2.12 Literature: Lord of the Flies (William Golding): 1-hour Pack

AQA 8702 · about 60 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions.

1 Explain how Simon is presented as different from the other boys on the island.

(Total for Question 1 is 8 marks)

2 Write about how Golding presents the theme of the loss of innocence in the novel.

(Total for Question 2 is 12 marks)

© Revision Library | revisionlibrary.co.uk

3 Explain how fear of 'the beast' is used to affect the behaviour of the group.

(Total for Question 3 is 8 marks)

4 Write about how Golding presents ideas about power and leadership in the novel, and comment on the historical context that shaped his portrayal of human nature.

(Total for Question 4 is 15 marks)

© Revision Library | revisionlibrary.co.uk

5 Starting with your ideas about the conch and its eventual destruction, write about how Golding presents ideas about civilisation and its breakdown across the novel as a whole, and evaluate the extent to which the novel presents a pessimistic view of human nature.

In your response you should discuss:
- how Golding presents civilisation and its breakdown in the novel
- how Golding's methods create meaning
- the extent to which the novel presents a pessimistic view of human nature

(Total for Question 5 is 30 marks)

© Revision Library | revisionlibrary.co.uk

Mark scheme · 2.12 Literature: Lord of the Flies (William Golding): 1-hour Pack

Question 1

Level 4 Convincing, well-supported explanation: analyses how Simon's actions, insight and treatment by the group present him as distinct from the other boys, with confident reference to specific moments in the novel. **7-8**

Level 3 Clear explanation: explains at least two ways Simon differs from the other boys with clear reference to the novel. **5-6**

Level 2 Some explanation: identifies one relevant difference in Simon with a generally appropriate comment. **3-4**

Level 1 Simple, limited explanation: makes a simple point that Simon is kind or different, with little development. **1-2**

Indicative content:

- Simon quietly helps the younger boys and builds shelters without being asked, showing a natural kindness that contrasts with the self-interest shown by most of the other boys
- he is the only character to reach an understanding that the beast may be something within the boys themselves rather than an external monster, suggesting a deeper insight than the rest of the group
- his habit of going alone into the forest to a private, almost sacred space sets him apart from the group's increasingly public, tribal behaviour
- his death, mistaken for the beast during a frenzied ritual, presents the destruction of goodness and insight by a group driven by fear and mob behaviour

Question 2

Level 4 Convincing, well-structured response: sustained analysis of how the loss of innocence is presented through several characters and events across the whole novel, with confident subject terminology. **10-12**

Level 3 Clear response: explains how the loss of innocence is presented through at least two methods, with relevant reference to the novel. **7-9**

Level 2 Some response: identifies relevant moments relating to the loss of innocence with some supporting reference, though development may be limited. **4-6**

Level 1 Simple, limited response: makes a simple, undeveloped point about the loss of innocence. **1-3**

Indicative content:

- the boys' initial excitement at being free from adult supervision presents childhood freedom in a positive light before this innocence is gradually undermined
- the escalation from play-hunting to a real killing of an animal, and eventually to violence against other boys, marks clear stages in the loss of childlike innocence
- the littluns' early, almost playful fears develop into a genuine, damaging terror that affects the whole group's behaviour, showing innocence being replaced by real danger
- Ralph's final grief, understanding both the deaths that have occurred and what they reveal about human cruelty, presents the loss of innocence as something the surviving characters must consciously come to terms with
- the presence of the naval officer, who initially views the events as a game, is used to suggest that even adults can be slow to recognise the seriousness of what innocence has been lost

© Revision Library | revisionlibrary.co.uk

Question 3

Level 4 Convincing, well-supported explanation: analyses how fear of the beast is introduced, spreads and is exploited by different characters, with confident reference to specific moments in the novel. **7-8**

Level 3 Clear explanation: explains how fear of the beast affects the group's behaviour with clear reference to the novel. **5-6**

Level 2 Some explanation: identifies that fear of the beast affects the group with a generally appropriate comment. **3-4**

Level 1 Simple, limited explanation: makes a simple point that the boys are afraid, with little development. **1-2**

Indicative content:

- fear of the beast begins among the youngest boys but gradually spreads to affect the whole group, showing how quickly unfounded fear can take hold in an isolated community
- the mistaken sighting of a dead parachutist as a beast shows how fear distorts perception, causing the boys to misread ordinary or explainable events as evidence of a monster
- Jack exploits fear of the beast to draw boys towards his group, offering protection and the excitement of hunting as an answer to a fear that Ralph and Piggy cannot easily dispel through reason alone
- the beast is eventually suggested to exist within the boys themselves rather than as an external creature, reframing the fear as really being about the group's own capacity for violence

Question 4

Level 4 Convincing, critical response: sustained, perceptive analysis of power and leadership across the whole novel, using confident subject terminology; contextual point about Golding's wartime experience integrated fully and convincingly into the argument. **12-15**

Level 3 Clear, relevant response: explains how power and leadership are presented through several methods; makes a clear, appropriate contextual point about Golding's experience or the period. **8-11**

Level 2 Some, generic response: identifies relevant moments relating to power and leadership; makes a generic or partly relevant contextual comment. **4-7**

Level 1 Simple, limited response: makes a simple, undeveloped point about power and leadership; little or no contextual comment. **1-3**

Indicative content:

- Ralph's leadership, based on election and reasoned argument, is contrasted with Jack's leadership, which relies increasingly on fear, ritual and the offer of meat, presenting two competing models of power
- power on the island shifts from being tied to a shared symbol (the conch) to being tied to physical strength and the ability to inspire fear, tracking a wider breakdown in how authority is established
- Piggy's attempts to use logical argument to challenge Jack's authority are repeatedly dismissed, suggesting that reasoned leadership struggles to compete with power based on fear once a group feels threatened
- Golding served in the Royal Navy during the Second World War and witnessed violence at close hand, and the novel was written in the years following the war, during a period in which the full extent of wartime atrocities was becoming widely known
- this context shaped Golding's interest in exploring how ordinary people, including children, might behave when the structures of civilised society are removed, using the island as a controlled setting to test his ideas about power and human nature
- the novel can be read as a direct response to the more optimistic view of childhood found in earlier adventure fiction, offering a far more pessimistic account of what children might do to gain and hold power

© Revision Library | revisionlibrary.co.uk

Question 5

Level 4 Compelling, critical evaluation: sustained, sophisticated evaluation of civilisation and its breakdown across the whole novel; judicious, precisely selected references; perceptive analysis of methods with consistently precise subject terminology; contextual understanding woven seamlessly into the argument.	**25-30**
Level 3 Critical, exploratory evaluation: exploratory, critical response with a clear line of argument sustained across the novel; judicious range of references; analyses effects of methods with precise subject terminology; contextual factors integrated fully where relevant.	**17-24**
Level 2 Detailed, well-structured evaluation: consistently clear, detailed evaluation of civilisation and its breakdown; well-chosen range of references; explains effects of methods with subject terminology used accurately; understanding of relevant context clearly shown.	**9-16**
Level 1 Simple or clear evaluation: simple or clear response with some relevant reference; some comment on methods with limited or accurate use of subject terminology; some or little awareness of context.	**1-8**

Indicative content:

- the conch's journey from a respected symbol of ordered assembly to an object openly disregarded and finally smashed provides a clear structural marker of civilisation's decline across the novel
- civilisation is presented as fragile rather than natural: it depends on continued, active agreement (assemblies, shared rules) rather than existing automatically, so it collapses quickly once that agreement breaks down
- methods: Golding structures the novel around escalating incidents (the accidental fire death, Simon's death, Piggy's death) each of which further erodes the remaining civilised order, building a clear downward trajectory
- methods: recurring symbols (the conch, fire, Piggy's glasses) are used economically to track abstract ideas about civilisation through concrete, memorable objects, allowing the decline to be followed without lengthy explanation
- methods: the sudden tonal shift at the ending, brought about by the naval officer's arrival, forces the reader to re-evaluate the preceding events from an adult perspective, complicating any simple judgement of the boys
- evaluation: the novel is largely pessimistic, since civilisation collapses rapidly with only minimal external pressure, and the surviving adult world is shown to be engaged in its own war, suggesting the same capacity for savagery exists beyond the island
- evaluation, counter-view: some optimism remains in the continued, if unsuccessful, efforts of Ralph, Piggy and Simon to maintain reason, order and compassion, suggesting Golding does not present savagery as the only possible human response
- evaluation: Ralph's final grief, rather than relief, suggests the novel's ultimate concern is less with condemning the boys than with mourning what the loss of childhood innocence and civilised order reveals about human nature more broadly

© Revision Library | revisionlibrary.co.uk