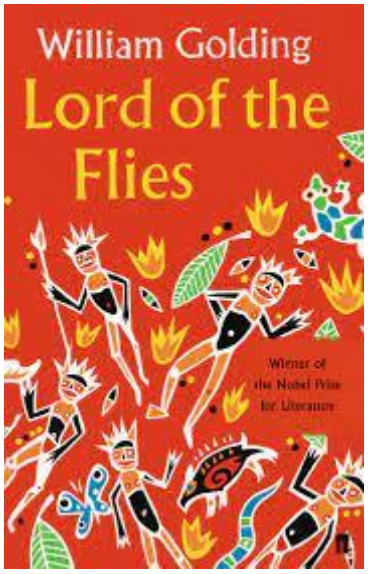
Lord of the Flies

Year 9

Revision Guide



Name:

Class Teacher:

Below is a copy of the mark scheme which will be used to assess your work. You should familiarise yourself with that is needed to achieve each band.

Grade	**This student should….**
Platinum +	• Include thoughtful ideas that respond to the question in a nuanced way. These ideas are driven by bigger ideas from outside of the text. This will be expressed with articulacy and flair and develop into an overarching argument. • Include a range of well-chosen and well-integrated quotations. • Explore words/phrases in a multi-layered fashion throughout and make perceptive comments on language/structure/ relevant methods that skilfully contribute to the overall argument. • Thoughtfully select contextual ideas that drive the overall argument forward.
Platinum	• Include thoughtful ideas that provide a rigorous answer to the question and include bigger ideas from outside of the text. This will be expressed through a range of sophisticated vocabulary. • Include a range of well-chosen and well-integrated quotations. • Explore individual words/phrases in a multi-layered fashion throughout and makes clear with some perceptive comments on language/structure/ relevant methods. • Use a range of contextual details to complement the overall argument being put forward.
Gold+	• Include ideas that show a detailed understanding of the writer's intentions and develop broader ideas in relation to the question (i.e. more than one interpretation). • Include a range of well-chosen quotations. • Consistently unpicks and carefully analyses individual word/ phrase choices and makes clear comments on language/structure/ relevant methods. • Use well-selected contextual details that support overarching ideas.
Gold	• Include ideas that show a clear understanding of the writer's intentions and answer the question thoroughly. • Includes well-chosen quotations that clearly support the overall idea of the paragraph. • Explore more than one association of well-chosen individual words/ phrases and make relevant comments on language/structure/ relevant methods. • Include a range of relevant contextual details.
Silver+	• Include ideas that show an awareness of the writer's decisions and they mostly answer the question. • Include quotations that support the overall idea in each paragraph. • They will begin to explore more than one association of mostly well-chosen individual words and make mostly relevant comments on language/structure/ relevant methods. • Include relevant contextual details.
Silver	• Include ideas that are focused on the questions • Include quotations that support the overall idea in each paragraph. • They will begin to unpick the associations of some well-chosen individual words and attempt to make comments on language/structure/ relevant methods. • Include accurate contextual details.
Bronze+	• Include ideas that show an understanding of mostly relevant aspects of the text. • Include quotations that mostly link to the key ideas in the question. • Attempt to make simple comment on the effects language/structure/ relevant methods. • Include historical events that link to some of the ideas in the question.
Bronze	• Include ideas that show an understanding of key parts of the text. • References key parts of the text. • Has simple awareness of language/structure/ relevant methods. • Include some knowledge of historical events.

Mark Criteria

How are your marks accumulated?

- Have you understood the question and is your response relevant to the question throughout?
- Do you understand the plot, characters and key themes of Lord of the Flies?
- Are you able to recall significant quotations that clearly relate to the exam question?
- Are you able to closely analyse language? Can you zoom in on significant key words? Can you include terminology? And importantly, can you explain the effect of language used?
- Are you able to identify Golding's use of literary methods (symbolism, foreshadowing, irony etc.)?
- Are you able to consider alternative meaning where relevant?
- Are you able to recognise what the writer's purpose is?
- Are you able to explain how the historical context is reflected throughout the novel?

The Exam

1. You will have 1 hour to complete your task. You should spend 15 minutes reading and annotating the extract and planning; 40 minutes writing your essay; and 5 minutes checking over your writing.

2. You will be given an extract from the novel (focused on character or theme) and will need to analyse the specified extract and make links to other parts of the novel.

3. You will need to learn key quotations for the exam. You will need to use quotations in your essay from both the extract and the ones that you have learnt from memory (see quotation banks).

4. You should practise planning and writing an essay using the practise exam question in this booklet.

Context

Golding and war

Golding was horrified by what war revealed about people's capacity to harm their fellow humans. He was appalled by what happened in the Nazi concentration camps, and by the way the Japanese mistreated their prisoners. He was appalled too by the consequences of the British and American mass bombing against civilians - and even by what he himself did as a naval officer.

During the war the British justified all the destruction they wrought on the grounds that they had 'right' on their side, but Golding came to question this arrogant assumption. He gradually learned to see all human nature as savage and unforgiving: he knew that even the 'goodies' can become 'baddies'. In the novel Ralph and Piggy get as involved in the dance that leads to the killing of Simon as Jack and his tribe are.

World War 2 ended in 1945. The United Nations was set up after the war to try to ensure that a global conflict never happened again, but in 1954, when *Lord of the Flies* was published, the threat of a nuclear war was still very real. It was entirely plausible to the novel's original audience that an atom bomb really could destroy civilisation.

Desert Islands

Most imaginary desert islands are peaceful paradises where the shipwrecked traveller manages to continue living pretty much as before - think of *Robinson Crusoe* or *Desert Island Discs*!

In a book called *Coral Island* by RM Ballantyne, published in 1857, 100 years before Golding's book, three young British boys are shipwrecked on a desert island and have to survive without any adults. Brave and resourceful, they thoroughly enjoy their experience and there is never a hint of trouble. As one of the characters, Peterkin, says, *There was indeed no note of discord whatever in that symphony we played together on that sweet coral island*.

From his experience as a teacher, Golding knew that the idyllic life of *Coral Island* could never exist in real life. So, he set out to write a novel that showed his ideas about the darker side of human nature starting from the same basis: boys stranded on a desert island, away from all civilising influences. *Lord of the Flies* was the result.

Quotation Bank

In order to achieve higher marks in the exam you will need to remember quotations and use these in your essay. Below are some examples of quotations, which you could learn for each character or theme.

Use the **look, cover, write, check, repeat** method to learn them.

Character quotations:

Ralph

"I could swim when I was five. Daddy taught me. He's a commander in the navy. When he gets leave he'll come and rescue us." Ch.1

"Piggy! Piggy, his nickname is Piggy" Ralph danced out into the hot air of the beach and then returned as a fighter plane, with wings swept back, and machine-gunned Piggy." Ch.1

"Ralph sat on a fallen trunk, his left side to the sun. On his right were most of the choir; on his left the larger boys who had not known each other before...before him small children squatted in the grass." Ch. 2

"This is our island, it's a good island. Until the grown-ups come to fetch us we'll have fun." Ch.2

"Piggy, for all his ludicrous body, had brains. Ralph was a specialist in thought now, and could recognize thought in another." Ch. 5

"The world, that understandable and lawful world, was slipping away." Ch. 5

"The only trouble was that he would never be a very good chess player." Ch. 7

"after all we aren't savages really..." Ch. 11

"Ralph launched himself like a cat; stabbed, snarling, with the spear, and the savage doubled up." Ch. 12

"What was the sensible thing to do? There was no Piggy to talk sense." Ch. 12

"Ralph wept for the end of innocence, the darkness of man's heart, and the fall through the air of the true, wise friend called Piggy." Ch. 12

Piggy

"I was the only boy in my school with ass-mar" Ch.1

"He was shorter than the fair boy and very fat…looked up through thick spectacles." Ch. 1

"Piggy asked no names. He was intimidated by this uniformed superiority and the off-hand authority in Merridew's voice" Ch. 1

"Piggy was an outsider, not only by accent, which did not matter, but by fat, and ass-mar, and specs, and had a certain declination to manual labour" Ch.1

"I got the conch, you let me speak" Ch.2

“with the martyred expression of a parent who has to keep up with the senseless ebullience of the children” Ch. 2

“acting like a crowd of kids” Ch.2

“How can you expect to be rescued if you don’t put things first and act proper” Ch. 2

“Piggy, for all his ludicrous body, had brains. Ralph was a specialist in thought now, and could recognize thought in another.” Ch. 5

“Piggy was... so full of pride in his contribution to the good of society that he helped to fetch wood.” Ch. 8

“Ralph--remember what we came for. The fire. My specs.” Ch. 11

“I can’t see no more and I got my glasses back” Ch.11

“Which is better--to have laws and agree, or to hunt and kill?” Ch. 11

“The rock struck Piggy a glancing blow from chin to knee; the conch exploded into a thousand white fragments and ceased to exist.” Ch. 11

“Piggy's arms and legs twitched a bit, like a pig's after it has been killed.” Ch. 11

Jack

“When his party was about ten yards from the platform he shouted an order and they halted, gasping, sweating, swaying in the fierce light” Ch. 1

“We've got to have rules and obey them. After all, we're not savages. We're English, and the English are best at everything.” Ch. 2

“Jack was bent double. He was down like a sprinter, his nose only a few inches from the humid earth. … he lowered his chin and stared at the traces as though he would force them to speak. Then, dog-like, uncomfortably on all fours yet unheeding his discomfort, he stole forward” Ch. 3

“If you're hunting sometimes... you can feel as if you're not hunting, but -- being hunted, as if something's behind you all the time in the jungle.” Ch. 3

“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.” Ch. 4

“Serve you right if something did get you, you useless lot of cry-babies!” Ch. 5

“We musn't let anything happen to Piggy, must we?” Ch. 7

“He says things like Piggy. He isn't a proper chief.” Ch. 8

“This head is for the beast. It's a gift.” Ch. 8

“You're a beast and a swine and a bloody, bloody thief!” Ch. 11

Simon

“He’s always throwing a faint” Ch.1

“like candles. Candle bushes. Candle buds” Ch.1

“Then he turned his back on this and walked into the forest with an air of purpose” Ch. 3

“Then, amid the roar of bees in the afternoon sunlight, Simon found for the fruit they could not reach... passed them back down to the endless, outstretched hands.” Ch. 3

“Maybe there is a beast.... maybe it's only us.” Ch. 5

“However, Simon thought of the beast, there rose before his inward sight the picture of a human at once heroic and sick.” Ch. 6

“Simon pushed his way to Ralph’s elbow. “I’ll go if you like,. I don’t mind honestly” Ch. 7

“You'll get back to where you came from.” Ch. 7

He has “a secret place in a clearing full of flowers and butterflies” Ch. 8

“Fancy thinking the beast was something you could hunt and kill” Ch. 8

“a lover of mankind, a visionary” Ch.8

“The water rose farther and dressed Simon's coarse hair with brightness. The line of his cheek silvered and the turn of his shoulder became sculptured marble.” Ch. 9

“surrounded by a fringe of inquisitive bright creatures, itself a silver shape beneath the steadfast constellations, Simon's dead body moved out toward the open sea.” Ch. 9

Theme quotations:

Savagery

“There was the brilliant world of hunting, tactics, fierce exhilaration, skill; and there was the world of longing and baffled common sense.” Ch. 4

“Jack began to dance and his laughter became a bloodthirsty snarling” Ch. 4

“Conch, conch!” Shouted Jack. “We don’t need the conch anymore” Ch. 6

“Kill the pig! Cut his throat! Kill the pig! Bash him in!” Ch. 7

“This head is for the beast. It's a gift.” Ch. 8

“Kill the beast! Cut his throat! Spill his blood!” Ch. 9

“At once the crowd surged after it, poured down the rock, leapt onto the beast, screamed, struck, bit, tore. There were no words, and no movements but the tearing of teeth and claws.” Ch. 9

“There were no words, and no movements but the tearing of teeth and claws.” Ch. 9

“We was on the outside. We never done nothing, we never seen nothing.” Ch.10

“Behind them on the grass the headless and paunched body of a sow lay where they had dropped it.” Ch. 11

“Which is better--to have laws and agree, or to hunt and kill?” Ch. 11

“the conch exploded into a thousand white fragments and ceased to exist." Ch. 11

Civilisation

Ralph suggests “Seems to me we ought to have a chief to decide things.” Ch.1

“That’s what this shell is called. I’ll give the conch to the next person to speak. He can hold it when he is speaking” Ch.2

“Here, invisible yet strong, was the taboo of the old life. Round the squatting child was the protection of parents and school and policemen and the law” Ch. 4

“the mask was a thing on its own, behind which Jack hid, liberated from shame and self-consciousness. The face of red, white and black, swung through the air…” Ch. 4

“The world, that understandable and lawful world, was slipping away.” Ch. 5

“Samneric protested out of the heart of civilization” Ch. 11

“Which is better--to have laws and agree, or to hunt and kill?” Ch. 11

“I should have thought that a pack of British boys... would have been able to put up a better show than that.” Ch. 12

Innocence

“He patted the palm trunk softly; and forced at last to believe in the reality of the island, laughed delightedly again and stood on his head” Ch. 1

“Daddy said they haven't found all the animals in the sea yet.” Ch. 5

“The humiliating tears were running from the corner of each eye. ‘I’m not going to play any longer, not with you” Ch. 8

“…ages ago they had stood in two demure rows and their voices had been the song of angels.” Ch. 8

“Might it not be possible to walk boldly into the fort, say – ‘I’ve got pax’ laugh lightly and sleep amongst the others” Ch. 12

“They're not as bad as that. It was an accident.” Ch. 12

“Ralph wept for the loss of innocence, the darkness of man’s heart” Ch. 12

Human Nature

“His mind was crowded with memories; memories of the knowledge that had come to them when they closed in on the struggling pig, knowledge that they had outwitted a living thing, imposed their will upon it, taken away its life like a long satisfying drink.” Ch. 4

“What are we? Humans? Or animals? Or savages?” Ch. 5

“Maybe there is a beast… Maybe it’s only us.” Ch. 5

“Fancy thinking the Beast was something you could hunt and kill!... You knew didn’t you? I’m part of you? Close, close, close! I’m the reason why it’s no go? Why things are what they are?” Ch. 8

Power

“Ralph grasped the idea and hit the shell with air from his diaphragm. A deep harsh note boomed under the palms, spread through the intricacies of the forest and echoed back from the pink granite of the mountain” Ch. 1

"Shut up," said Ralph absently. He lifted the conch. "Seems to me we ought to have a chief to decide things. A chief! A chief!? I ought to be chief! said Jack" Ch. 1

“Let him be chief with the trumpet thing” Ch.2

"A fire! Make a fire!" At once half the boys were on their feet. Jack clamored among them, the conch forgotten. "Come on! Follow me!" Ch. 2

Ralph pushed Piggy to one side. "I was the chief, and you were going to do what I said" Ch. 4

Roger edged past the chief, only just avoiding pushing him with his shoulder. The yelling ceased, and Samneric lay looking up in quiet terror. Roger advanced upon them as one wielding a nameless authority. Ch. 11

Practise Example Essay Questions

In the exam, you will be given an essay question to respond to. Plan an essay for each of the following practice questions then write a response to at least 2 of the questions you have planned. The first plan has been completed for you as an example, and an example response follows.

Practice Questions	Plan
How does Golding present fear of the characters in *Lord of the Flies*? Write about: • how Golding explores the idea of fear in *Lord of the Flies* • how Golding presents a sense of increasing fear amongst the boys	Intro: Golding presents fear as an idea that is augmented through our imagination, rather than there being something to fear in reality. • Fear is initiated through the absence of security and order that they have grown accustomed to back home. • Fear acts as a catalyst for their decent into savagery which is further heightened through the unfamiliar and ominous surroundings they have found themselves in. • Fear is not of the beast itself, but of the unknown – and in fact the beast is a reincarnation of the boy's savage behaviour. • As fear increases amongst the boys their behaviour becomes a lot more violent and they start to turn against each other: in turn killing two of their fellow islanders.
How does Golding use the character of Ralph to present the loss of innocence in this extract/novel? Write about: • how Golding presents Ralph throughout the novel • how Golding uses ideas to present ideas about people and society	Intro: • • • •
How does Golding explore the theme of savagery throughout *Lord of the Flies*? Write about: • how Golding presents the boys decent into savagery • Golding use of violence in the novel to suggest how society is inherently evil	Intro: • • • •
How does Golding present the character of Jack throughout the *Lord of the Flies*? Write about: • how Golding presents Jack at the beginning of the novel • how Jack's character changes as the novel develops	Intro: • • • •

'In *Lord of the Flies* Golding presents a depressing view of human society' – How far do you agree with this view of the *Lord of the Flies*? Write about: • what Golding suggests about human society in the novel • how Golding presents human society	Intro: • • • •
Do you think that Piggy is an important character in the *Lord of the Flies*? Write about: • how Golding presents the character of Piggy • how Golding uses ideas to present ideas about people and society	Intro: • • • •
How does Golding explore the theme of violence in the *Lord of the Flies*? Write about: • how Golding presents the boys as violent at different points in the play • how Golding presents the idea that violence can be used to obtain power and to rule through fear	Intro: • • • •
What do you think the importance of the 'beast' is in *Lord of the Flies*? Write about: • how different characters respond to the beast • how Golding uses the 'beast' to explore ideas about society and people in *Lord of the Flies*	Intro: • • • •

Example Responses

Practice question 1

How does Golding present fear of the characters in *Lord of the Flies*?

Write about:

- how Golding explores the idea of fear in *Lord of the Flies*
- how Golding presents a sense of increasing fear amongst the boys

Golding presents fear as something which is manifested through the wild imagination of the boys – particularly the younger ones. Early in the novel all of the boys, apart from Jack, show that they are worried about the whereabouts of the boy with the mulberry birthmark and also about the existence of the beast and the ever increasing danger of the island. Golding writes: 'A tree exploded in the fire like a bomb,' highlighting the notion that the boys' surroundings are starting to become sinister and menacing and, in actual fact, the island is far from utopic. The use of the simile to describe the way something natural and innocent - the 'tree'- has turned into something man made and destructive – 'a bomb' suggests that the boys are imagining the worst from the island and are fearful of what might be looming. Golding purposely uses the verb 'exploded' to emphasise the severity and viciousness of the fire - the surroundings and nature on the island are becoming a potential threat to the boys and as a result of this they show signs of fright and hostility towards each other. This links with the wider theme of the loss of innocence and how Golding wanted to draw attention to the idea that people become fearful and lose their innocence when they are exposed to barbarism and savagery – something which he was somewhat familiar with after his experiences of fighting in World War 2.

What level on the mark criteria do you think this hits?

Practice question 2

How does Golding use the character of Ralph to present the loss of innocence in this extract/novel?

Write about:

- how Golding presents Ralph throughout the novel
- how Golding uses ideas to present ideas about people and society

Golding uses the assertive character of Ralph to show how the loss of innocence occurs when people do not have to follow societal rules. For example, in chapter 1 Golding describes how Ralph 'became conscious of the weight of clothes, kicked his shoes off fiercely…ripped off each stocking with its elastic garter'. In this quotation, Golding describes how Ralph is undressing and uses Ralph's clothes to symbolise him losing his innocence and civilised ways early on in the novel. The adverb, 'fiercely' suggests that he is undressing in an aggressive manner which hints towards the idea that he is already becoming more savage. Also, Golding uses the verbs 'ripped' and 'kicked' to show how he is becoming more vicious and these words also highlight his desperation to get rid of his clothes and former life and innocence. This links to the idea that Golding uses the island as a microcosm for WW2 and the idea that, as humans, we lose our innocence when we do not have basic rules enforced upon us by an authority figure.

What level on the mark criteria do you think this hits?

Close analysis Extract Question

In your exam, you will be given an extract to analyse closely. You then need to develop your response with links to/analysis of the novel as a whole.

Lord of the Flies - Extract Question

Read the following extract from Chapter 8 of Lord of the Flies and then answer the question that follows.

At this point in the novel, Jack has declared himself chief. In a savage frenzy, the hunters set out to kill a sow who is peacefully enjoying a welcome break from the hot weather in the shade with her piglets. Unknown to them, Jack and his hunters are about to attack.

Jack stood up abruptly.

'We'll go into the forest now and hunt.'

He turned and trotted away and after a moment they followed him obediently.

They spread out, nervously, in the forest. Almost at once Jack found the dug and scattered roots that told of pig and soon the track was fresh. Jack signalled the rest of the hunt to be quiet and went forward by himself. He was happy and wore the damp darkness of the forest like his old clothes. He crept down a slope to rocks and scattered trees by the sea.

The pigs lay, bloated bags of fat, sensuously enjoying the shadows under the trees. There was no wind and they were unsuspicious; and practice had made Jack silent as the shadows. He stole away again and instructed his hidden hunters. Presently they all began to inch forward sweating in the silence and heat. Under the trees an ear flapped idly. A little apart from the rest sunk in deep maternal bliss, lay the largest sow of the lot. She was black and pink; and the great bladder of her belly was fringed with a row of piglets that slept or burrowed and squeaked.

Fifteen yards from the drove Jack stopped; and his arm, straightening, pointed at the sow. He looked round in inquiry to make sure that everyone understood and the other boys nodded at him. The row of right arms slid back.

'Now!'

The drove of pigs started up; and at a range of only ten yards the wooden spears with fire-hardened points flew towards the chosen pig. One piglet, with a demented shriek, rushed into the sea trailing Roger's spear behind it. The sow gave a gasping squeal and staggered up, with two spears sticking in her fat flank. The boys shouted and rushed forward, the piglets scattered and the sow burst the advancing line and went crashing away through the forest.

'After her!'

They raced along the pig-track, but the forest was too dark and tangled so that Jack, cursing, stopped them and cast among the trees. Then he said nothing for a long time but breathed fiercely so that they were awed by him and looked at each other in uneasy admiration. Presently he stabbed down at the ground with his finger.

'There—'

Before the others could examine the drop of blood, Jack had swerved off, judging a trace, touching a bough that gave. So he followed, mysteriously right and assured; and the hunters trod behind him.

How does Golding present Jack's character in the novel?

Write about:

- how Jack is presented in the extract
- how Jack is presented in other sections of the novel (you must use quotations you have remembered from other parts of the novel for this).

Example response to extract question

Golding presents Jack to be significantly affected by his time on the island and the surroundings it offers – he makes a quick transformation from arriving as a public school choir boy in full gown and regalia to a savage hunter who acts as a brutish, animalistic force. At this point in the novel, Golding describes how Jack 'trotted away' to which the others followed, he 'crept down', and he 'breathed fiercely' – all in his urgency and eagerness to capture and kill a defenceless sow who is nursing her piglets, which they do so successfully. Golding's use of animal imagery here through the verbs 'trotted' and 'crept' highlights Jack's detachment from reality and civilisation as his thirst for blood and power takes over which is emphasised by the adverb 'fiercely' that signifies his desire to kill. The fact that Golding describes the hunted as 'fringed with a row of piglets that slept or burrowed and squeaked' alludes to Golding's belief that evil is inherent and that all of mankind possess the ability to commit evil, as he knew that even 'goodies' could become 'baddies'. This is further highlighted by Golding's description of the piglets who are a symbol of the most innocent members of society that were caught up in WW2.

Earlier on in the novel, Jack proclaims: 'We're not savages. We're English,' suggesting that Jack has no intent on acting in a barbaric or brutal way. Golding uses the repetition of the collective pronoun 'we're' to highlight that Jack sees the need to work together as a team and community. Jack uses being 'English' as a guise for his brutish tendencies – he thinks that the supremacy of being 'English' will act as a veneer to mask the boys' innate evil. Moreover, by alluding to this notion of 'English' authority, Golding highlights his thoughts about World War Two and that he thought that both sides (British and German) were to blame. Even as a soldier himself, he did not want to excuse English forces for the brutality and savagery that they had asserted during the conflict. By writing Jack to say 'We're not savages. We're English,' Golding could be highlighting that the English see themselves as blameless, yet, on the contrary, this was not the case and, just like Germany, killed many enemies and caused countless causalities. The fact that Jack openly rejects the idea that he could ever become savage highlights the deterioration of his civilised nature over a short space of time.

What level on the mark criteria do you think this hits?