Teacher Notes

Mary Hartley

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   • Activity sheet 1: Literary tradition
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41  Exam practice
Starter activity
What is your reaction to the thought of being stranded on a desert island with a group of children and teenagers, and no adults? Discuss what your hopes and fears would be.

Speaking and listening activity
Ask students to jot down answers to the questions below and then present the results in a talk or presentation. An alternative approach would be to organise pair or group interviews, in which the interviewers encourage the speaker with questions and comments. You might like to refer to the BBC radio programme *Desert Island Discs* and stress that the interest lies not just in people’s choices but in what those choices reveal about the individual.

This exercise could also lead to a piece of writing.

Desert island choices
- You are allowed one useful object. What would it be?
- What book or other reading material would you like to have with you?
- What three pieces of music would you like?
- You can have one object to remind you of home. What would you choose?
- If you could choose two people to be stranded with you, who would they be?
- You have been there a week. What do you miss most?

Activity 1
**FOCUS ON THEME**
You could read passages from *Coral Island*, available on www.gutenberg.org. See, for example:

Among other useful things, Jack, who was ever the most active and diligent, converted about three inches of the hoop-iron into an excellent knife. First he beat it quite flat with the axe. Then he made a rude handle, and tied the hoop-iron to it with our piece of whip-cord, and ground it to an edge on a piece of sand-stone. When it was finished he used it to shape a better handle, to which he fixed it with a strip of his cotton handkerchief, in which operation he had, as Peterkin pointed out, torn off one of Lord Nelson’s noses. However, the whip-cord, thus set free, was used by Peterkin as a fishing line. He merely tied a piece of oyster to the end of it. This, the fish were allowed to swallow, and then they were pulled quickly ashore. But as the line was very short and we had no boat, the fish we caught were exceedingly small.

One day Peterkin came up from the beach, where he had been angling, and said in a very cross tone, ‘I’ll tell you what, Jack, I’m not going to be humbugged with catching such contemptible things any longer. I want you to swim out with me on your back, and let me fish in deep water!’

‘Dear me, Peterkin,’ replied Jack, ‘I had no idea you were taking the thing so much to heart, else I would have got you out of that difficulty long ago. Let me see,’ – and Jack
looked down at a piece of timber on which he had been labouring, with a peculiar gaze of abstraction, which he always assumed when trying to invent or discover anything.

‘What say you to building a boat?’ he inquired, looking up hastily.

‘Take far too long,’ was the reply; ‘can’t be bothered waiting. I want to begin at once!’

Again Jack considered. ‘I have it!’ he cried. ‘We’ll fell a large tree and launch the trunk of it in the water, so that when you want to fish you’ve nothing to do but to swim out to it.’
CHAPTER 1
The Sound of the Shell

Starter activity
Think about books, films and television series which are based on situations where the characters are stranded, lost or isolated from the rest of the world. What kinds of events take place? How do people behave towards each other?

Activity 1
CHARACTER ANALYSIS
(a) Differences
1. Physical attributes and appearance
   • Ralph: fair, athletic, wearing shirt, shoes, socks, garters. Good swimmer.
   • Piggy: short, very fat, pale, wears glasses. Cannot swim, does not run, has asthma. Wears greasy wind breaker, zipped up.

2. Way they talk
   • Ralph says: ‘Daddy’, ‘Whizzoh!’, ‘What’s your father?’, ‘Gosh!’, ‘Sucks to your ass-mar!’

3. Reactions to island
   • Ralph: delighted, excited, revels in the physical environment. Assumes they will be rescued.
   • Piggy: nervous, ill-at-ease, out of his depth. Knows people have died and that no one knows where they are.

4. Family background
   • Ralph: father is Naval Commander who taught him to swim. Public school or similar.
   • Piggy: brought up by auntie who over-protects him and gives him access to lots of sweets. His father is dead and we can infer that his mother has left him with his aunt.

(b) Social and cultural differences are established, as is Ralph’s natural sense of superiority. Piggy actually says more and shows more awareness of their situation, but he defers to Ralph and wishes to ingratiate himself with him. You might infer a sense of ‘officer class’ and ‘other ranks’.
Activity 2
CHARACTER ANALYSIS
For the election speeches, students could work in threes, one taking each character. Speeches could focus on: why I should be chosen; why I am a better choice than the others; what is the first thing I will do; future plans.

CHAPTER 2:
Fire on the Mountain

Starter activity
What rules, written or unwritten, are in place at school, at home and in your social group? If these rules did not exist, how would your behaviour be affected?

Activity 3
LOOKING AT LANGUAGE
References could include school rules, the Queen, the navy, daddy, adventure stories, teatime, and parents dealing with over-excited children. The effect lies in the contrast between the familiar and secure, and the present circumstances, both on the island and with the war outside.

CHAPTER 3
Huts on the Beach

Starter activity
Think of examples from your own experience or from books, films, songs or television programmes, where two people basically like each other but have opposite ideas about what is important in their lives. What kind of thing happens?

Activity 1
CHARACTER ANALYSIS
(a) Ralph and Jack both have leadership qualities, are physically strong and athletic, are fairly self-confident, and are active and fairly intelligent.

Activity 2
FOCUS ON THEMES
Ralph works for the common good and tries to establish a society based on the ‘civilised’ one they know; Jack pretends to work for the common good but is driven by his own fierce desires. It is important to the thematic structure of the novel that they remain opposed.

Activity 3
LOOKING AT LANGUAGE
Words and phrases include: dark aromatic bushes; red and yellow sprays; gaudy butterflies; bright fantastic birds; honey-coloured sunlight; green candle-like buds; riotous colours; green sepals; darkness poured out; dim and strange; white flowers glimmering; scent spilled out.

‘Candle-like buds’ suggests a place of worship.
CHAPTER 4
Painted Faces and Long Hair

Starter activity
What does the chapter title suggest to you?

Activity 1
FOCUS ON THEMES
(a) You might focus on the idea that the desire to dominate and exercise power over weaker creatures is present even in very small children. Students might notice the hierarchy of power in which the tiny water creatures are at the bottom of the pile.

(b) Students could consider these questions, either in a formal debate or in a discussion.

Extension activity
Students might like to prepare a brief presentation on the idea of ‘survival of the fittest’. They might also like to research ideas about ‘nature versus nurture’ and explain how these concepts affect their reading of the novel.

Activity 2
CHARACTER ANALYSIS
Ralph is dismissive of Piggy’s ideas and of Piggy himself, who is an object of mockery. Piggy is pathetically pleased to receive what he mistakenly thinks is a sign of friendship from Ralph.

Activity 3
FOCUS ON THEMES
Sentence: ‘There was the brilliant world of hunting, tactics, fierce exhilaration, skill; and there was the world of longing and baffled common sense’ (p. 89).

Activity 5
FOCUS ON THEMES
(a) Piggy’s poor eyesight indicates his physical weakness and makes him appear different, an outsider. Jack’s disregard for civilised behaviour is shown when he grabs the glasses. Simon’s compassion is illustrated when he finds Piggy’s glasses for him (p. 89), and Ralph’s considerate behaviour, when he borrows Piggy’s glasses, shows that he has rejected Jack in favour of Piggy (p. 91).

(b) His glasses suggest a studious, scientific approach to the world. Their fragility is one means of challenging this approach. However, the fact that he needs them could suggest a limited intellectual vision. Possession of the glasses conveys power because they are essential to create fire, which is their only connection with the outside world.

CHAPTER 5
Beast from Water

Starter activity
Have you ever joined in behaviour which you knew was not right or sensible? Why did you do this? What did it feel like?
Activity 1
CHARACTER ANALYSIS
(a) Ralph finds it hard to be wise, to think and to make decisions.

(b) Ralph now recognises that Piggy is clever.

Activity 2
FOCUS ON THEMES
(b) Evidence could include: ‘tangled hair’; ‘dirt and decay’; ‘folds stiff like cardboard’.

Activity 4
CHARACTER ANALYSIS
It could illustrate that Piggy wants to deny the reality of the fear. His tone is that of a chiding parent.

CHAPTER 6
Beast from Air

Starter activity
What different kinds of courage can you think of? Have you ever been influenced by other people (in a good way or in a bad way) to do something that scared you?

Activity 1
CHARACTER ANALYSIS
‘Confidence’ and ‘reassurance’ are not experienced, although some students might see confidence (or bravado) in Jack’s determination to hunt. However, the following experiences do take place:
• ‘challenge’ – Jack to Ralph (p. 125); Ralph to Jack (p. 129);
• ‘embarrassment’ – Jack (p. 130);
• ‘insight’ – Simon (p. 128);
• ‘nervousness’ – Piggy (p. 125); Ralph (p. 130);
• ‘humour’ – Sam and Eric (p. 121);
• ‘assertiveness’ – Ralph (p. 130).

Activity 2
LOOKING AT LANGUAGE
‘A strange thing happened in his head. Something flittered there in front of his mind like a bat’s wing, obscuring his idea.’ (p. 133)

Activity 3
FOCUS ON THEMES
Jack excitedly sees the rock as a possible fort from which he could let loose a boulder if an enemy approached, and with some of the others he pushes a huge rock into the sea. This illustrates his urge to assert power and to destroy. To Jack the island is a military base which he can command, a place to be plundered and exploited. Ralph thinks the rock is inhospitable and ‘a rotten place’, with no fresh water. Ralph thinks about sustaining life, not destroying it. His attitude to the island reflects his responsible and nurturing character.
CHAPTER 7

Shadows and Tall Trees

Starter activity
What kind of ritual behaviour takes place at, for example, sports matches or demonstrations? Do you think that people can behave differently from usual in these circumstances?

Activity 1
FOCUS ON THEMES
Answers will vary. Simon is an enigmatic character. He is portrayed as having a mystical insight into the nature of life, and perhaps Golding is suggesting here that this extends to being able to predict the future. On a plot level, it reassures the reader that Ralph will return safely. Perhaps at the same time it hints that Simon himself will not.

Activity 2
LOOKING AT LANGUAGE
Words include: real pain, hurting, thick excitement, screaming, struggling, frenzy, brandishing his knife, frightened (p. 142).

Activity 3
FOCUS ON THEMES
(a) It might suggest that even ‘good’ characters are flawed – evil is latent in everyone.
(b) It illustrates the value system – violence gains respect, speaking sense does not.

CHAPTER 8

Gift for the Darkness

Starter activity
Think of a time when you were really scared of something. Describe how you felt and how your behaviour was affected. What did you think and feel when the incident was over?

Activity 1
CHARACTER ANALYSIS
Points could include: a coward; not a prefect; has not hunted or provided meat; gives orders; talks; expects obedience for nothing.

Activity 2
CHARACTER ANALYSIS
Piggy says they can do without Jack, especially now they do not need to hunt the beast. They will be happier without Jack. Although he sounds anxious, he is relieved.

Activity 3
LOOKING AT LANGUAGE
Examples could include: prodding, stabbing, sweat and noise and blood and terror, terrified squealing.
Activity 4

FOCUS ON THEMES

(a) Piggy still respects the symbolic power of the conch. His assumption that Jack shares this respect may show his unawareness of the depth of Jack’s depravity. Jack will take what he needs, but that is not the conch. There are opposing value systems on the island.

(b) Words and phrases could include: Demoniac figures with faces of white and red and green rushed out howling; stark naked save for paint and a belt; two anonymous savages; The Chief has spoken.

CHAPTER 9

A View to a Death

Starter activity
What does the chapter title suggest? Can you predict whose death this will be?

Activity 1

FOCUS ON THEMES

The words indicate Simon’s clear-sightedness in seeing what the figure is, without fear, prejudice or superstition. We see his compassion in setting the figure free and his respect for its humanity.

Activity 2

LOOKING AT LANGUAGE

<table>
<thead>
<tr>
<th>How Simon was killed</th>
<th>Simon’s ‘burial’</th>
</tr>
</thead>
<tbody>
<tr>
<td>darkly, uncertainly</td>
<td>inaudible syllable</td>
</tr>
<tr>
<td>shrill screaming</td>
<td>strange, moonbeam-bodied creatures with fiery eyes</td>
</tr>
<tr>
<td>crunched and screamed</td>
<td>layer of silver</td>
</tr>
<tr>
<td>abominable noise</td>
<td>moving patch of light</td>
</tr>
<tr>
<td>screamed, struck, bit, tore</td>
<td>brightness</td>
</tr>
<tr>
<td>tearing of teeth and claws</td>
<td>silvered</td>
</tr>
<tr>
<td></td>
<td>sculptured marble</td>
</tr>
<tr>
<td></td>
<td>fiery eyes and trailing vapours</td>
</tr>
<tr>
<td></td>
<td>great wave of the tide</td>
</tr>
<tr>
<td></td>
<td>fringe of inquisitive bright creatures</td>
</tr>
<tr>
<td></td>
<td>silver shape beneath the steadfast constellations</td>
</tr>
</tbody>
</table>

The language describing the murder suggests darkness and confusion, noise and animal savagery. That which describes Simon’s sea ‘burial’ suggests peace, mysticism, light, dignity and majesty. Overall, this contrasts the destructive violence of which humans are capable, with their capacity for harmony with the universe.
CHAPTER 10
The Shell and the Glasses

Starter activity
What do you think will be the effect of Simon’s death?

Activity 1
CHARACTER ANALYSIS

<table>
<thead>
<tr>
<th>Ralph</th>
<th>Piggy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiences shame and guilt</td>
<td>Cannot admit guilt</td>
</tr>
<tr>
<td>Takes responsibility for his actions</td>
<td>Does not accept responsibility</td>
</tr>
<tr>
<td>Recognises the evil of what they have done</td>
<td>Evasion and excuses – says he left early</td>
</tr>
<tr>
<td>Shows self-knowledge – reflects on his feelings of loathing and excitement</td>
<td>Is dishonest – looks for ways to remove blame</td>
</tr>
<tr>
<td>Displays honesty – admits his part in Simon’s death</td>
<td>Self-deception – insists it was just an accident</td>
</tr>
<tr>
<td>Acknowledges that it was murder</td>
<td>Wants to cover up his involvement by denying that he was there</td>
</tr>
<tr>
<td>Is disturbed by what they have done</td>
<td>Refuses to acknowledge murder</td>
</tr>
<tr>
<td></td>
<td>Manipulates the situation – suggests that Simon asked for it</td>
</tr>
<tr>
<td></td>
<td>Is disturbed by what they have done</td>
</tr>
</tbody>
</table>

Quotation
‘That was murder.’ (p.193)

Quotation
‘We never done nothing, we never seen nothing.’ (p.194)

Samneric

<table>
<thead>
<tr>
<th>Jack</th>
</tr>
</thead>
<tbody>
<tr>
<td>Display guilt</td>
</tr>
<tr>
<td>Evasion and excuses – pretend that they left early and were not involved</td>
</tr>
<tr>
<td>Do not accept responsibility</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

Quotation
‘We were very tired… so we left early.’ (p.195)

Quotation
‘He came – disguised.’ (p. 197).

Activity 2
FOCUS ON THEMES
Events that illustrate the nature of Jack’s regime:
• Castle Rock becomes a fort.
• Military-style defence posts are set up.
• A boulder is prepared as a defensive weapon.
• Jack orders Wilfred to be tied up and beaten, giving no reason for this decision.
• He submerges his own identity and presents himself as a tribal chief.
• He manages the savages’ fear and exploits it to consolidate his power.
• He controls by offering reassurance.
• He maintains morale by promising hunting.
• He gets fire for his tribe by stealing Piggy’s glasses.
• Roger’s sadism is fostered and encouraged.

Words that illustrate the nature of Jack’s regime:
• ‘A proper Chief’
• ‘irresponsible authority’
• ‘a bleak, painted face’

CHAPTER 11
Castle Rock

Starter activity
Can you predict what is likely to happen next?

Activity 1
FOCUS ON THEMES
The conch is described as shining and fragile, with a curve like a star. It is beautiful and delicate, like the values which are being destroyed. Piggy is proud to carry it. His comment that it is the one thing Jack has not got refers to the shell itself and to the civilisation it represents, of which Jack is no longer part.

Activity 2
CHARACTER ANALYSIS
Ralph gradually comes to realise the human capacity for evil, as embodied by Jack, and even more so by Roger. He also learns something of his own limits, coming to respect and depend on Piggy’s mental ability. In the pig hunt with Jack, he gets a taste of his own more savage side. Piggy, arguably, changes much less, doggedly continuing to believe in the morality with which he has been brought up, and in the idea that even Jack and his followers will ultimately have to respect it.

Activity 4
CHARACTER ANALYSIS
Piggy was a loyal friend to Ralph and Simon, and a spokesman for civilised and moral behaviour. He acted as adviser to Ralph, prompting him in assemblies when Ralph lost track of what he meant to say, and as a protector of the younger children. Despite his lack of athleticism he helped to build the huts on the beach, placing security above the excitement of the hunt. Though lacking in imagination, he had a scientific intelligence. He identified the conch and knew how to use it. It was also his idea to build the fire on the beach. He allowed his glasses to be used to start fires, but was highly indignant when Jack stole them. This was partly because he could hardly see, but more because he believed passionately that there was a right and a wrong way to behave. This belief was embodied symbolically by the conch and Piggy was holding this fragile symbol of democracy when he bravely met his death challenging the tyranny of Jack.
CHAPTER 12

Cry of the Hunters

Starter activity
What are your feelings as you prepare to read the final chapter?

Activity 1
FOCUS ON THEMES
It might suggest that whereas Simon accepted the truth about ‘mankind’s essential illness’, Ralph cannot do so, and wants to destroy the indestructible beast within.

Activity 2
LOOKING AT LANGUAGE
Answers could focus on the way everything is seen from Ralph’s point of view so that the reader identifies with him. Short sentences draw us into Ralph’s thought processes and graphically convey his struggle to focus and think clearly:

- Break the line
- A tree
- Hide, and let them pass

The use of the second person, as in ‘You could see a knee’, makes his experience vivid and immediate.

In contrast, long sentences indicate the extreme pressure of thought and memory. Students could comment on:

- the use of questions – ‘Burst the line like a boar?’
- the way that Ralph speaks out loud to himself
- the almost ‘stream of consciousness’ effect of: ‘Don’t scream’ (present command to himself) and ‘You’ll get back’ (memory of Simon’s words)

Activity 4
FOCUS ON THEMES
Answers will vary. However, the final paragraph contrasts the smartly uniformed and emotionally contained officer with the filthy, unkempt and sobbing children. The officer’s response – to allow the children time to ‘pull themselves together’ – is very British. He prefers to contemplate the ‘trim cruiser’ than comfort the boys. He cannot begin to understand the depths of savagery that these boys have discovered beneath the veneer of civilised life. Ironically, however, the cruiser itself is a warship – part of the human drive to destroy.
CHAPTERS 1 & 2

Test your knowledge

1. Which are Piggy's first words?
   (a) ‘Hi!’
   (b) ‘What’s your name?’
   (c) ‘Where’s the man with the megaphone?’
   (d) ‘You can’t half swim.’

2. Which are Ralph’s first words?
   (a) ‘Aren’t you going to swim?’
   (b) ‘This is an island.’
   (c) ‘Aren’t there any grown-ups at all?’
   (d) ‘Wacko!’

3. Identify each character, and say what the description suggests. Who...
   (a) is slight and furtive?
   (b) stands on his head with delight?
   (c) takes people’s names?
   (d) is always fainting?
   (e) climb the mountain?

4. Insert the missing words in these sentences. All the words and phrases describe colours.
   (a) ‘In colour the shell was __________, __________, touched here and there with fading __________.’
   (b) ‘The boy who controlled them was dressed in the same way though his cap badge was __________.’
   (c) ‘His hair was __________ beneath the __________ cap. Out of this face stared two __________ __________ eyes.’
   (d) ‘The lagoon is __________ of all shades and shadowy __________ and __________.’

5. Mark the following statements True or False:
   (a) The boys were evacuated to the island on a ship.
   (b) The boy with the mulberry-coloured birthmark said that he saw the beast come from the sea.
   (c) Ralph believes that they will be rescued.
   (d) Roger snatches Piggy’s glasses.
   (e) The choir is put in charge of keeping the fire alight.
   (f) The fire makes snakes emerge from the undergrowth.
   (g) All the boys can be safely accounted for.

6. When the boys rush to make the fire, the conch is ‘forgotten’. What does this suggest?

7. Who...
   (a) is the first to say that no-one knows where they are?
   (b) believes that grown-ups will be able to find them?
   (c) shows unsuspected intelligence?
   (d) blames Piggy because they do not have a list of names?
   (e) share ‘the strange invisible light of friendship?’
1. (a)

2. (b)

3. (a) Roger; not to be trusted, mysterious
   (b) Ralph; expresses his feelings in physical actions
   (c) Piggy; practical
   (d) Simon; different, frail
   (e) Ralph, Jack and Simon; emphasises Ralph and Jack as leaders and Simon, Ralph's choice, is marked out as special

4. (a) deep cream; pink
   (b) golden
   (c) red; black; light blue
   (d) blue; green; purple

5. (a) False
   (b) False
   (c) True
   (d) False
   (e) True
   (f) False
   (g) False

6. It indicates the fragility of the order and democratic rule that has been agreed.

7. (a) Piggy
   (b) Ralph
   (c) the twins
   (d) Ralph
   (e) Ralph and Jack
CHAPTERS 3 & 4

Test your knowledge

1. Who...
   (a) does most of the work building shelters?
   (b) has madness in his eyes?
   (c) picks fruit for the littluns?
   (d) wears only a pair of tattered shorts?

2.  
   (a) Jack’s priorities are:  
       (1)  
       (2)  
       (3)  
   (b) Ralph’s priorities are:  
       (1)  
       (2)  
   (c) The littluns’ priorities are:  
       (1)  
       (2)  
       (3)  

3. The following phrases relate to different characters’ experience and perception of the island. Link each phrase to a character or characters. Say in what context each phrase occurs.
   (a) ‘…it [isn’t] a good island.’ (2 characters)
   (b) ‘There was only the faintest indication of a trail here.’
   (c) ‘The leaves came apart and fluttered down.’
   (d) ‘The candle-buds stirred. Their green sepals drew back a little...’

4. Give two reasons why shelters are needed.

5. Simon does two kind things. What are they?

6. How does Ralph get the better of Jack?

7. What does Ralph do which shows that he is supporting Piggy and not Jack?
CHAPTERS 3 & 4

Answers

1. (a) Ralph and Simon  
   (b) Jack  
   (c) Simon  
   (d) Jack

2. (a) Jack  
   (1) hunting  
   (2) tracking  
   (3) killing  
   (b) Ralph  
   (1) shelter  
   (2) rescue  
   (c) Littluns  
   (1) bathing  
   (2) eating  
   (3) playing

3. (a) Simon, then Ralph, when they talk about the littluns’ fears.  
   (b) Jack, when he is hunting.  
   (c) Ralph and Simon, trying to build shelters.  
   (d) Simon, in his secret place in the forest.

4. Shelters provide protection from storms, and comfort and protection from fear and bad dreams.

5. He gives Piggy back his glasses and he gives him his portion of meat.

6. He stands still and forces Jack to build the fire three yards away.

7. He borrows Piggy’s glasses to light the fire.
CHAPTERS 5 & 6
Test your knowledge

1. Ralph calls an assembly to:
   (a) accuse Jack formally;
   (b) tell them to forget about the fear;
   (c) emphasise the importance of the rules;
   (d) say that they should build fires in different places to increase the chances of being seen.

2. Fill in the blanks:
   (a) The rocks are to be used for a __________.
   (b) ‘We’ve got to make smoke up there – or __________.’
   (c) ‘Don’t take fire from the __________.’
   (d) ‘“Life”, said __________ expansively, “is __________.”’
   (e) The boy who talks about the twisty things is called __________.
   (f) The boy who remembers his address but not his phone number is called __________.

3. (a) Who says that there may be a beast?
    (b) How does Maurice break the tension and make the boys laugh?
    (c) Who stays with Ralph when Jack goes off?

4. (a) What is the ‘sign’ that arrives on the island?
    (b) What is the ‘plopping’ noise that Sam’n Eric hear?
    (c) What do Sam’n Eric think the figure they see is?
    (d) Why does Ralph not use the conch to call the meeting?

5. Mark the following statements True or False:
   (a) Jack has been all over the island.
   (b) Piggy wants to join the expedition to Castle Rock.
   (c) Jack leads the way to Castle Rock.
   (d) Jack and Ralph agree that this would be a good place to set up a fort.

6. Fill in the blanks in these extracts:
   (a) ‘Then, each time the wind __________, the lines would __________ and the figure __________ forward again, sinking its __________ between its __________.’
   (b) ‘However Simon thought of the __________, there arose before his inward sight the picture of a __________ at once __________ and __________.’
   (c) ‘Can’t you see the __________? There’s no __________ showing. There may be a __________ out there.’
CHAPTERS 5 & 6
Answers

1. (c)

2. (a) lavatory
   (b) die (p. 101)
   (c) mountain (p. 102)
   (d) Piggy; scientific (p. 105)
   (e) Phil
   (f) Percival

3. (a) Simon
   (b) He pretends to fall over and hurt himself.
   (c) Piggy and Simon

4. (a) The body of a dead airman carried in by his parachute.
   (b) The sound of the wind in his parachute.
   (c) They think it is the beast.
   (d) In case the beast hears it.

5. (a) False
   (b) False
   (c) False
   (d) False

6. (a) dropped; slacken; bow; head; knees (p. 119)
   (b) beast; human; heroic, sick (p. 128)
   (c) mountain; signal; ship (p. 134)
CHAPTERS 7 & 8
Test your knowledge

1. Who says:
   (a) ‘You’ll get back to where you came from.’
   (b) ‘The spear stuck in.’
   (c) ‘Stop it! You’re hurting!’
   (d) ‘Use a littlun.’
   (e) ‘Why do you hate me?’
   (f) ‘I saw a thing bulge on the mountain.’

2. Which characters do you associate with the following words and phrases:
   (a) awareness of dirt
   (b) insight
   (c) innocence
   (d) yearning
   (e) pride
   (f) unease
   (g) bravado
   (h) courage
   (i) taunting
   (j) challenging
   (k) uncommunicative

3. (a) How does the presence of the figure of the beast affect their hope of rescue?
   (b) How does Ralph insult Jack's hunters?
   (c) What does Jack think the beast is?
   (d) What surprising suggestion does Simon make?
   (e) What clever suggestion does Piggy make?

4. (a) What is shown by Piggy and the twins bringing fruit to Ralph?
   (b) What is shown by the reference to the hunters' voices having been the song of angels?
   (c) What is shown by the references to the hunters as 'savages' and to Jack as the 'Chief'?
   (d) What is shown by the way Piggy thinks that Jack would have raided them for the conch?

5. In his encounter with the Lord of the Flies, which of the following does Simon hear the voice say? That:
   (a) the others think he is batty;
   (b) they will never be rescued from the island;
   (c) they will be rescued from the island;
   (d) he cannot escape from the beast;
   (e) he, ‘the beast’, is the reason for evil;
   (f) Jack will be able to hunt and kill the beast.
1. (a) Simon  
   (b) Ralph  
   (c) Robert  
   (d) Jack  
   (e) Ralph  
   (f) Jack  

2. (a) Ralph  
   (b) Simon  
   (c) Ralph  
   (d) Ralph  
   (e) Ralph  
   (f) Ralph  
   (g) Jack, Ralph  
   (h) Simon, Jack, Ralph, Roger  
   (i) Jack  
   (j) Jack  
   (k) Roger  

3. (a) Its position on the mountain means that they cannot light the fire there.  
   (b) He calls them 'boys armed with sticks'.  
   (c) He thinks it is a hunter.  
   (d) He thinks they should climb the mountain.  
   (e) He says they can build the fire on the rocks where they are.  

4. (a) They want to comfort him and show support.  
   (b) It shows how they have degenerated from their previous life, and suggests that they were never really angelic.  
   (c) The language indicates that they have become primitive.  
   (d) It shows that Piggy still upholds the values the conch represents, and perhaps has not yet grasped how totally Jack has rejected them.  

5. Simon hears the Lord of the Flies say (a), (d) and (e).
CHAPTERS 9 & 10
Test your knowledge

1. Simon climbs the mountain for which of the following reasons:
   (a) he wants to kill the beast;
   (b) he wants to get away from the others;
   (c) he knows that it is the only thing to do;
   (d) he needs air to get rid of his headache and nosebleed.

2. Which of the following is correct? Simon comes down from the mountain:
   (a) because he is scared of the beast;
   (b) to support Ralph and Piggy;
   (c) because he is hungry;
   (d) to tell everyone not to be scared of the figure on the mountain.

3. What reason does Piggy give for wanting to join Jack’s feast? What is the real reason?

4. What do the words ‘tremulously’, ‘confused and sweating’ and ‘breathlessly’ suggest about Ralph’s state of mind?

5. How does Jack deal with Ralph’s assertion of leadership?

6. Who is the first boy in the middle of the circle?

7. Who is the second boy in the middle of the circle?

8. What is suggested by the rock on the lever, Wilfred’s beating, and the sentries on duty?

9. Fill in the blanks:
   (a) Jack tells his tribe that the ________ might come again.
   (b) Maurice, ________ and ________ go to steal ________. ________.
   (c) Piggy had thought they were coming for the ________.
CHAPTERS 9 & 10

Answers

1. (c)

2. (d)

3. Piggy says it is to make sure nothing happens, but he really wants meat.

4. The language suggests that Ralph is nervous and lacks confidence.

5. Jack starts the ritual dance.

6. Roger

7. Simon

8. These elements suggest the cruel and arbitrary expression of power and military-style rule by fear.

9. (a) beast
   (b) Roger; Jack; Piggy’s glasses
   (c) conch
CHAPTERS 11 & 12
Test your knowledge

1. Who says:
   (a) ‘Are we savages or what?’
   (b) ‘What’s grown ups going to think?’
   (c) ‘He’ll be painted.’
   (d) ‘I knew it all the time. I hadn’t forgotten.’
   (e) ‘Call that a signal fire?’
   (f) ‘Tie them up.’
   (g) ‘The conch is gone.’

2. Fill in the blanks:
   (a) ‘Which is better, to have _______ and _______ , or to _______ and _______ .’
   (b) ‘The _______ of painted _______ giggled.’
   (c) ‘the conch exploded into a thousand _______ _______ and ceased to exist.’

3. Put these events in the order in which they happen:
   (a) Roger prepares to torture the twins
   (b) Piggy is killed
   (c) Ralph demands to have Piggy’s glasses back
   (d) Roger dislodges the rock
   (e) Ralph calls Jack a thief
   (f) Piggy decides to confront Jack
   (g) Ralph and Jack fight

4. (a) What wounds does Ralph have?
    (b) Who is guarding Ralph’s hiding place?
    (c) What do the littluns do when they see Ralph?
    (d) What does Ralph find in the clearing?
    (e) Who warns Ralph of Jack’s intentions?
    (f) Who betrays Ralph’s whereabouts?

5. ‘Roger sharpened a stick at both ends.’
   (a) What has this kind of stick been used for previously?
   (b) What does this suggest about their intentions for Ralph?

6. The fire that Jack’s tribe starts has two effects. What are they?
CHAPTERS 11 & 12

Answers

1. (a) Ralph
   (b) Piggy
   (c) Sam
   (d) Ralph
   (e) Ralph
   (f) Jack
   (g) Jack

2. (a) rules; agree; hunt; kill
   (b) tribe; savages
   (c) white fragments

3. (f), (c), (g), (e), (d), (b), (a)

4. (a) Bruising and a scar from Jack’s spear, and scratches and bruises from fleeing through the forest
   (b) Robert
   (c) They scream and run away
   (d) The pig’s skull
   (e) Samneric
   (f) Samneric

5. (a) To impale the pig’s head
   (b) That he is seen as a pig and will be hunted and treated like one

6. The fire forces Ralph out of his hiding place, and the smoke attracts a ship.
Characters

Starter activity
For which character do you mostly feel:
• admiration?
• sympathy?
• contempt?

Explain your choice, giving examples.

This could be a group activity followed by whole class discussion to compare responses.

Extension activities
(1) ‘The characters in Lord of the Flies are intended to embody certain ideas, and are therefore two-dimensional and lack interest.’ This statement could be used as the basis for a discussion or for a written response.
(2) Imagine Ralph and Jack as adults, living in today’s society. Describe their lives.
(3) Set up a tribunal to examine the events on the island and decide who was responsible for the deaths of the little boy, Simon and Piggy.

Ralph

Activity 1
Examples:
Physical courage: going up the mountain; approaching the ‘beast’ (Chapter 6)
Moral courage: admitting his part in Simon’s death (Chapter 10)
Kindness: borrowing Piggy’s glasses; thinking of Piggy alone with the littluns (Chapter 7); reassuring the littluns (Chapter 10)
Despair: ‘They might have seen us. We might have gone home.’ (Chapter 4)

Activity 2
This could be a formal debate, or a presentation in which students offer evidence for and against the statement.
Piggy

Activity 5
Piggy’s suggestions:
• Chapter 1: take names/make a list/have a meeting/use conch
• Chapter 2: have shelters
• Chapter 4: make a sundial
• Chapter 6: do not go to look for the beast
• Chapter 8: build fire on rocks, experiment with getting smoke from a small fire, Sam and Eric should count as two turns
• Chapter 9: go to Jack’s feast

Simon

Activity 7
He is similar to Ralph in that he shows kindness to the littluns and to Piggy. Like Piggy, he supports Ralph and stays loyal. Also like Piggy, he is physically frail. He is different in that he cannot communicate well and he is solitary. He has a deeper understanding of the human condition than the other boys. This makes him braver than them – he is willing to confront the ‘beast’.

Activity 8
Actions:
• He is kind and compassionate.
• He helps the littluns (which has New Testament connotations).
• He is like a prophet with a mission to tell the ‘good news’ (gospel) that will save them.
• Like Christ, he is killed.

Language:
• The spiritual/religious connotations of candle-buds (churches or places of worship), that bring light where there is darkness.
• His body after death is transformed.
• There is light around his head, suggesting a halo – like a saint or Christ.
• ‘Silvered’ and ‘marbled’ suggest eternity.
Roger

Activity 9
Roger is a choirboy and supports Jack from the beginning. He is with Jack when the first pig is killed. He shows a tendency to violence from the beginning – throwing stones at Henry (Chapter 4). He is sadistic in killing the pig (Chapter 8). He sends the rock down on Piggy. He is an instinctive torturer and knows how to coerce Sam and Eric (Chapter 11). He sharpens a stick at both ends for Ralph (Chapter 12). He has the ‘hangman’s horror’.

Activity 10
Roger shows that real evil is latent. Once the restraints of civilised conventions are loosened, human beings are free to express their desire to torment and kill.

Littleuns and others

Activity 11
Those who are kind to them and take their fears seriously show inherent goodness (Ralph, Piggy, Simon). Those who dismiss them, throw stones at them, etc. (Jack, Roger) show lack of concern or compassion and the desire to hurt and control.

Activity 12
- **Sam and Eric** are cheerful, helpful and decent. Their exaggerated description of the ‘beast’ sets the expedition in motion. They support Ralph and stay loyal, even when forced to join Jack’s tribe. Finally, they are tortured and betray Ralph.
- **Robert** joins Jack. He gets hurt in the re-enactment of the kill. He hints at future savagery.
- **Wilfred’s** function is to illustrate the nature of Jack’s regime. He is tied up and beaten as a warning and display of power.

Activity 13
Answers will vary. It is difficult to judge associations of the names in Golding’s own time, but one can try. ‘Ralph’ is a noble-sounding name with knightly connotations. ‘Jack’ is a more down-to-earth, no-nonsense, ‘tough’ sounding name. ‘Simon’ has a gentle ring, with connotations of ‘simple Simon’ and perhaps Saint Simon. Perhaps the fact that we never know Piggy’s real name suggests that he is never fully appreciated for himself (except perhaps by Ralph), and is always identified by his physical shortcomings.
Starter activity
Write down on separate slips of paper the names of objects which feature in the novel (e.g. glasses, Jack’s black cap, logs, sticks, etc.). With a partner take turns to select a piece of paper and explain how the object relates to the themes.

Extension activity: Speaking and listening
‘Lord of the Flies is a violent and disturbing novel. It should not be taught in schools.’ You could set up a formal debate with students speaking in support of or against this statement, followed by a discussion and a vote. You might arrange paired or group discussion of the statement, followed by feedback and whole class discussion. This could also be an essay topic.

Power and leadership

Extension activities
(1) A school captain is to be appointed. Discuss different ways of making this appointment. What are the advantages and drawbacks of the methods suggested?
(2) Is it true that power tends to corrupt? Think of arguments for and against this idea.

The decline of civilisation

Extension activities
(1) Draw a series of frames to show how the choir develops into a tribe of savages. Use captions and speech bubbles based on the text.
(2) Draw a series of cartoons or stick figures tracing how the rituals of playing and dancing turn into rituals of violence and death.

The presence of evil

Activity 3
Evidence for optimism could include: Simon’s love of humanity and attempt to save them; Ralph’s desire to do what is best; Piggy’s championship of what is right; the loyalty to the ‘good side’ shown by Piggy and Sam and Eric; the beauty of the conch and what it represents; the good feelings engendered by early optimism for a civilised society.
Extension activity
Students could research ideas about ‘fallen nature’, original sin and the idea of the ‘noble savage’, and show how they are reflected in the novel.

Nature

Activity 4
(a) alive
crawled away; scrambled up like a bright squirrel; leapt... clung... eating; began to knaw; wildlife; flapped at the first of the trees; the heart of flame leapt nimbly

(b) dangerous
crept as a jaguar creeps; savage with smoke; drum-roll; a tree exploded in the fire like a bomb

Extension activity
Draw a series of stones, increasing in size up to a boulder. Inside each one, write a few words to show its significance in the novel.
Starter activity
Make two bullet-pointed lists – one of the main events and ideas in Chapter 1 (A) and the other of the main events and ideas in Chapter 12 (B). Think of different ways the writer might have taken us from A to B.

Discuss your ideas and compare them with the original. How do the new suggestions alter the nature of the novel?

Activity 1
(a) The fire at the end of the novel, intended to lead Ralph to his death.
(b) In Chapter 11, Roger releases the boulder which kills Piggy.
(c) In Chapter 11, it has become a military fortress.
(d) Simon’s death at the hands of the boys.

Activity 2
This activity could be set as a longer piece of written work. Answers may focus on: the difference created by the emergence of the beast; the conflict between Ralph and Jack; the atmosphere of tension and fear; the absence of the delight that characterised the early experience.

Activity 3
Answers will vary. However, the parachutist and officer represent the adult world, which is at war. The parachutist is also a kind of sacrificial victim, dead on landing. A glimpse of his body hanging entangled in the parachute confirms the boys’ fears of there being a ‘beast’. His body also enables Golding to show Simon’s compassion when he untangles the strings. The body is taken out to sea, anticipating Simon’s own ‘sea burial’. The officer in the final chapter is in stark contrast with the boys. His disappointed expectations reflect the unrealistic values and beliefs of Coral Island, the novel that inspired Golding to write Lord of the Flies. His patriotic belief that ‘a pack of British boys… would have been able to put up a better show’ is naïve (p. 248).

Activity 4
Answers will vary. The early part of the novel shows a group of boys trying to establish democratic rule so that they can all enjoy life on what might be seen as a paradise island. The ending shows that human desires for power, destructive rivalry, and cruelty, make this impossible. This is summed up in the explanation that the Lord of the Flies gives to Simon in Chapter 8. Most readers will want Ralph to escape, but some will want Jack and Roger to be punished.

The questions left at the end are:
• Will the boys ever recover emotionally and become part of normal society?
• Will there be any kind of inquest into the deaths of Simon and Piggy?
• Will Jack and Roger be made accountable for their crimes?
• Will Ralph, Jack and Roger ever discuss events on the island? If so, what will they say?
Extension activity
Make up a board game based on the sequence of events in *Lord of the Flies*. It could be a simple dice-based game, like snakes and ladders, or something more skills-based. Alternatively, it could test players’ knowledge of the novel. Begin by working out the objectives of the game and how they will be achieved.
**ACTIVITY SHEET 1**

**Literary tradition**

When you have completed reading *Lord of the Flies*, read the following extracts from *Coral Island*, the Bible, *Paradise Lost* and *The Bacchae* (a play by Euripides in which a crazed mother and another woman tear her son to pieces, not recognising him). In the box on the right, note how the passage relates to *Lord of the Flies*.

<table>
<thead>
<tr>
<th><em>Coral Island</em></th>
<th><em>Lord of the Flies</em></th>
</tr>
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<tbody>
<tr>
<td>1.  ‘Let us ascertain what kind of island we have been cast upon... good or bad...’</td>
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<tr>
<td>2.  ‘There was no note of discord whatever in the symphony we played together on that sweet Coral Island.’</td>
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<tr>
<td>3.  (witnessing an act of cannibalism) ‘I would fain have turned away but a species of fascination seemed to hold me down.’</td>
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<tr>
<th><strong>The Bible</strong></th>
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<tbody>
<tr>
<td>4.   Jesus ‘withdrew into the wilderness, and prayed’.</td>
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<tr>
<td>5.   The cross was laid on Simon, a Cyrenian, ‘that he might bear it after Jesus’.</td>
</tr>
<tr>
<td>6.   ‘I must proclaim the good news.’</td>
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<tr>
<th><strong>Paradise Lost</strong></th>
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<tbody>
<tr>
<td>7.   ‘Who first seduced them to that foul revolt? The ‘infernal’ serpent’</td>
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<td>8.   ‘now the thought Both of lost happiness and lasting pain Torments him’</td>
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<th><strong>The Bacchae</strong></th>
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<tr>
<td>9.   ‘the maddened women feast on milk, honey and wine’</td>
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<tr>
<td>10.  ‘she dragged his arm off at the shoulder It was not her strength that did it but the god’s power seething in her hands’</td>
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</table>
## ACTIVITY SHEET 1

### Suggested answers

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<thead>
<tr>
<th><strong>Coral Island</strong></th>
<th><strong>Lord of the Flies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ‘Let us ascertain what kind of island we have been cast upon... good or bad...’</td>
<td>They feel that it may not be a good island (p. 66).</td>
</tr>
<tr>
<td>2. ‘There was no note of discord whatever in the symphony we played together on that sweet Coral Island.’</td>
<td>They are united in pleasure as they explore the island: ‘They were lifted up: were friends’ (p. 39).</td>
</tr>
<tr>
<td>3. (witnessing an act of cannibalism) ‘I would fain have turned away but a species of fascination seemed to hold me down.’</td>
<td>Ralph succumbs to the desire to ‘squeeze and hurt’ (p. 142) and his part in Simon’s death arouses ‘loathing’, and ‘excitement’ (p. 193).</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>4. Jesus ‘withdrew into the wilderness, and prayed’.</td>
<td>Simon’s excursions to his secret place have a spiritual dimension (pp. 71–2).</td>
</tr>
<tr>
<td>5. The cross was laid on Simon, a Cyrenian, ‘that he might bear it after Jesus’.</td>
<td>Simon’s ‘cross’ is to understand the darkness in men’s hearts.</td>
</tr>
<tr>
<td>6. ‘I must proclaim the good news.’</td>
<td>Simon goes down the mountain to proclaim the good news that they need not be afraid of the figure up there (p. 188).</td>
</tr>
</tbody>
</table>

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<tr>
<td>7. ‘Who first seduced them to that foul revolt? The ‘infernal’ serpent’</td>
<td>The serpent or snake is one of the manifestations of evil on the island.</td>
</tr>
<tr>
<td>8. ‘now the thought Both of lost happiness and lasting pain Torments him’</td>
<td>Ralph weeps for lost happiness and is wrenched by pain for all that has happened (p. 248).</td>
</tr>
</tbody>
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<tr>
<td>9. ‘the maddened women feast on milk, honey and wine’</td>
<td>The concept of ‘feasting’ is central to Jack’s wielding of power.</td>
</tr>
<tr>
<td>10. ‘she dragged his arm off at the shoulder It was not her strength that did it but the god’s power seething in her hands’</td>
<td>Simon’s death is described with actions of biting and tearing (p. 188).</td>
</tr>
</tbody>
</table>
# ACTIVITY SHEET 2

**Ralph & Jack’s leadership qualities**

What makes a good leader? List the six most important characteristics below and find evidence of these qualities in Ralph and Jack, giving each boy a rating out of 5 for each quality.

<table>
<thead>
<tr>
<th>Leadership quality</th>
<th>Ralph</th>
<th>Jack</th>
</tr>
</thead>
</table>
| 1.                 | Rating:  
                      Evidence: | Rating:  
                      Evidence: |
| 2.                 | Rating:  
                      Evidence: | Rating:  
                      Evidence: |
| 3.                 | Rating:  
                      Evidence: | Rating:  
                      Evidence: |
| 4.                 | Rating:  
                      Evidence: | Rating:  
                      Evidence: |
| 5.                 | Rating:  
                      Evidence: | Rating:  
                      Evidence: |
| 6.                 | Rating:  
                      Evidence: | Rating:  
                      Evidence: |
# ACTIVITY SHEET 2

## Suggested answers

Opinions on ratings will vary.

<table>
<thead>
<tr>
<th>Leadership quality</th>
<th>Ralph</th>
<th>Jack</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Inspires confidence</td>
<td>Rating:</td>
<td>Rating:</td>
</tr>
<tr>
<td></td>
<td>Evidence: Is reassuring about rescue; looks the part; the conch gives him authority; has the familiarity of an adult</td>
<td>Evidence: Assumes the right to be a leader; is used to giving orders</td>
</tr>
<tr>
<td>2. Appropriate leadership style</td>
<td>Rating:</td>
<td>Rating:</td>
</tr>
<tr>
<td></td>
<td>Evidence: Is democratic; believes in rules; sets up systems for protection and to enable rescue; wants to collaborate</td>
<td>Evidence: Rejects democracy; changes rules when it suits him; offers excitement; uses power and fear; wants to dominate</td>
</tr>
<tr>
<td>3. Vision</td>
<td>Rating:</td>
<td>Rating:</td>
</tr>
<tr>
<td></td>
<td>Evidence: Focuses on rescue; stresses the importance of the fire; thinks ahead; has a long-term view</td>
<td>Evidence: Has a short-term view; focuses on personal gratification; is blind to the ultimate goal of rescue</td>
</tr>
<tr>
<td>4. Communication skills</td>
<td>Rating:</td>
<td>Rating:</td>
</tr>
<tr>
<td></td>
<td>Evidence: Speaks fluently in the assembly; talks directly and honestly; listens to others; makes concessions when necessary</td>
<td>Evidence: Speaks challengingly; uses violent language; tells boys what they want to hear</td>
</tr>
<tr>
<td>5. Responsibility</td>
<td>Rating:</td>
<td>Rating:</td>
</tr>
<tr>
<td></td>
<td>Evidence: Has a sense of duty; considers others; shows concern for littluns’ well-being; delegates – offers Jack leader’s role; protects Piggy</td>
<td>Evidence: Does not think of others’ well-being; is physically violent; dismissive of weakness; mocks the littluns’ fears; is blinded by his obsession for hunting</td>
</tr>
<tr>
<td>6. Intelligence</td>
<td>Rating:</td>
<td>Rating:</td>
</tr>
<tr>
<td></td>
<td>Evidence: Understands their situation; establishes a plan – exploration, building huts, keeping a fire going at all times; appreciates Piggy’s abilities and contributions; cannot understand why people do not behave responsibly</td>
<td>Evidence: Does not think things through; does not see the importance of food and shelter; his obsession with hunting dominates his thinking; understands how to use fear to increase his power</td>
</tr>
</tbody>
</table>
ACTIVITY SHEET 3

Ralph

What do the following lines show about Ralph?

<table>
<thead>
<tr>
<th>Evidence</th>
<th>What it shows</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ‘Jack’s in charge of the choir’</td>
<td></td>
</tr>
<tr>
<td>2. ‘Now go back, Piggy, and take names’</td>
<td></td>
</tr>
<tr>
<td>3. ‘I was wrong to call this assembly so late’</td>
<td></td>
</tr>
<tr>
<td>4. ‘I can’t think. Not like Piggy’</td>
<td></td>
</tr>
<tr>
<td>5. ‘Are you all off your rockers?’</td>
<td></td>
</tr>
<tr>
<td>6. ‘Unwillingly he felt his lips twitch’</td>
<td></td>
</tr>
<tr>
<td>7. ‘That was a dirty trick’</td>
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</tr>
<tr>
<td>8. ‘I wounded him!’</td>
<td></td>
</tr>
<tr>
<td>9. ‘We won’t be painted because we aren’t savages’</td>
<td></td>
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</table>
## ACTIVITY SHEET 3

### Suggested answers

<table>
<thead>
<tr>
<th>Evidence</th>
<th>What it shows</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ‘Jack’s in charge of the choir’</td>
<td>Ralph believes in democratic power-sharing. He is sensitive to Jack’s defeat in the vote, but does not stop to think about the possible implications of giving Jack unlimited control of the choir.</td>
</tr>
<tr>
<td>2. ‘Now go back, Piggy, and take names’</td>
<td>He treats Piggy with respect by giving him authority to do a job.</td>
</tr>
<tr>
<td>3. ‘I was wrong to call this assembly so late’</td>
<td>Ralph has made an error of judgement, which he admits. He has underestimated the depth of the boys’ fear.</td>
</tr>
<tr>
<td>4. ‘I can’t think. Not like Piggy’</td>
<td>Ralph acknowledges his limitations and has come to respect Piggy’s intellectual capabilities.</td>
</tr>
<tr>
<td>5. ‘Are you all off your rockers?’</td>
<td>Ralph has the objectivity to see irrationalism in others and the courage to challenge it.</td>
</tr>
<tr>
<td>6. ‘Unwillingly he felt his lips twitch’</td>
<td>Ralph too has the ability to be cruel and to be influenced by the crowd.</td>
</tr>
<tr>
<td>7. ‘That was a dirty trick’</td>
<td>He believes in fairness and respect.</td>
</tr>
<tr>
<td>8. ‘I wounded him!’</td>
<td>Ralph wants his part in the hunt to be acknowledged. He briefly experiences the blood-lust that drives the hunters.</td>
</tr>
<tr>
<td>9. ‘We won’t be painted because we aren’t savages’</td>
<td>Right to the end, Ralph maintains civilised values.</td>
</tr>
</tbody>
</table>
ACTIVITY SHEET 4

Jack

Find quotations and references to illustrate these aspects of Jack’s character.

<table>
<thead>
<tr>
<th>Background</th>
</tr>
</thead>
<tbody>
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<thead>
<tr>
<th>Arrogance</th>
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<table>
<thead>
<tr>
<th>Cruelty</th>
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<table>
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<tr>
<th>Insecurity</th>
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<table>
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<tr>
<th>Frustration</th>
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<thead>
<tr>
<th>Obsession</th>
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<table>
<thead>
<tr>
<th>Destructiveness</th>
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<tr>
<th>Desire for power</th>
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## ACTIVITY SHEET 4

### Suggested answers

Suggestions might include:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Background</strong></td>
<td>He is head boy and chapter chorister in a choir school, and so is used to being in charge (Chapter 1).</td>
</tr>
<tr>
<td><strong>Arrogance</strong></td>
<td>He assumes he should be chief (Chapter 1).</td>
</tr>
<tr>
<td><strong>Cruelty</strong></td>
<td>He taunts and hits Piggy (Chapter 2), beats Wilfred (Chapter 10), ties up Sam and Eric and spears Ralph (Chapter 11), and hunts Ralph (Chapter 12).</td>
</tr>
<tr>
<td><strong>Insecurity</strong></td>
<td>He feels humiliated and cries when he is rejected (Chapter 8).</td>
</tr>
<tr>
<td><strong>Frustration</strong></td>
<td>He is frustrated when the pig escapes and when he cannot get Ralph to understand about hunting (Chapter 3).</td>
</tr>
<tr>
<td><strong>Obsession</strong></td>
<td>He is obsessed with hunting. He gets so excited when he works out how to track the pigs that Ralph thinks he must have seen a ship (Chapter 3).</td>
</tr>
<tr>
<td><strong>Destructiveness</strong></td>
<td>He sends rocks crashing (Chapter 1, Chapter 6).</td>
</tr>
<tr>
<td><strong>Power</strong></td>
<td>He claims leadership (Chapter 1), challenges Ralph’s leadership (Chapter 8), becomes a tribal chief (Chapter 9) and sets up a military fort (Chapter 11).</td>
</tr>
</tbody>
</table>
**ACTIVITY SHEET 5**

**Piggy & Simon**

Write the following words and phrases in the appropriate box. Some may appear in both boxes. Give a quotation or reference to support your choice.

<table>
<thead>
<tr>
<th>outsider</th>
<th>logical</th>
<th>thoughtful</th>
<th>supportive</th>
<th>unconfident</th>
</tr>
</thead>
<tbody>
<tr>
<td>kind</td>
<td>physically weak</td>
<td>intelligent</td>
<td>attractive</td>
<td>self-deluding</td>
</tr>
<tr>
<td>spiritual</td>
<td>sensitive</td>
<td>self-aware</td>
<td>dismissed by others</td>
<td>decent</td>
</tr>
<tr>
<td>brave</td>
<td>bullied</td>
<td>popular</td>
<td>practical</td>
<td>insightful</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Piggy</th>
<th>Simon</th>
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</table>
# ACTIVITY SHEET 5

## Suggested answers

<table>
<thead>
<tr>
<th>Piggy</th>
<th>Simon</th>
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<tbody>
<tr>
<td><strong>outsider</strong> – His appearance and way of speaking set him apart from the others; ‘Piggy was an outsider, not only by accent’ (p. 81).</td>
<td><strong>outsider</strong> – He is thought of as ‘queer’ and ‘funny’ (p. 69).</td>
</tr>
<tr>
<td><strong>kind</strong> – He helps the littlun to speak in the assembly (p. 46).</td>
<td><strong>kind</strong> – He helps the littluns to fruit (p. 71).</td>
</tr>
<tr>
<td><strong>brave</strong> – He confronts Jack and his tribe (pp. 221–22).</td>
<td><strong>brave</strong> – He climbs the mountain to confront the ‘beast’ (Chapter 9).</td>
</tr>
<tr>
<td><strong>logical</strong> – He works out the reality of their situation (pp. 58–60); he sees the unfairness in Samneric being counted as one person in task allocation (p. 172); ‘Piggy could go step by step inside that fat head of his’ (p. 97).</td>
<td><strong>physically weak</strong> – He faints and has fits.</td>
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<tr>
<td><strong>physically weak</strong> – He has asthma and is overweight.</td>
<td><strong>sensitive</strong> – He is sensitive to the hostility between Jack and Ralph (p. 86); to the natural life of the island (p. 72); to Piggy’s hunger for meat (p. 92).</td>
</tr>
<tr>
<td><strong>sensitive</strong> – He is hurt when Ralph reveals his nickname (p. 29) and when he is not listened to (p. 56).</td>
<td><strong>popular</strong> – Although thought of as odd, Simon is liked and is chosen to explore the island (p. 31).</td>
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<tr>
<td><strong>bullied</strong> – Jack seizes his glasses (p. 53) and punches him (p. 89).</td>
<td><strong>supportive</strong> – He helps to build the shelters (pp. 63–4) and he reassures Ralph that he will ‘get back all right’ (p. 137).</td>
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<td><strong>thoughtful</strong> – He thinks about making a sundial as a clock (p. 81); ‘I been in bed so much I done some thinking’ (p. 116).</td>
<td><strong>attractive</strong> – His appearance is vivid and appealing (p. 37).</td>
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<td><strong>intelligent</strong> – He suggests lighting the fire on the beach (p. 160).</td>
<td><strong>dismissed by others</strong> – Piggy says that Simon is ‘cracked’ enough to climb the mountain by himself (p. 164)</td>
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<tr>
<td><strong>supportive</strong> – He stops the others interrupting Ralph; prompts Ralph when he loses his train of thought (p. 176); ‘You’re Chief, Ralph. You remember everything’ (p. 213).</td>
<td><strong>unconfident</strong> – ‘to speak in the assembly was a terrible thing to him’ (p. 110).</td>
</tr>
<tr>
<td><strong>dismissed by others</strong> – He is not taken seriously and his ideas are not listened to; ‘they looked at him with eyes that lacked interest in what they saw’ (pp. 57–8).</td>
<td><strong>insightful</strong> – He understands that the evil is within them: ‘maybe it’s only us’ (p. 111).</td>
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<td><strong>practical</strong> – He has ‘matter-of-fact ideas’ (p. 81) and thinks that lack of common sense is the cause of trouble on the island (p. 164).</td>
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<tr>
<td><strong>self-deluding</strong> – He does not face up to the reality of Simon’s death.</td>
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<td><strong>decent</strong> – He believes ‘what’s right’s right’ (p. 211).</td>
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<tr>
<td><strong>insightful</strong> – He understands people and the dynamics of Jack and Ralph’s relationship (p. 116).</td>
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An A* response to the following question:

What does Golding suggest about society and how it operates in *Lord of the Flies*?

Golding examines a number of different societies in the novel. At the beginning the boys set up an ordered and democratic society, governed by civilised behaviour and agreed rules. This system is recognisably based on their experience of home and school. Ralph’s ‘We’ll have “Hands up” like at school’, and Piggy’s ‘martyred expression of a parent’ and frequent references to grown-ups, illustrate adherence to a structure in which authority is associated with adults. Although they know that they are on the island because of a war situation, they never question the adult behaviour which has brought the world to ruin, but the reader sees the irony of their faith in the wider society.

It is assumed from the beginning that there should be one leader. Ralph says: ‘Seems to me we ought to have a chief to decide things,’ and this concept goes unchallenged. However, the position of leader becomes the focal point of conflict and leads to the break-up of order. Although Jack is given a position of power, in charge of the choir/hunters, he cannot control his resentment of Ralph’s position or his own overwhelming desire to dominate.

There is no ideal leader of the group. Ralph is a fair-minded decent person with a sense of responsibility, but he does not function well when things get tough. He shows poor judgement, such as holding the assembly in the dark and taking a vote on the existence of ghosts, and he gradually realises that Piggy is cleverer than he is: ‘Piggy could think.’ Ralph finds that his thinking is obscured by the ‘shutter’ or ‘curtain’ that descends in his brain. But Piggy, despite his brains and occasional insights into human nature, would not be a convincing leader. His physical appearance and his attitudes make him a figure of fun to be mocked and derided, and his intelligence carries no weight. Even well-meaning leaders are flawed and inadequate.

The values of this society are symbolised by the conch. The shell is presented as functional. It is used to summon the boys, and in the assembly it is central to the democratic process. The conch is also beautiful, deep cream and faded pink, with ‘a delicate, embossed pattern’. Through the conch, a high value is placed on the virtues of order and tolerance. It is regarded with ‘affectionate respect’ by Ralph, Piggy and those who support what it stands for, and almost immediately disregarded by Jack, who puts his individual needs above the needs of society. As the democratic society disintegrates, the conch becomes ‘fragile and white’, and its destruction at the moment of Piggy’s death indicates the final defeat of the values it represents. This defeat of democracy is presented as tragic and inevitable. Democracy is overcome by the forces of despotism and cruelty, represented by Jack.

There is nothing admirable about the society that Jack leads. It operates on a basis of fear. Jack surrenders himself to his violent, bloodthirsty instincts and rules as a ‘painted and garlanded’ tribal chief. His is a reign of terror, with Wilfred being beaten in a display of cruel and arbitrary power, and Roger rising to prominence as a sadistic torturer. Jack keeps his tribesmen in check by exploiting their fear of the beast, promising them protection and reassuring them that primitive rituals such as leaving some of the kill for the beast will placate it.
However, the democratic society is not depicted as ideal. Some of its members enjoy the talking and debating, but their lack of focus on achieving the agreed tasks threatens the boys’ chances of safety and rescue. Ralph and Simon are the only ones who build the shelters, and Ralph despairs about others’ inability to keep the rules about drinking water and using the rocks as a lavatory – and most of all, their refusal to recognise the importance of the fire. The littluns, a mini-society of their own, ‘enjoyed the entertainment of the assemblies’, but remain outside the main structure in their own ‘passionately emotional and corporate life’. For most of the boys, hunting and having fun is more appealing than behaving responsibly.

Golding seems to suggest that systems do not work. Ralph’s society is basically good, but it is open to exploitation by the stronger and the ruthless, and is constantly under threat. Something deeper than a system, ‘the darkness of man’s heart’, governs human behaviour. The power of the beast lies in everyone, and this is what leads to the atrocities of Simon’s and Piggy’s deaths. Simon has an intuitive understanding of what it is that makes a good life on the island impossible, but he is dismissed as odd and ‘batty’. The love and understanding he embodies can have no effect, and society moves to marginalise him and silence those whose vision challenges its way of operating.

Overall comment
This essay shows a conceptually response to task and an exploratory response to ideas. It uses the correct tone for a formal essay. It offers interpretation, always backed up by textual detail and well-chosen quotes, most of which are fluently embedded in the main body of the essay.