shredding away at the object without any human kindness. Golding uses this as his metaphor for the loss of society.

Critical and conceptualised response (AO1)



In the end when Golding uses a collection of phrases that include 'I want meat' creates a sense of democracy, although it is an illusion. He goes through the 'compulsion' where he is driven by a basic animal instinct that overpowers his thoughts, which is the consuming evil that manipulates humans at their weakest moment. The moment Jack kills and enjoys the warmth of blood.

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The deaths are the most symbolic parts of this novel as they show the brutality and evil. The death of the pig is the first sign of savagery. Golding selects his words precisely in order to show the violence. Jack was on top of the pig which shows he enjoys the kill. The transition to savagery because they first have to kill the pig. However, when Jack stands up proudly showing everyone he is ready to make the transition to killing people.

Simon is seen as the only one who is not evil between good and evil. He is the innocent one. The death of Simon is the most savage of them all. Simon is the only one who is not evil. When Simon goes to tell the others, the conch shell is torn and bitten in a savage attack at the hands of the boys. When Golding uses the word 'tore' it is important because it shows that Simon's body has been mutilated by the thug-like pack that have attacked him in a horrendous way for any person to endure death. When the storm comes it is almost like heaven is opening its arms to welcome Simon back to humanity. The weather almost turns to a storm which symbolises the importance he carried on the island. When the boys fight one another it represents the battle between good and evil leading up to this tragic climax. What is most tragic about Simon's death is why I think it is important is because Simon was bringing the truth about the beast, that they could be free of fear, and yet they killed him. The boys become the beast, they are the only ones who are not evil. The sea carries Simon's body as if nature were cleaning itself almost trying to wash away any trace of savagery because it is the boys couldn't accept from Simon or that their fear didn't exist.



Exploratory response (AO1)



The novel concludes with the eerie phrase that Golding uses 'we've been on the edge of innocence'. All that Ralph stood for and the hope of a better life because of the brutality that the boys allowed to take place when he realises there is a 'darkness in man's heart' he comes to realise that they are all capable of good and evil equally. They are parts of us all that we must pay the costs so that civilisation can be saved.

Examiner's comments:

- ✓ This is an insightful and exploratory response throughout; there is an evident grasp of the text.
- ✓ Details are integrated into the response carefully to support the candidate's points.
- ✓ Ideas are explored with insight and imagination, showing a personal grasp of the text.
- ✓ Golding's methods are explored perceptively and linked to effects achieved.
- ✓ This is a top Band 6 response.

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Sample Essay 4

(Activity Version)

12) How does Golding explore the boys' descent into savagery in the novel?

Your answer should mention:

- how the boys change throughout the novel
- how Golding uses the way that the boys change to present his ideas

Lord of the Flies is all about what happens when some boys end up on an island. The community goes wrong and some of them end up dead. This is because they lose control over themselves and forces them to do evil.

When the boys first hit the island they are still wearing their school uniform. They have short style haircuts and it says that their hair is 'plastered' to their head. This shows how important it was to seem to be formal. This shows that the boys start the novel as

Later in the novel Jack shows he is becoming a savage because he paints his face. The book says that he 'smeared' the paint over his face. This shows how he is slowly becoming someone else. That someone else is a savage that will kill and hurt people like

When Simon dies it is a very important moment in the novel. Simon knows that he is different. He knows that actually it is a part of their personalities which makes them care. He wants to tell the other boys this but they rip him to pieces. This shows that the boys are savages.

Piggy is also killed when a big rock is dropped on his head by Roger. The book says that it 'exploded' which is very violent and shows how important this moment is. Also Golding says that it broke into 'fragments', this shows how democracy has been broken into pieces.

In the end, Golding is trying to show us that people are made good and evil. There are no rules that people will change into bad people and enjoy being cruel. This is true for everyone.

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Sample Essay 4 Activities





Sample Essay 4 achieves a mark in Band 4 of the mark scheme.

In order to improve, the candidate needs to link their comments on the effects of ideas they are trying to explore.

1. In the table below, you need to:

- choose three of the quotations that we have used
- complete the chart to explain what the effects of the language is and also how this links to Golding's ideas

An example has been provided for you.

Quotation	Linking effects to Golding's ideas
 'smeared'	<p>What are the effects? 'smeared' implies a gradual change, and the idea of being covered.</p> <p>How does this link to Golding's ideas? This is symbolic of the way in which Jack is controlled by evil, and his true self is being concealed on the island.</p>
	<p>What are the effects?</p> <p>How does this link to Golding's ideas?</p>
	<p>What are the effects?</p> <p>How does this link to Golding's ideas?</p>
	<p>What are the effects?</p> <p>How does this link to Golding's ideas?</p>

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2. You now need to rewrite paragraphs for each quotation and do the following
- explain how the use of language is effective
 - how the use of language links to Golding's ideas

Improved Paragraph 1

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Improved Paragraph 2

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Improved Paragraph 3

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Sample Essay 4 (Annotated Version)

12) How does Golding explore the boys' descent into savagery in the novel?

Your answer should mention:

- how the boys change throughout the novel
- how Golding uses the way that the boys change to present his ideas

Clear focus on the task (AO1)



Lord of the Flies is a novel about what happens when some boys try to build a community but it goes wrong and some of their evil instincts inside them all takes control over them and forces them to become savages.

Explained response to writer's methods (AO3)

When the boys first hit the island they are still wearing their very military style haircuts and it says that their hair is 'plastered' which shows how ordered the time was and how important it was to them. This shows that the boys start the novel as civilised.

Later in the novel Jack shows he is becoming a savage because he is different. The book says that he 'smeared' the paint over his face which shows how slowly changing and becoming someone else. That someone who can hurt people like Piggy.

Understanding of implicit meanings in the text (AO3)

When Simon dies it is a very important moment in the novel because it is not a real thing. He knows that actually it is a part of them that they carry out bad actions. He couldn't tell the other boys because they don't want to know what the truth is.

Piggy is also killed when a giant rock is dropped on his head which is the most violent moment of the book actually is. Also Golding says it breaks into millions of tiny pieces which shows how democracy has been broken into millions of tiny pieces.



In the end, Golding is trying to show us that people are made of savages and that when there are no rules that people will change into bad people. This is an important warning for everyone.

Examiner's comments:

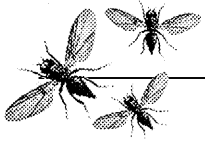
- ✓ This is an explained and structured response to the task (AO1).
- ✓ There are references made to support a range of comments about the text (AO2).
- ✓ Comments on the writer's methods are explained and there is identification of the writer's methods (AO3).
- ✓ There is some understanding of the writer's implicit meanings (AO3).
- ✓ This is a Band 3 response.
- ✓ To improve further, this candidate needs to explain the effects of language used.



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Indicative Content

Revision Activities

Analysis of Key Characters (A02)

In the table below, take each character in turn, and find a quotation that defines them. In the third column, explain why the quotation is important.

One example has already been done for you.

Character	Quotation	Why does it matter?
Ralph	"Seems to me we ought to have a chief to decide things."	This quotation shows his leadership qualities. He decides to be chief and proposes that everyone should follow him.
Piggy	'By him stood Piggy holding out the talisman, the fragile, shining beauty of a shell.'	This quotation crystallises Piggy's role as the guardian of democracy through his association with the conch.
Jack	"I cut the pig's throat," said Jack proudly, and yet twitched as he said it.'	Jack's obsession with power and pain, and his lack of humanity, are evident from this nervousness about his actions.
Simon	"Maybe there is a beast... maybe it's only us."	This shows how Simon has more knowledge than the other boys. He recognises that the 'beast' is a part of who they are.
Roger	... 'Roger who carried death in his hands.'	Roger is a sadist who is afraid of the boys. He is essential to the infamous act of killing Piggy.
Samneric	"Well, we can't be painted," said Ralph, "because we aren't savages." Samneric looked at Ralph and said, "I don't know what you mean."	This extract shows how the boys are not everyman figures in the novel. They think for themselves and do not follow to guide their decisions.
The Lord of the Flies	'Fancy thinking the Beast was something you could hunt and kill!'	The Beast is key to the boys' fear that the boys have. Simon with this, and tells the boys, only to be killed.
The naval officer	'The officer, surrounded by these noises, was moved and a little embarrassed.'	The naval officer is a symbol of the adult world in the novel: when he turns up at the end of the novel, he represents the world that have occurred.

Lord of the Flies – Knowing the Novel

The boys land on the island because:

- the plane they were travelling in has crashed ✓

The first boy to appear on the island is:

- Ralph ✓

The conch becomes a symbol of:

- democracy ✓

Which boy does not want to be chief?

- Jack ✓

Which boy is responsible for starting the fire that brings about the boys' rescue?

- Piggy ✓

Jack creates his own tribe:

- hunters ✓

Simon suffers from which condition?

- seizures ✓

Jack's first attempt to kill Piggy:

- Jack cannot bring himself to do it ✓

The boys paint their faces:

- they want to be scary ✓

When Simon stares at the Lord of the Flies, what is the most important thing he realises?

- Evil is something that is inside us ✓

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When Piggy is murdered the conch is:

- shattered into tiny fragments ✓

When Simon is killed his body:

- drifts out to sea ✓

The only person not involved in Simon's death is:

- Piggy ✓

The boys are recovered at the end of the novel by:

- a navy patrol ✓

At the end of the novel, which character represents the 'end of innocence'?

- Ralph ✓

Summary of the Novel

Candidates' responses to this task will vary, but should include reference to the following points:

- The boys have landed on the island following a crash.
- They attempt to establish order.
- Piggy and Ralph become associated with democracy.
- Jack tries to claim power and is like a dictator.
- The island descends into a state of savagery and brutality.
- Piggy and Simon are murdered, signalling the end of peace and civilisation.
- The boys are rescued by a naval patrol.

They may have chosen to complete the gap fill, the answers for which are found below.

Lord of the Flies is a novel by **William Golding**. It is set in the aftermath of the **World War II** on an island where a group of boys and their experiences of being on a **remote island** without adults and rules. As the main characters of **Jack and Ralph** come to represent different ideas: Jack represents **dictatorship** and Ralph explores how these two ideas coexist. Gradually the boys are unable to resist the urge to embrace the wild and become consumed by the desire to **hunt and kill**. Initially, this desire is turned on animals but by the end it turns on each other. Both **Simon and Piggy** are murdered before the boys' eventual rescue by a passing ship.

Revision of Key Themes

Democracy – completed in worksheet.

Civilisation	Define this theme in your own words: Golding is exploring the way that the boys attempt to create a world that is civilised.
	Key quotation that exemplifies the theme: 'The world, that underpins a decent and lawful world, was slipping away.'
How does this quotation link to the theme? This quotation implies that the 'civilisation' embodied in the phrase 'lawful' – are being dismantled by the boys and in turn, civilisation is being lost – 'slipping away' – as the boys descend into savagery.	
Fear	Define this theme in your own words: This is examining the nature of fear and how it comes to change our behaviour.
	Key quotation that exemplifies the theme: "You knew, didn't you? I'm part of you? Close, close, close!"
How does this quotation link to the theme? This quotation shows us the novel's true message about fear: that it is a product of our own being. Fear is very much a part of who we are. Therefore, what we fear is not external, but actually within.	
Violence	Define this theme in your own words: This theme explores the true nature of man's propensity for violence.
	Key quotation that exemplifies the theme: 'The spear moved forward inch by inch as the pig screamed squealing because of the pain.'
How does this quotation link to the theme? This quotation highlights the brutality that the boys demonstrate once they become addicted to killing. The spear 'inch[ing]' forward shows the slow and agonising pain inflicted on the animal. Golding's description of the pig's sense of enjoyment.	

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Human Nature	Define this theme in your own words: This theme focuses on the nature of people, how they are and how they view the prism of life on the island to understand people's reaction to extreme situations.
	Key quotation that exemplifies the theme: 'Ralph wept for the end of innocence, the darkness of man's heart.'

How does this quotation link to the theme?
This quotation encapsulates what human nature really is. Golding is showing us that at the core of humanity is the capacity to do good as well as evil.

Power	Define this theme in your own words: This theme focuses on how people achieve power: some characters, like Jack, are very aggressive, and want to take positions of power. Other characters, like Piggy, for example, achieve power through their intelligence and how they behave without ever actually wanting it.
	Key quotation that exemplifies the theme: 'I ought to be chief'.

How does this quotation link to the theme?
This quotation shows how Jack tries to take power by asserting his right to be 'chief'. He uses the word 'ought' to show entitlement: Jack believes it is almost his destiny to have power.

Key Extract Analysis

Close Analysis of Jack's Transformation

- The juxtaposition of 'white' and 'red' is a symbol of the growing collision between innocence and violence represented by the colour 'white' and violence by 'red'. When Jack 'rubbed' them together he is merging them, just as the innocence of the boys is being merged with the violence of the island.
- Golding gives us the impression that Jack is being meticulous when he uses phrases like 'he made his eye socket white' and 'then rubbed over the other half of his face'. The use of precise numbers gives the impression that Jack is being careful to ensure that his face is painted exactly as he has envisioned.
- The words 'awesome stranger' convey the idea that Jack has become something different, something that the other boys find 'awesome'. The word 'awesome' creates the sense of something daunting and terrifying; the word 'stranger' is completely unknown.
- Golding is trying to show us that identity isn't fixed. We might think that we know who we are, but the painting of the face as a mask actually shows us that we can change and become something different. It's important because it shows Golding's 'big idea': people never really know who they are until they are in a difficult or circumstantial situation.
- The word 'liberated' means free from social norms and expectations; it can also mean to be freed from a situation. Therefore, Jack feels liberated for two reasons. Firstly, because there are no adults on the island and so Jack feels free to live his life on his own terms. Secondly, the conventions that would normally apply to him, such as embracing hunting and killing, do not apply on the island. Therefore, Jack is enjoying true freedom.
- The moment that Jack paints his face is key because it marks the beginning of his transition from a boy who leads the choir and has a sense of order, to one who embraces violence and killing. The use of the word 'liberated' is an effective symbol because it is a physical representation of something that is happening inside him, but something that will have devastating physical consequences later in the novel.

Close Analysis of Simon's Murder

- The word 'primitive' implies that the boys have reverted to an earlier stage of evolution. Golding uses the phrase 'beast! Cut his throat! Spill his blood!' to present this idea. This phrase is divided into three very short phrases. This creates a clear rhythm that reminds us of tribal chants. This is a contrast to the rest of the novel that is much more controlled and polite. The boys embrace the chant precisely as they are becoming more primitive.
- The words that students need to remember are: 'screamed', 'struck', 'bit', 'tore'.
- Golding uses nature to emphasise the tragedy of Simon's death: the 'cascading water' and the 'like nature convulsed' suggest anger at the injustice of Simon's murder. Golding's symbol of human nature is that death and nature is enraged.

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- The brutal murder of Simon, who the boys 'bit' and 'tore', shows us the way in which animal-like savages. They kill Simon much like a lion would destroy its prey. There is unrestrained violence. This is a symbol of how violence has come to characterise the humanity, as represented by Simon.
- Simon's death is used to explore the collision of humanity and barbarity. Simon realises that he has seen the Beast, and that actually it is not real, but instead an element of fear. The boys are the very thing that they fear. This knowledge positions Simon at a point of height. This is in stark contrast to the boys who savage him. They have undergone a reverse process from primitive and barbaric. Golding uses Simon's death to show us how humanity can fall when enough people succumb to the 'beast' within. This reflects the concerns that Golding generally following the horrors of World War II.
- Simon's death is a key moment because it gives Golding the opportunity to present his novel. Golding wants to explore the nature of brutality and violence, and to do that in the most innocent way, he locates them on an island away from order and control, and puts them in a state of good. The moment of Simon's death is so crucial because it allows Golding to show how the forces collide. Just like the world beyond the novel, Golding shows us that good does not always win.

Close Analysis of the Novel's Conclusion

- A sense of destruction is created through the use of the words 'scorched', 'dead wood', 'blaze', 'confrontation', 'burning', 'flames', 'darkness', 'silence', 'gloom', 'darkness and silence', 'exploded', 'tiny', 'fragments'.
- The phrase 'the darkness in man's heart' effectively sums up Golding's ideas about human nature: firstly 'darkness', which is synonymous with evil, and then 'heart', which is a place of emotion. When Golding juxtaposes the two, he also helps us to realise an important truth, that the very core of human beings; just as they are capable of great good, they also have the capacity for great evil.
- The death and destruction in the first paragraph of the extract symbolise the effect of the 'beast' on the boys. The conclusion of the novel is almost like the idea of the 'end of days' in the Bible. At the end, the island is ablaze, and there has been a confrontation between good and evil, and humanity to its own destruction.
- The naval officer is indifferent because Golding is using him to show that what has happened is understood. When the naval officer is 'embarrassed' it shows that he is uncomfortable with something that makes him feel ashamed. However, he then 'turned' away, almost in denial, using the distance to show the way in which human beings never learn from the violent history. As the naval officer is first on the scene, he can witness the chaos engulfing the island from a distance, away from what has happened.
- This question requires a personal response from the students.

Key Quotation Explosions

The possible answers to the quotation explosions are shown below, and indicate some words alongside comments that they might make about them. These are not exhaustive.


- Example completed on worksheet.
- 'rushed' – implies a sense of aggression
'flourish' – implies Jack is very deliberately waving the knife to show his strength
- 'hid' – implies a sense that Jack's goodness is being concealed
'liberated' – implies freed from the constraints of social norms
'shame' – the sense of guilt from which Jack is freed
- 'crouched' – suggests animal-like behaviour, Jack is becoming more like a predator
'stared' – implies a trance-like state, as if Jack is being seduced by the darkness
'semi-darkness' – implies something which is engulfing the light, a place of smothering darkness
- 'lifted' – he is elevating the conch, to emphasise its importance over everything else
'gloom' – implies an enveloping darkness around the island
'darkness and silence' – suggest the onset of something sinister
- 'exploded' – intense and rapid violent act
'tiny' – suggests the pieces – and democracy – are now insignificant
'fragments' – the pieces of something that was once complete and perfect

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Exam Preparation Activities

Essay Writing

- Which skills are missing from this answer?
 - Accuracy – missing capital letters
 - Analysis of the effects of language
 - Linking the effects of the language to how they help to show the writer's ideas
- What could be added to this answer to improve it?
 - Accurate use of capital letters
 - Some comment on the linking of the quotation linking effects to ideas
- Rewrite the paragraph making sure you add the skills that you have said are missing. Student:  produce a response that addresses the deficiencies of the sample.

Exam Technique

Students can use any quotation that supports the point in answer to these tasks.

Punctuation Tasks

Quotations marks

Golding foreshadows the damage the boys will do to the island when he says 'at
smashed into the jungle.'

Piggy's death is turned into a highly dramatic moment when the conch smashes
fragments.'

When Golding refers to Ralph as the 'fair boy' he explains how he is naturally a

Comma

Piggy, who was different from other boys, represents the hope of all mankind.

The novel has many meanings, not all of them obvious.

Jack is clearly a dark, evil person.

Semicolon

The novel is full of images; they give the text its real meaning.

Jack comes to embody all that is evil on the island; he is all of the things Golding

The conch is the symbol of hope for all mankind; its destruction symbolises the

Colon

Jack embodies true evil: he is cold, callous, and unforgiving.

The novel transcends time: its message is a timeless reminder of the power of

There is a clear message in the novel: evil overcomes good only when it is allowed

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Worked-through Example

1) Understanding the question

In the table below, explain what the words are telling you to do in your answer.

	Word	What is it telling you to do?
Command word	Why	<ul style="list-style-type: none"> Explain for
Focus word	Piggy	<ul style="list-style-type: none"> What does Why does it

2) Gathering your ideas

Possible events that students might reference:

- the discovery of the conch
- the lighting of the fire with Piggy's glasses
- Piggy's death

Some of the ideas that students might identify linked to the events:

- The discovery of the conch, and Piggy becoming its advocate, cast him as the guardian of order and civilisation.
- The lighting of the fire indicates that Piggy is synonymous with survival and knowledge.
- Piggy's death marks the decline of democracy and the victory of dictatorship.

3) Planning your essay

The first paragraph has been done to show students what they might include.

Please refer to the indicative content for further guidance.

Annotated Sample Answer – Improve your essay

Students' responses to this task will be informed by the differences between their own responses and the sample. Please refer to the commentary on the sample for guidance and to the indicative content for further guidance.

Practice Exam-style Questions

1. AO1

- Simon is an outsider from the rest of the group.
- He is a character who is more in tune with nature than the other boys.
- Simon learns about the real nature of the Beast.

AO2

- Simon's fits are a device used to emphasise how different he is from the group.
- Simon is constantly associated with natural imagery – for example, the 'candle'.
- Simon is a symbol of Christ: sacrificed by the masses but holding great knowledge.

AO3

- Simon represents humanity at its most honest and informed.
- He is presented as an outsider because he thinks differently to the others.
- His death is a key structural moment: it represents the death of civilisation.

2. AO1

- The island is secluded and very isolated in a picturesque environment.
- The boys are taken aback by the beauty of the island.
- The island is a place of great mystery for the boys to discover.

AO2

- The 'scar' in Chapter 1 shows the destruction throughout the rest of the novel.
- The island is destroyed by invaders representing colonising forces in history.
- The island at the end of the novel represent the decline of civilisation.

AO3

- The island is isolated to force the boys into a confrontation with the darkness of the world.
- The island cannot be escaped, much like the evil that exists in each of us.
- The island is a microcosm of the wider world.

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3. **A01**
- The ending of the novel is the culmination of the ideas that have been developed.
 - The novel is the point at which the boys come face to face with their power to destroy.
 - The ending is effective because it forces the two sides of the island to confront each other.
- A02**
- The fires at the end of the novel make it an effective representation of the fall of civilisation.
 - Ralph's weeping is effective because it shows he has matured and realised mankind's nature.
 - The naval officer helps to make it effective because he offers an outside perspective.
- A03**
- The ending is effective because it marks the fall of civilisation, which is what Golding intended.
 - The ending is not hopeful: the naval officer's ignorance suggests history will repeat itself.
 - Ralph's realisation gives a note that lessons can be learnt from tragedy.
4. **A01**
- The 'Beast' is a figment of the boys' imaginations.
 - It is the pig's head on a stick.
 - It is the thing that the boys fear more than anything else.
- A02**
- The phrase 'the Beast' is a term used to mean anything they fear.
 - The phrase lacks real meaning just as the boys do not really understand fear.
 - The voice of the pig's head mocks the boys to emphasise their ignorance.
- A03**
- 'The Beast' is a scapegoat for all mankind's fears.
 - 'The Beast', like fear, is little understood and even less defined.
 - The boys' preoccupation with 'The Beast' distracts them from their own decline.
5. **A01**
- Samneric are observers of the unfolding chaos, like the reader.
 - The Litt'luns are grouped together like the mass of society.
 - The minor characters are victims of Jack's brutality.
- A02**
- Sam and Eric's morphing into Samneric represents the loss of individual identity.
 - The grouping together of the younger boys gives Golding a group to use as victims.
 - The minor characters are the ones Golding uses to show the effects of the conflict.
- A03**
- The minor characters represent all those people who suffer under dictators.
 - The minor characters are grouped to make them anonymous to emphasise their suffering.
 - The minor characters offer a wider sense of perspective on the chaos that ensues on the island.
6. **A01**
- Piggy is someone who believes in the values of democracy and equality.
 - He wants there to be unity on the island but is held back by his physical weakness.
 - Piggy believes that there must be order for the island community to succeed.
- A02**
- Golding afflicts Piggy with physical disadvantages to emphasise his cerebral qualities.
 - Piggy becomes synonymous with the conch and therefore represents democracy.
 - His death, and the destruction of the conch, represent the decline of democracy.
- A03**
- Piggy is Golding's representative of fairness and equality on the island.
 - Piggy's battles throughout the novel represent the trials of democrats fighting against tyranny.
 - Piggy's death is an emblem of the sacrifice made by freedom's martyrs throughout history.
7. **A01**
- There are different kinds of violence throughout the novel.
 - The violence escalates as the novel develops and the boys become more depraved.
 - The deaths of Piggy and Simon are violent but the violence symbolises Golding's message.
- A02**
- Simon is killed brutally and savagely to illuminate the destruction of humanity.
 - When Roger kills Piggy, he destroys democracy and the hope for fairness and equality.
 - The fires at the end of the novel mark the final descent into chaos.
- A03**
- Violence is used throughout the novel to mark the collapse of ideas.
 - The savagery of violence is emphasised to show the decline into brutality.
 - The violence is heightened by the fact it is children committing it.

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8. **A01**
- The darkness of man's heart is the evil at the core of everybody.
 - The novel shows the boys becoming increasingly crueller as the darkness is exposed.
 - Jack represents the darkness in man's heart.
- A02**
- The murders of key characters show the darkness of man's heart.
 - The descriptions of Jack painting his face show him embracing darkness.
 - There is a series of images of darkness throughout leading up to the deaths.
- A03**
- Golding shows us how fragile democracy is when confronted with evil.
 - The ferocity with which evil can overcome good is illustrated by Jack's transformation.
 - The darkness in man's heart is a metaphor for the evil that coexists with the good.
9. **A01**
- The conch symbolises democracy and equality.
 - Piggy's glasses represent knowledge and power.
 - Key characters represent different ideas.
- A02**
- The descriptions of key symbols.
 - The characters' attitudes and changing perspectives on key symbols.
 - Golding's presentation of key symbols at various points in the narrative.
- A03**
- Explorations of how different symbols represent certain ideas.
 - Discussion of how symbols change in meaning.
 - How symbols represent certain ideas about people and society.
10. **A01**
- Ideas about the natural elements of the island and how they offer temptation.
 - The purpose of nature as something that works against the boys.
 - Ideas about how nature is a force operating on the island.
- A02**
- Explorations of the natural imagery in the text.
 - The symbolism of nature and what it represents.
 - How Golding uses nature as a metaphor for a symbol.
- A03**
- The use of nature as a natural barometer on the island (see aftermath of Simon's death).
 - Ideologically, natural descriptions on the island.
 - Whether the behaviour of the humans against nature might show (see the killing of Simon).
11. **A01**
- Ideas about Piggy as the character who brings democracy to the island.
 - The purpose of Piggy in terms of organising the other children.
 - The death of order and democracy when Piggy dies.
- A02**
- Comments that relate to Piggy's physical description.
 - Explanations of his importance – through reference to the symbolism of his glasses.
 - Consideration of how his death is described and what is lost with him.
- A03**
- The use of Piggy to represent the desire for democracy.
 - Piggy's actions to create a community.
 - The death of order when Piggy dies.
12. **A01**
- The boys begin the novel by trying to establish order and rules.
 - The killing of the sow / the painting of faces – turning points.
 - The deaths of Simon and Piggy mark the final descent into savagery.
- A02**
- The descriptions of the uniforms and the hair at the beginning of the novel.
 - The gradual descent into savagery begins with the smearing of the paint on the faces.
 - The destruction of the conch and the killing of Simon mark the end of civilisation.
- A03**
- Comments on the gradual decline show how man can change.
 - The descent is slow and not always obvious.
 - Golding's message is that the decline from civilisation to savagery can overwhelm human characters.

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Sample Student Essays with Activities

Sample Essay 1 Activities

1. All marks for the sample essay should sit somewhere on the borderline between Level 4 and 5. Reasoning and discussions around students' thinking will be particularly instructive but it is important to engage with the nuances of the mark scheme.
2. The specific mark is actually unimportant, the focus of the activities should be on the justification. For example, some students might want to argue that it is wrong or weak within the band.
3. This task requires a personal response from the candidates to comment on the strength of the response. The key criterion for this is to ensure that they are engaging with the criteria from the mark scheme.

Sample Essay 2 Activities

1. Students will likely identify a variety of extracts in order to exemplify how the response meets the guidance below to check that what they identify for each AO is relevant.
 - AO1 – any extract that shows the candidate 'knows' and 'understands' the text
 - AO2 – any extract that is analysing a method; either character, setting, language or structure
 - AO3 – any extract that shows the candidate is engaging with Golding's broader themes
2. This exercise is very much student-driven, and will be determined by their response to the task.

Sample Essay 3 Activities

1. Possible examples students might highlight for each AO are below:

AO1

 - *Lord of the Flies* is a horrifying allegory about evil that overcomes mankind.
 - Ralph is seen to be the innocence of the novel as he swims in the lagoon naked, stripped down to his core primordial instincts turns to savagery.
 - It is clearer when Golding uses a collection of metaphors that indicate a bloodthirsty sense of democracy, although it is an irony for Jack is speaking for himself.

AO2

 - His hair is now longer and his 'peeling sunburn' is quite symbolic of the way that he has changed from him, just like the 'scar'.
 - The 'sunburn' could also represent his conscience shredding away and him becoming more savage and less kind.
 - When the 'clouds opened up and rain fell' it is almost like heaven is opening its eyes to the hell of the island and back to humanity.

AO3

 - From the moment the boys arrive, they are thrown into the battle between the good and the evil.
 - He goes through the 'compulsion' where he is driven to just want to kill, it is a moment where he overpowers his thoughts, which touches down on the all-consuming evil that he is facing at those moments.
 - Ralph is crying because when he realises there is a 'darkness in man's heart' he realises he is capable of good and evil equally.
2. This requires a personal response from the students, preferably not lifted straight from the text but in their own words to show that they understand them. However, some of the things that they might come up with include:
 - AO1 – precise and detailed knowledge of the text
 - AO2 – close analysis of the text
 - AO3 – imaginative interpretations of ideas
3. This exercise extends the first task in this section: candidates need to come up with their own response and how the response meets the criteria.

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