

Answers

Lord of the Flies

Answers to the AQA exam-style questions are indicative only and highlight the key things that should be included in your response. You may cover other points. It's how your answer is written and how it fits with the mark scheme that will determine the quality of your answer.

CHRONOLOGICAL SECTION

CHAPTERS 1, 2, 3 & 4

p.12 Do it!



You could have any three of the following quotations:

'towards the lagoon'

'The jungle'

'a bath of heat'

'the creepers'

'a bird, a vision of red and yellow'

p.13 Do it!



Ralph is introduced to us as 'The boy with fair hair'; however, this changes to 'The fair boy' just a few sentences later. This subtle use of the word 'fair' with its double meaning of 'light coloured' as well as 'just and reasonable' allows Golding to influence the reader's first impression of Ralph. Not only is he shown to 'pick his way towards the lagoon' more easily than Piggy, who can 'hardly move' because of the 'creeper things', but also his nature is defined as sensible and trustworthy by Golding's careful word choice, 'fair'.

- identify the methods Golding uses to present Ralph
- explain the impact of this method on the reader
- identify how this contrasts with Golding's presentation of another character
- explain what Golding's word choice suggests

p.13 Stretch it!



Golding cruelly does not tell the reader Piggy's real name, despite him trying to tell Ralph at the start of the novel. This marks him out as different from the other boys. The connotations of being called Piggy mean that he is linked with the creatures that the boys hunt and kill. This foreshadows what will happen to him later in the novel. Piggy is marked out as being of lower status than the rest of the boys by this animal-like name.

p.14 Do it!



Choir member	Key quotation	What it tells us about them
Simon	'He's always throwing a faint'	Simon's fragile health means that he is different from the other members of the choir. We later learn that he has fits. This sets him apart from the other boys.
Sam and Eric	'grinning and panting at Ralph like dogs'	Sam and Eric are linked to dogs, suggesting their loyal and happy natures.
Roger	'an inner intensity of avoidance and secrecy'	Roger isolates himself from the rest of the boys. His 'intensity' suggests the darkness within him.

p.14 Stretch it!



Jack's actions with the knife grow in violence through this chapter, foreshadowing the violence that will emerge as the novel progresses. He:

- stabs the knife into the tree
- slashes the candle-bud
- goes to stab the pig.

p.15 Do it!



Golding uses this schoolboy language to remind the reader that the boys are children. This use of this type of language fades as the novel progresses, indicating that they are moving away from previous ways of life and the hold of civilisation. This language also links to the language used within *The Coral Island*.

p.16 Do it!



Ralph's reaction is to try to explain that the snake-thing does not exist, with reasonable arguments. In contrast, Jack's response is to tell the littlun that he will 'kill it'.

p.16 Stretch it!



The real evil is within the boys themselves; nothing on the island is a threat to the boys, but the boys are a threat to each other.



p.16 AQA exam-style question

How does Golding present Piggy?

For example:

Paragraph	Content
1	Brief introduction. Use the words of the question and 'pinning the question down' to establish the focus of the answer and develop a line of argument: Piggy represents the world of reason and rational thought.
2	Piggy the outsider: his accent and physical difference from the rest of the boys; his need for order that the conch and rules bring to their society. Why his difference means that the boys will not respect him. Refer to reader reaction.
3	Piggy and Ralph: how Ralph grows to respect Piggy's wisdom and seeks to protect him. What their friendship and alliance represent. Refer to reader reaction.
4	Piggy and Jack: how Jack's initial disrespect turns to bullying and torment. How and why this changes, culminating in Piggy's death. Links to language, themes and contexts. Refer to reader reaction.
5	Golding's message: what Piggy tells us about civilisation and human nature. How democracy will learn from experts and respect their intelligence but autocracy will only respect power and physical might. How Piggy's death represents the death of rational thought.
6	Brief conclusion. Refer back to question. Check answer.

p.17 Do it!



- 1 'The flames as though they were a kind of wild life, crept as a jaguar creeps...'
- 2 The boys caper at first and shriek with excitement. Then they are silent, horrified by the fire.

p.18 Do it!

- 1 Jack's hair is 'considerably longer'; he has more freckles and peeling sunburn on his back; he is naked except for a pair of shorts.
- 2 Jack is near the earth on all fours like a 'dog'; he is naked except for 'tattered shorts'; he is carrying a 'sharpened stick'; he reacts like an animal to the noises in the forest like a 'furtive thing...ape-like'.

p.19 Do it!

For example:

Both Jack Ralph
 frustrated intense absorbed brooding irritated compulsive
 passionate volatile nostalgic bewildered exasperated

p.19 Stretch it!

Ralph and Jack's obsessions are from opposite worlds. They do not have shared experiences or priorities that would enable them to understand each other. Ralph begins to appreciate the thrill of the hunt later in the novel.

p.20 Do it!

Warpaint is associated with primitive behaviour. The boys are compelled by the 'mask'. They are unselfconscious when they are wearing the paint.

p.21 Do it!

Previously, the boys remembered a telling-off for throwing sand. Golding is showing the reader that the hold parental controls had over the boys is diminishing.

p.22 Do it!

Your answer may contain the following points:

- The boys paint themselves to camouflage themselves – however the mask 'compels them'. Links to primitive behaviour.
- The boys leave the fire to go out because they are hunting, representing how rescue is not as important to them as the kill.
- The boys have developed a chant linked to the kill – again linking to savagery.

p.22 Stretch it!

Jack twitches, showing that he is not yet immune to the enormity of the blood and the kill.

p.23 Do it!

Ralph is silent.

p.25 REVIEW IT!



- 1 Ralph
- 2 A wind-breaker
- 3 Piggy has a different accent from the rest of the boys. He speaks in non-standard English.
- 4 There is food and water. There are no predators.
- 5 Piggy
- 6 'Eyes shining, mouths open, triumphant, they savoured the right of domination. They were lifted up: they were friends'/'almost too heavy...not for the two of us' when they carried a log up the mountain
- 7 The boy with the mulberry birthmark
- 8 The Queen has a picture of the island, showing Ralph's belief in the power of the adult world.
- 9 The boys rush off to get wood, without listening, as they follow Jack.
- 10 They use Piggy's glasses.
- 11 The fire was no use; they couldn't keep that fire going; they should have made the shelters first; they acted like a pack of kids; they will burn up the whole island and will have no food; no one knows how many kids there are; the boy with the mulberry birthmark is missing.
- 12 A littlun dies/is missing.
- 13 Both are failing to do what they set out to do.
- 14 Snakes are not mentioned.
- 15 Simon is kind and helps them get fruit. Roger is cruel, tormenting them.
- 16 Percival is said to have crawled into a shelter for two days singing and crying. Now he plays little and cries often.
- 17 Jack smacks Piggy's head and his glasses fly off.
- 18 Jack has no shame for letting the fire go out and missing the ship. He apologises but thinks that is all he needs to do and everything will be fine. Ralph knows that Jack will not change his behaviour.
- 19 Simon
- 20 Ralph goes to Piggy and takes the glasses, reassuring Piggy that he will bring them back. He is respectful towards Piggy. Democracy will always respect intellect and expertise. Jack takes the glasses with violence. Autocracy will not respect intelligence – might is better than intellect as far as Jack is concerned.

CHRONOLOGICAL SECTION

CHAPTERS 5, 6, 7 & 8

p.26 Do it!



The assembly place is an irregular triangle; Ralph has a log for a seat facing the island with his back to the beach; to the right there is a seat; four small logs to the left and the furthest one of these four is very springy; grass is worn by the seats but grows in the centre of the circle; trees surround the place of assembly.

p.27 Do it!



Ralph means that rules are the laws that will bind and shape their society. If they do not have rules, civilisation will be destroyed.



p.27 AQA exam-style question

How does Golding use events in *Lord of the Flies* to explore ideas about society?
For example:

Paragraph	Content
1	Brief introduction. Use the words of the question and ‘pinning the question down’ to establish the focus of the answer and develop a line of argument: the island is a microcosm for society.
2	Ralph’s understanding of society: his focus on rescue and shelters; use of the conch and rules. What he represents in society – democratic rule. Refer to reader reaction.
3	Jack’s opposing viewpoint: his focus on fun and the thrill of the hunt; his flouting of the rules that bind society and his desire to punish and silence. What he represents in society – autocratic rule. Refer to reader reaction.
4	How the boys represent different groups in our society. Microcosm of the real world. Who they follow. How and why this changes. Links to language, themes and contexts. Refer to reader reaction.
5	Golding’s message: that society is held together by rules. There is evil within everyone. What happened in Germany, ‘It could happen here.’
6	Brief conclusion. Refer back to question. Check answer.

p.28 Do it!



The darkness of the beast and the darkness of the boys are the same. Golding is hinting that the beast and the boys are one creature. You might also comment that the boys look like the flies that we see around the pig’s head later in the novel.

p.28 Stretch it!



‘Three blind mice’ is a children’s nursery rhyme. Like the blind mice, Simon, Piggy and Simon are powerless. All they can do is run around ineffectually.

p.29 Do it!



The cliffs are red; there are growths of coral, polyps and weed; there is a flat rock below the cliffs and a steep slope up to the shattered rocks at the top of the bastion; pink rocks with guano on them like icing; enemies would have to climb up to attack – so it is easy to defend but there is no fresh water there. There is a also cave containing rotten eggs.

p.30 Do it!



The repeated movement is a circular motion suggesting that it is continuous. Use of ‘and’ as a link suggests that this is an unbroken chain of actions. The phrase ‘as the stars moved across the sky’ also suggests a long period of time passing, and describes something that will happen repeatedly and indefinitely.

p.30 Stretch it!



Another example of beautiful images within a horrific scene would be following Simon’s death. Golding uses images of light/phosphorescence/sculpted marble to describe Simon’s body as it is gently taken out to sea.



p.31 AQA exam-style question

Support for this question is offered in the p.31 Do it! question below.

p.31 Do it!

For example:

AO1: Ralph develops his understanding of Piggy's intelligence as the novel progresses. He also develops his appreciation of Simon's kindness and Sam and Eric's loyalty.

AO2: Use of Ralph as representing democracy

AO3: Ralph's role in the theme of leadership

p.32 Do it!

Ralph understands the strengths of the people around him. He accepts that this is Jack's strength and is comfortable with this.

p.33 Do it!

Golding presents the contrast of the comfort of the boys' previous lives and the savagery of their lives on the island. The reader is reminded that they were children before they entered the island.

p.33 Stretch it!

In the final hunt in Chapter Twelve, it is Ralph who is hunted like a pig.

p.34 Do it!

For example:

Bravely, Roger goes with Ralph and Jack up the mountain to confront the beast. This astonishes both Ralph and Jack. Golding describes Roger as 'uncommunicative by nature' and even in this extreme situation he is silent. He does not give an 'opinion' on the beast or explain why he wants to go on the 'mad expedition'. Golding describes him as 'impervious' – unreceptive to the events surrounding him. His tapping of his stick echoes the primitive scenes of the kill.

**p.34 AQA exam-style question**

'Some characters in *Lord of the Flies* suffer because they are different from most of the other boys on the island.'

How does Golding present the effects of being different in this society?

For example:

Paragraph	Content
1	Brief introduction. Use the words of the question and 'pinning the question down' to establish the focus of the answer and develop a line of argument: society fears difference and will either seek to destroy difference or will fear it.
2	Piggy the outsider: his accent and physical difference from the rest of the boys. Why his difference means that the boys will not respect him even though his intelligence is necessary in leadership. Murdered by Roger under Jack's leadership. Refer to reader reaction.
3	Simon: his spirituality and physical illness means that he is different. How Simon's kindness marks him out as different from the rest of the choir – he does not become a hunter. Murdered by the boys in a frenzied dance led by Jack. Refer to reader reaction
4	Roger: how Roger stands apart from the boys. His essential difference is the evil that exists within him from early on in the novel. How his evil increases until he becomes the executioner under Jack's rule. Roger is feared by all of the boys. He poses a threat to Jack's power in the final chapters. Refer to reader reaction.
5	Golding's message: what these differences tell us about civilisation and human nature. How Piggy and Simon cannot exist within an autocracy. How might and power – Roger – will triumph in this type of rule.
6	Brief conclusion. Refer back to question. Check answer.

p.35 Do it!

Your answer may contain the following actions taken by Jack:

- 1 He calls an assembly – takes control/power.
- 2 He says they saw the beast – makes the beast real, causing fear.
- 3 He makes the beast tangible and terrifying by labelling it ‘a hunter’.
- 4 He tells the boys that Ralph said his hunters were ‘no good’ and that they were cowards – setting the hunters against Ralph.
- 5 He aligns Ralph with Piggy – a figure the boys have no respect for and see as weak.
- 6 He labels Ralph a coward and says he is not a ‘proper chief’ – implying that he would be a better chief.
- 7 He calls for the boys to vote against Ralph as chief.

p.36 Do it!

For example:

- The afternoon is ‘hazy and dreadful’.
- The sow ‘staggers’ into an open space where ‘bright flowers’ grew and ‘butterflies danced’.
- The boys collapse on the body of the sow as the butterflies ‘still danced’.

Golding includes these details to show how the beauty and purity of the island (Eden/paradise) contrast with the savagery of the boys’ (mankind’s) actions.

p.36 Stretch it!

This is your opinion. However, some critics have said that the boys’ actions are like a rape of the sow. Also, as these boys would probably have been expected to have missed their mothers, their actions of killing a sow while she is feeding her young seems savage in the extreme as this would have meant death for the piglets as well as the mother.

p.37 Do it!

The head on a stick has been accepted by the beast – the boys’ ‘awed’ reaction has a religious significance: they have created and are practising their own religion.

p.39 REVIEW IT!

- 1 Ralph’s
- 2 Piggy
- 3 Fundamental statements had to be said ‘at least twice’
- 4 Piggy knows that Jack would become chief and Jack hates Piggy.
- 5 Foreshadowing
- 6 The dead airman arrives.
- 7 The twins, Sam and Eric
- 8 Home
- 9 Jack
- 10 ‘Couldn’t let you do it on your own.’
- 11 The dirt shows their descent from civilisation.
- 12 ‘You’ll get back to where you came from.’ This adds to Simon’s spiritual nature.
- 13 Robert is nearly killed – they hurt him. This suggests that the boys are not far from killing a person rather than creatures.
- 14 Simon knows that the beast is within the boys themselves. This means that he has nothing to fear in the forest. He feels anger and discomfort when with the other boys.

p.39 REVIEW IT!

- 15 Roger is a loner. He stands apart from the group. This makes his action surprising.
- 16 Piggy 'can't hardly believe it'. As the voice of reason, the beast will seem like superstition.
- 17 Jack loses the vote and leaves the group.
- 18 Piggy becomes more confident and vocal when Jack leaves the group. Piggy knows that Ralph will listen, and respect his opinion and viewpoint.
- 19 Jack steals the fire from Ralph's group.
- 20 The beast is within them all.

CHRONOLOGICAL SECTION**CHAPTERS 9, 10, 11 & 12****p.40 Do it!**

The beast. Also Sam and Eric's fear of the beast is described as 'full of claws'.

p.41 Do it!

The storm is presented as building the tension between the two groups. When Golding describes the thunder, he uses war imagery to show its destructive nature: 'Instead of the dull boom there was a point of impact in the explosion.'

p.43 Do it!

The dead airman:

- The parachute fills and moves.
- The body slides.
- It is moved to its feet.
- It is spun and takes to the air.
- The body's feet touch the top of the trees.
- It falls slowly to the beach.

The boys:

- rush into the darkness
- are screaming.

p.43 Stretch it!

It could be argued that the slow movement of the airman from the top of the mountain is serene and beautiful. The contrast of the boys 'rushing' and 'screaming' highlights how the airman is at one with nature and poses no threat.

p.44 Do it!

Piggy is protective of the conch and values it more than the others. This is why his first thought is to protect it. The conch is a symbol of order; therefore Piggy, as the voice of reason, will always be linked to the conch.

p.45 Do it!

The boys respect and fear Jack as Chief. They follow his orders. They treat him as a god, an icon.

**p.45 AQA exam-style question**

How does Golding use the character of Jack to explore ideas about power in *Lord of the Flies*?

For example:

Paragraph	Content
1	Brief introduction. Use the words of the question and 'pinning the question down' to establish the focus of the answer and develop a line of argument: the island is a microcosm for civilisation with Jack representing autocratic rule.
2	Jack as leader of the choir – his assumption that his prowess at singing (a powerful attribute from his previous life) will mean that he should be voted leader.
3	Jack's use of power: his focus on fun and the thrill of the hunt; his flouting of the rules and desire to punish and silence. What he represents as a leader. Refer to reader reaction.
4	How the boys represent different groups in our civilisation. Microcosm of the real world. Why the boys follow Jack. How and why his leadership changes. Links to language, themes and contexts. Refer to reader reaction.
5	Golding's message: that power will corrupt because there is evil within everyone. What happened in Germany, 'It could happen here.'
6	Brief conclusion. Refer back to question. Check answer.

p.46 Do it!

- 'That was murder' – Ralph is clear-sighted about the events.
- 'What good're you doing talking like that?' – Piggy is in denial of the events and thinks they should not speak of it.
- 'That bloody dance' – Piggy blames the dance and the dark – shifting blame from the boys themselves.
- 'I wasn't scared' – Ralph cannot articulate what happened but is realistic that it wasn't fear that caused the murder.
- 'It wasn't – what you said' – another taboo as Piggy cannot mention murder. Again he is in denial.
- 'The things we did' – Ralph remains able to face the truth.
- 'pretending' – again denial from Piggy. Suggesting that Simon was only playing dead.
- 'He was batty. He asked for it' – Piggy shifts the blame on to the victim, Simon.
- 'I'm frightened' – Ralph admits his fear. He seems to be afraid of the boys themselves and what they have become.
- Sam and Eric say they 'got lost last night' – denying they were part of the dance.
- 'We left early' – all of the boys claim not to have been there – despite their wounds.

p.46 Stretch it!

With the shrill pig-like sound Golding is linking Piggy to the pigs on the island. His death will also be described using this imagery.

p.47 Do it!

Ralph is always presented as quiet, calm and patient. Here, his response is closer to Jack's than his usual behaviour.

p.48 Do it!

'Samneric protested out of the heart of civilisation': they don't fight back physically, but protest with mild words ('I say' and 'honestly').

**p.48 AQA exam-style question**

How does Golding use Roger to explore ideas about human nature in *Lord of the Flies*?

For example:

Paragraph	Content
1	Brief introduction. Use the words of the question and 'pinning the question down' to establish the focus of the answer and develop a line of argument: the island is a microcosm for civilisation with Roger representing evil and brutality.
2	Roger's descent into savagery seen through his actions – throwing stones. What he represents. Refer to reader reaction.
3	Roger's role within Jack's tribe: Roger represents pure evil and brutality. Roger enjoys torturing and killing people as an end in itself rather than a quest for power and leadership, like Jack. Refer to reader reaction.
4	How the boys represent different groups in our civilisation – Roger's role. Why Roger follows Jack – but how he poses a threat to Jack's power at the end of the novel. Links to language, themes and contexts. Refer to reader reaction.
5	Golding's message: there is evil within everyone. What happened in Germany: 'It could happen here.' We are all capable of evil unless held by the 'taboo of the old life'.
6	Brief conclusion. Refer back to question. Check answer.

p.49 Do it!

Piggy is presented in terms of his brain and his intelligence. With his death, all reason and rational thought is lost from the island – they have literally come out of Piggy's head and been washed away by the sea.

p.50 Do it!

Golding is implying that Roger has little respect for Jack. This suggests that Roger will challenge Jack for power at some point.

p.50 Stretch it!

For example:

Within this quotation, Golding expresses his belief that even 'average' people contain the capacity to commit evil acts. This can be seen through Jack's tribe's reaction to Piggy's death. They have no compassion or sense of shock. Golding also links this capacity for evil to the wars that take place within society. The boys, through their tribal savagery, are all linked to Roger's action. The savagery seen by Golding during the Second World War shows how all members of society are part of this aggression.

p.51 Do it!

Despite the fact that Ralph is rescued, he sobs for the end of innocence, the death of Piggy and his knowledge that there is 'darkness' within humankind.

p.52 Do it!

He stumbled over a root and the cry that pursued him rose even higher. He saw a shelter burst into flames and the fire flapped at his right shoulder and there was the glitter of water. Then he was down, rolling over and over in the warm sand, crouching with his arm up to ward off, trying to cry for mercy.

- noise
- sights
- movement
- touch/feeling

p.53 Do it!

For example:

...This view of the adult world reflects the theme of conflict that runs throughout the novel. The reader is struck by the irony that even though the boys are being rescued from a war-torn island, they are returning to a society that itself is gripped by conflict. The officer's uniform is pristine, with its 'white drill' contrasting sharply with Ralph's dirty clothes. However, the purity suggested by 'white' contrasts sharply with the threat implied by the 'revolver' that is part of this uniform.

p.53 Stretch it!

Your response to this question will be your own views. You may wish to consider how Golding brings the novel full circle back to the beach. You may also wish to explore how the boys are reduced to children again, instead of murdering savages, and how the irony of 'rescue' by a warship is used by Golding to complete the novel.

p.54 Do it!

Golding presents this image of warfare to show that conflict will always be within the heart of mankind.

p.55 REVIEW IT!

- 1 The body of the dead airman
- 2 Jack is on a 'throne' – he is powerful and in control of his tribe.
- 3 'the conch doesn't count at this end of the island –'
- 4 'There's going to be trouble.'
- 5 Ralph is caught up in the dance. The boys become like a single organism.
- 6 Piggy denies it. He refuses to speak of it.
- 7 They say, 'We left early.'
- 8 Jack does not give a reason for beating Wilfred. He does it because he can.
- 9 Piggy's glasses
- 10 The conch
- 11 Jack is hunting.
- 12 The hunters will have left the head as a gift for the beast.
- 13 A thief
- 14 Roger
- 15 Piggy falls forty feet, lands on a rock below, twitches and then is taken away by the sea.
- 16 Ralph is hit by the spear, tearing the skin and flesh over his ribs.
- 17 Ralph finds the pig's skull on a stick. He smashes it to the ground.
- 18 Sam and Eric
- 19 'tiny tots'

p.55 REVIEW IT!

20 The novel comes full circle, with the action starting and ending on the beach. Golding shows the boys being taken from the war-torn island back to a war-torn world, so creating another circle.

CHARACTERS

p.57 Do it!



Both answers will reflect your own opinion.

p.57 Stretch it!



Again, this is your own opinion; however, Golding's reference to the 'end of innocence' suggests that life will never be the same again for Ralph.

p.59 Do it!



You may have selected the following quotations:

Jack 'tried to convey the compulsion to track down and kill that was swallowing him up.'

'compulsion': suggests desire and craving – almost like an addiction.

'swallowing him up': suggests that this craving is all-consuming. Jack is descending into savagery.

Ralph is 'like Piggy. He says things like Piggy. He isn't a proper chief'.

'Piggy': Jack does not value intelligence and sees it as weak.

'proper chief': Jack sees strength as a leader as strength in combat and fighting. Therefore he sees himself as a 'proper chief'.

'I expect the beast disguised himself.'

'the beast': Jack uses fear to control the boys. An autocratic ruler uses fear to control society.

p.59 Stretch it!



This is your own opinion.

p.60 Do it!



You may have selected the following quotations:

Simon saw 'the picture of a human at once heroic and sick'.

'heroic and sick': Simon, as a spiritual being, understands the true nature of humankind and that within us all there is both good and evil.

'I'll go if you like. I don't mind, honestly.'

'I'll go': Simon knows that he has no reason to fear the forest because the real things to fear on the island are the boys themselves.

'You'll get back to where you came from.'

'get back': Golding presents Simon as a prophet, linking him to Christ. He predicts the future, telling Ralph that he will get back safely. Notice he doesn't say 'we'.

p.61 Do it!



You may have selected the following quotations:

'They used to call me Piggy!'

'they': even in his previous world Piggy was bullied and tormented. The two worlds are not very different from each other.

'Piggy': Piggy confides in Ralph but Ralph betrays him by telling the other boys this name. We do not learn Piggy's real name – Golding dehumanises him and marks him out as different from the other boys.

'I know there isn't no beast – not with claws and all that I mean – but I know there isn't no fear either.

'I know': Piggy is able to rationalise that there isn't a real beast. His intelligence tells him that it is fear that will cause the problems.

'not with claws': We see here his scientific approach to life.

'Ralph – remember what we came for. The fire. My specs.'

'remember what we came for': Piggy, as the voice of reason, acts as advisor to Ralph, the democrat. When Ralph loses track of his thoughts, Piggy is able to guide him.

p.65 Do it!



The naval officer

What we know

- The naval officer arrives on the beach just in time to save Ralph from Jack's hunters.
- The ship was alerted by the smoke from the fire.

Description

- The naval officer is dressed in a pristine uniform.
- Golding describes him as being baffled by the scene in front of him. He sees life on the island as a great adventure.
- He sees the boys as children – through his eyes, the littluns are described as 'tiny tots' and Jack is a 'little boy'.
- He thinks that British boys should have put up 'a better show than that'.

Represents

- The naval officer represents the outside world and rescue – ironically, he also represents warfare and an outside world that is torn apart by war.

p.65 REVIEW IT!

- 1 About 12 years old
- 2 Piggy
- 3 True
- 4 The conch
- 5 Jack
- 6 Roger
- 7 That he is leader of the choir and he can sing C sharp
- 8 Intelligence, reason and scientific thought
- 9 Christ
- 10 The end of innocence
- 11 Jack is unrepentant, exhilarated by the killing and tells Ralph that that is what will happen to him.
- 12 That there is no beast. The beast is within them.
- 13 Percival Wemys Madison
- 14 Golding shows how society is breaking down. Here we have brother fighting brother – suggesting civil war.
- 15 Simon
- 16 That Ralph will get home
- 17 Roger and Maurice
- 18 Jack and Roger – Roger even more so than Jack
- 19 The officer views the boys as playing an adventure game. He views them as children who are having ‘fun’.
- 20 This is your opinion, but it could be argued that Ralph had developed the most by the end of the novel. He sees the end of innocence. He learns to value Piggy and what he represents. He develops as a leader.

THEMES AND CONTEXTS

p.66 Do it!



For example:

Violence as retaliation for perceived wrong-doing against a group: the torture of Sam and Eric. Roger wields 'a nameless authority'.

Violent acts to create acceptance within a group: Ralph joins in with the hunters in the re-enactment of a hunt and kill and Robert is nearly hurt. Ralph feels the 'desire to squeeze and hurt'.

Violent acts against vulnerable members of society: Roger and Maurice's torment of the littluns by throwing sand and kicking over their sandcastles – 'Maurice followed, laughing, and added to the destruction.'

Violent acts for personal survival: Ralph stabbing a 'smallish savage' at the end of the novel to protect himself.

Brutality

Violence to cause or create fear: beating Wilfred for no reason other than to demonstrate Jack's power ('I don't know. He didn't say').

Violence to satisfy thrill-seeking behaviour: the killing of the sow by Jack and his hunters. 'Right up her ass!'

Whether you think any of these examples are more acceptable than others, is your opinion.

p.67 Do it!



- 1 Choir clothing: 'his cloak flying'
Hunting clothing: 'except for a pair of tattered shorts...he was naked'
Chief clothing: 'Jack, painted and garlanded, sat there like an idol'
- 2 The length of Ralph's hair shows how time is passing. Ralph's hair and his dirty clothes also show that they are moving away from civilisation into savagery. However, the fact that this bothers him shows that he finds becoming a savage uncomfortable.

p.67 Stretch it!



This is your opinion, but with Piggy as the voice of reason, Golding shows us that even Piggy can get swept up in events and that violence spirals out of control. It is shocking because he stands up to Jack and his violence. If it can happen to Piggy, it can happen to us.

p.68 Do it!



This episode shows how Ralph, the provider of shelter and rescue, will also have to resort to violence against the most vulnerable to protect himself.

p.68 Stretch it!



Simon's loss of innocence comes when he realises that the beast is within us all.

p.69 Do it!

‘Authority sat on his shoulder and chattered in his ear like an ape.’

‘like an ape’: Golding’s simile shows that Jack has descended to humankind’s most primitive form.

‘Authority’: Jack has total power but he has no human empathy or compassion – no sense of right or wrong.

‘chattered in his ear’: Jack’s constant desire for power chatters to him, constantly nagging him – he simply wants power.

p.71 Do it!

The boys are superficial in their recognition of leadership qualities. Piggy lacks Ralph’s calmness and charisma and Jack’s confidence and power.

p.71 Stretch it!

Piggy would represent the bureaucrats, government advisers and civil servants within government.

p.73 Do it!

When the novel was written and published, the world was in the grip of a nuclear arms race. The atom bomb was viewed as being the new form of warfare.

Symbolically, it shows that the world and civilised society are subject to the same conflicts as those that the boys face on the island.

p.74 Do it!

The flies could be seen to represent the boys and humankind.

p.75 REVIEW IT!

- 1 a
- 2 Barbarity, brutality, cruelty
- 3 Dominance, authority, control
- 4 Society, culture, humanity
- 5 Clash, war, confrontation
- 6 Piggy’s glasses on his belt, garlands of flowers, a throne
- 7 Golding saw the horrors within this war first hand.
- 8 The world was in the grip of a nuclear arms race at the time the novel was written. It was viewed as a real threat.
- 9 The *Lord of the Flies* – Beelzebub, Satan
- 10 Democratic
- 11 Autocratic
- 12 Any three from: political power; gaining power over others; power of fear; power of the mob; power of the natural world
- 13 End of innocence
- 14 The loss of civilisation
- 15 Democracy
- 16 The fight in the sky and the dead airman showed that the conflict is continuing in the adult world.
- 17 The message will always be relevant because it examines human nature.
- 18 The dance becomes a part of the ritual of hunting. It bonds the hunters.
- 19 Jack loses any sense of society’s rules. As a stranger, he knows no shame or self-consciousness.

p.75 REVIEW IT!

20 In literature, childhood was viewed as a precious time, with children being essentially good. Adventure stories showed good beating evil. This does not happen in *Lord of the Flies*. Children are shown as having the capacity for evil within them. The boys do not behave like the three boys in *The Coral Island*.

LANGUAGE, STRUCTURE AND FORM

p.76 Do it!

For example:

The ululation spread from shore to shore.	'ululation' Golding suggests that this primitive sound has taken on a life of its own. Golding removes the hunters from the spread of the sound.
The savage knelt down by the edge of the thicket.	'savage' Golding does not attempt to identify this hunter. Neither does Ralph, nor the reader.
but not in the middle – there	'there' Golding positions the reader inside Ralph's head. The interjection '– there' means that we see the detail at the same time as Ralph.
Two hands. A spear	'Two hands. A spear' The hunter has become just a series of body parts and actions. He is no longer human. We see these details as Ralph sees them, building the tension of the moment as we wait for Ralph's discovery.

p.77 Do it!



There are three key reasons:

- Words like 'wacco' and 'wizard' echo the language used by the three boys in *The Coral Island*.
- The schoolboy language reminds us that we are dealing with children, despite their brutal actions.
- The use of swear words is taboo in society. The use of these words shows how the boys are moving away from society's accepted norms.

p.78 Do it!



This is your own opinion, but the boys have witnessed violence towards the pigs, especially the sow, they have been party to two deaths and they have witnessed beating and torture. All of these events will have scarred the boys physically, mentally and emotionally.

p.79 Do it!



This is your opinion. It could be argued that the death of Piggy is also the climax of the novel.

p.80 Do it!



Sticks are sharpened for hunting pigs; a stick is sharpened at both ends for the pig's head as an offering to the beast; a stick is sharpened before the hunt for Ralph, presumably for his head.

p.81 Stretch it!



Ralph develops his leadership and his understanding of the value of Piggy. Jack develops his savagery, but it could be argued that this was always there: society managed to keep it from the surface.

p.82 Do it!



The stick symbolises the rituals associated with the hunt. At the end it symbolises that Jack wants Ralph's head. It represents Jack's complete descent into savagery.

p.83 REVIEW IT!



- 1 Warfare
- 2 Simile
- 3 It is an isolated world with no access to the outside world and so they have to create their own society without any help from adults.
- 4 There are many examples: for example, Simon predicts that Ralph will 'get back'.
- 5 Literally a 'tiny world'. A microcosm can be seen to represent our world and society.
- 6 The two fires, the rocks being plunged down mountains
- 7 The Garden of Eden
- 8 A turning point occurs where a change happens for better or worse for the protagonist.
- 9 The main character/the hero – Ralph
- 10 The villain/the antihero – Jack
- 11 There are many examples: changes to clothing; the use of warpaint; rituals relating to hunting; changes to a stick sharpened at both ends, and so on.
- 12 An allegory is a story with a message or a moral.
- 13 Piggy represents intelligence and the voice of reason.
- 14 Roger represents evil; he is the executioner.
- 15 The Littluns represent the general public.
- 16 The fire is linked to the boys' destruction of the island and the fires of hell.
- 17 An allusion is designed to make the reader think of links to another text or event.
- 18 *The Coral Island/Treasure Island*
- 19 Beelzebub and Satan
- 20 Simon can be viewed as representing spiritual life on the island. He is kind and helps the Littluns (as Christ did) and he helps to feed them by helping them reach fruit. He prophesises that Ralph will get back. He is killed while trying to deliver his message, which would have led to the boys' fears being relieved. He speaks to the head on a stick representing Satan, just as Christ spoke to Satan in the wilderness.

DOING WELL IN YOUR AQA EXAM

p.88 Do it!



Student A refers to the question and begins immediately to answer it using the word ‘attitude’ from the question. The function of the characters is referred to, showing understanding of Golding’s methods.

p.91 REVIEW IT!



- 1 45 minutes
- 2 Anthology poetry and Unseen poetry
- 3 Two
- 4 There will be two questions. You must only select one of them.
- 5 For example:
How and why does Ralph change in *Lord of the Flies*?
Write about:
 - how Ralph responds to other characters
 - how Golding presents Ralph in the way he writes.
- 6 For example:
How does Golding explore friendship in *Lord of the Flies*?
Write about:
 - the ideas about friendship in *Lord of the Flies*
 - how Golding presents these ideas in the way he writes.
- 7 For example:
Do you think Roger is an important character in *Lord of the Flies*?
Write about:
 - how Golding presents Roger
 - how Golding uses Roger to present ideas about people and society.
- 8 5–10 minutes
- 9 You need to pin down or prepare your exam question so that you are certain what the question is asking you. You are then prepared to answer your question well.
- 10 You can use indirect quotations: you can paraphrase what the quotation is about; briefly mention what a character says or does; briefly mention an event.
- 11 Vocabulary, sentence structures, spelling and punctuation are assessed through AO4 and are worth up to 4 marks.
- 12 AO1, AO2 and AO3 are worth 30 marks all together.
- 13 Read, understand and respond. Use evidence. 12 marks
- 14 Language, form and structure. Subject terminology. 12 marks
- 15 Perhaps advise them that it’s better to know the whole novel well as that question might not appear in the exam this time.
- 16 True. Write them only if they help you to answer the question.
- 17 Plan and write answers to exam questions.
- 18 1 Roger’s function/importance as second to Jack. What he represents. Links to the theme of savagery. 2 Roger tormenting the littluns. Links to growing savagery. 3 Roger’s function/importance in the novel as the executioner/his part in the death of Piggy. Links to the theme of power. 4 Roger at the end of the novel: will he challenge Jack’s power? Importance of this. 5 Golding’s message about society. Roger’s function/importance as representing evil.

p.91 REVIEW IT!

- 19** 1 Exploration of the glamour of new friendships – Ralph/Jack and how Golding presents them. What he wanted the reader to learn. 2 Exploration of how friendships break down – the rifts between Jack and Ralph, how they develop and how Golding presents them. What he wanted the reader to learn/the message. 3 Spiritual friendship – Ralph and Simon – how Golding presents it. What he wanted the reader to learn/the message. 4 True friendship and its development between Ralph and Piggy and how Golding presents it. What he wanted the reader to learn/the message. 5 Golding’s key messages about friendship.
- 20** Write your answer and then use the mark scheme on page 86 of the study guide to review how well you responded and where you need to improve.

AQA EXAM-STYLE QUESTIONS

Answers to the AQA exam-style questions are indicative only and highlight the key things that should be included in your response. You may cover other points. It's how your answer is written and how it fits with the mark scheme that will determine the quality of your answer.



p.92 Practice question 1

How far does Golding present Simon as a spiritual character?

For example:

Paragraph	Content
1	Brief introduction. Use the words of the question and 'pinning the question down' to establish the focus of the answer and develop a line of argument: Simon's function/importance within the novel as the Christ-figure.
2	Simon's understanding of the beast being within us all. Links to his need to share this important message that leads to his death. Links to Christ and the crucifixion.
3	Simon's role within the novel as uncorrupted by savagery: Simon represents kindness and spirituality. Simon's 'conversation' with the Lord of the Flies. Why Golding includes this. Refer to reader reaction.
4	How the boys represent different groups in our civilisation – Simon's role as Christ-figure. How Golding presents this. Links to language, themes and contexts. Refer to reader reaction.
5	Golding's message: there is evil within everyone. Simon's function as a contrast to the behaviour of the boys.
6	Brief conclusion. Refer back to question. Check answer.



p.92 Practice question 2

How does Golding present different attitudes to hunting and killing?

For example:

Paragraph	Content
1	Brief introduction. Use the words of the question and 'pinning the question down' to establish the focus of the answer and develop a line of argument: the island is a microcosm for civilisation with hunting and killing representing a descent into savagery.
2	Jack's attitude to hunting and killing – his build-up to his first kill. How this first kill makes other kills easier – leading to murder. Links to the themes of power and savagery.
3	Ralph's attitude to hunting: his 'baffled' response to Jack's compulsion to kill. What this represents in Ralph – links to civilisation and his focus on rescue. However, even Ralph is caught up in the hunt and the death of Simon. Refer to reader reaction.
4	How the boys' attitudes towards hunting and killing represent different groups in our civilisation. Piggy is contemptuous of Jack and his hunters; Roger enjoys the brutality of killing and hunting; the boys as a group are caught up in the thrill of the kill. Microcosm of the real world. Links to language, themes and contexts. Refer to reader reaction.
5	Golding's message: there is evil within everyone and this evil will increase within us all. We are all capable of murder. What happened in the Second World War could happen again.
6	Brief conclusion. Refer back to question. Check answer.



p.92 Practice question 3

How does Golding use Roger to explore ideas about evil?

For example:

Paragraph	Content
1	Brief introduction. Use the words of the question and 'pinning the question down' to establish the focus of the answer and develop a line of argument: Roger's function as representing brutality and his role as executioner.
2	How Roger is presented as developing his ability to kill: from throwing stones to the murder of Piggy.
3	Roger's function/importance in the novel as the executioner/his part in the torture of Sam and Eric. Links to theme of power. Why Golding includes this. Refer to reader reaction.
4	Roger at the end of the novel: will he challenge Jack's power? Importance of this. How Golding presents this. Links to language, themes and contexts. Refer to reader reaction.
5	Golding's message about society: there is evil within everyone. Roger's function as representing evil.
6	Brief conclusion. Refer back to question. Check answer.



p.93 Practice question 4

How does Golding present Sam and Eric?

For example:

Paragraph	Content
1	Brief introduction. Use the words of the question and 'pinning the question down' to establish the focus of the answer and develop a line of argument: Sam and Eric's function/importance within the novel as the followers, the ordinary people on the island.
2	How Golding presents Sam and Eric: they share 'identical laughter'; they finish each other's sentences – 'antiphonal speech'; 'They could never manage to do things sensibly if that meant acting independently'; in Chapter One they are presented 'panting at Ralph like dogs'. This image suggests their loyalty to Ralph, which will remain until the end of the novel. They become known by one name, Samneric.
3	How Golding presents Sam and Eric becoming part of Jack's tribe – being corrupted by their fear of Jack and Roger. Why Golding includes this. Refer to reader reaction.
4	How the boys represent different groups in our civilisation – Sam and Eric's role as ordinary people. How Golding presents this. Links to language, themes and contexts. Refer to reader reaction.
5	Golding's message: there was nothing in the characters of the German people that meant they gave in to Hitler's acts during the Second World War. Golding uses Sam and Eric to show that it could happen to anyone and everyone.
6	Brief conclusion. Refer back to question. Check answer.



p.93 Practice question 5

How does Golding use the littluns to explore ideas about the end of innocence?

For example:

Paragraph	Content
1	Brief introduction. Use the words of the question and 'pinning the question down' to establish the focus of the answer and develop a line of argument: the island is an isolated environment designed to show that even children can be brutal if there are no external checks on their natural behaviour.
2	Percival: how he recites his name and address at the start of the novel and how this remnant of civilisation breaks down by the end of the novel. How his parents have instilled this in him as a safety measure but it is of no use to him on the island. How this shows the end of innocence. Refer to reader reaction.
3	The lives of the littluns. What they represent and how their lives show the end of innocence: they are bullied by the biguns – Roger and Maurice; they are neglected by others, other than Simon. How in the end they are part of Jack's hunters. Refer to reader reaction.
4	The arrival of the naval officer and his perspective of 'fun and games'. Ralph's honesty that two had died. These were not innocent games. Links to language, themes and contexts. Refer to reader reaction.
5	Golding's message: that children are not innocent. He had watched behaviour in the playground and knew that children are capable of brutality.
6	Brief conclusion. Refer back to question. Check answer.



p.93 Practice question 6

How does Golding present human nature in *Lord of the Flies*?

For example:

Paragraph	Content
1	Brief introduction. Use the words of the question and 'pinning the question down' to establish the focus of the answer and develop a line of argument: the island is a microcosm for civilisation showing all sides of human nature.
2	Human nature shown through Ralph: his focus on rescue and shelters; use of the conch and rules. What he represents: the need for safety and security. Refer to reader reaction.
3	Human nature shown through Jack's opposing viewpoint: his focus on fun and the thrill of the hunt; his desire to punish and silence. What he represents: the need for power and dominance. Refer to reader reaction.
4	How the boys represent different aspects of human nature: kindness (Simon); intelligence (Piggy); brutality (Roger); the need to follow a strong leader (Sam and Eric). Microcosm of the real world. Links to language, themes and contexts. Refer to reader reaction.
5	Golding's message: that human nature will descend into savagery. There is evil within everyone.
6	Brief conclusion. Refer back to question. Check answer.