



SIMON (AQA)

! YOUR ESSAY MUST MEET ALL THE CRITERIA FOR THE INTRODUCTION, BODY PARAGRAPHS, AS WELL AS CONCLUSION; OTHERWISE, YOUR ESSAY WILL NOT BE MARKED! !



! COMPLETE THE COVER LIST BELOW TO ENSURE YOU HAVE MET ALL THE CRITERIA !

Cover Checklist- ✓ Tick Each Section When Complete.

- ☒ PREP STEP - Make a copy of this document.
- ☒ PREP STEP - Share your essay outline template with your tutor.
- ☒ PREP STEP - Copy and paste the link for your essay outline into your study system.
- ☒ STEP 1 - Outline your 100% essay - **START WITH THE CONCLUSION & WORK BACKWARDS**
- ☒ STEP 2 - Use the TTECEA checklist for details
- ☒ STEP 3 - Revise your essay - check for coherence & cohesion, redundant repetition, clarity, vocabulary, etc.
- ☒ STEP 4 - Edit your essay.
- ☒ STEP 5 - Put your essay together as one complete piece.

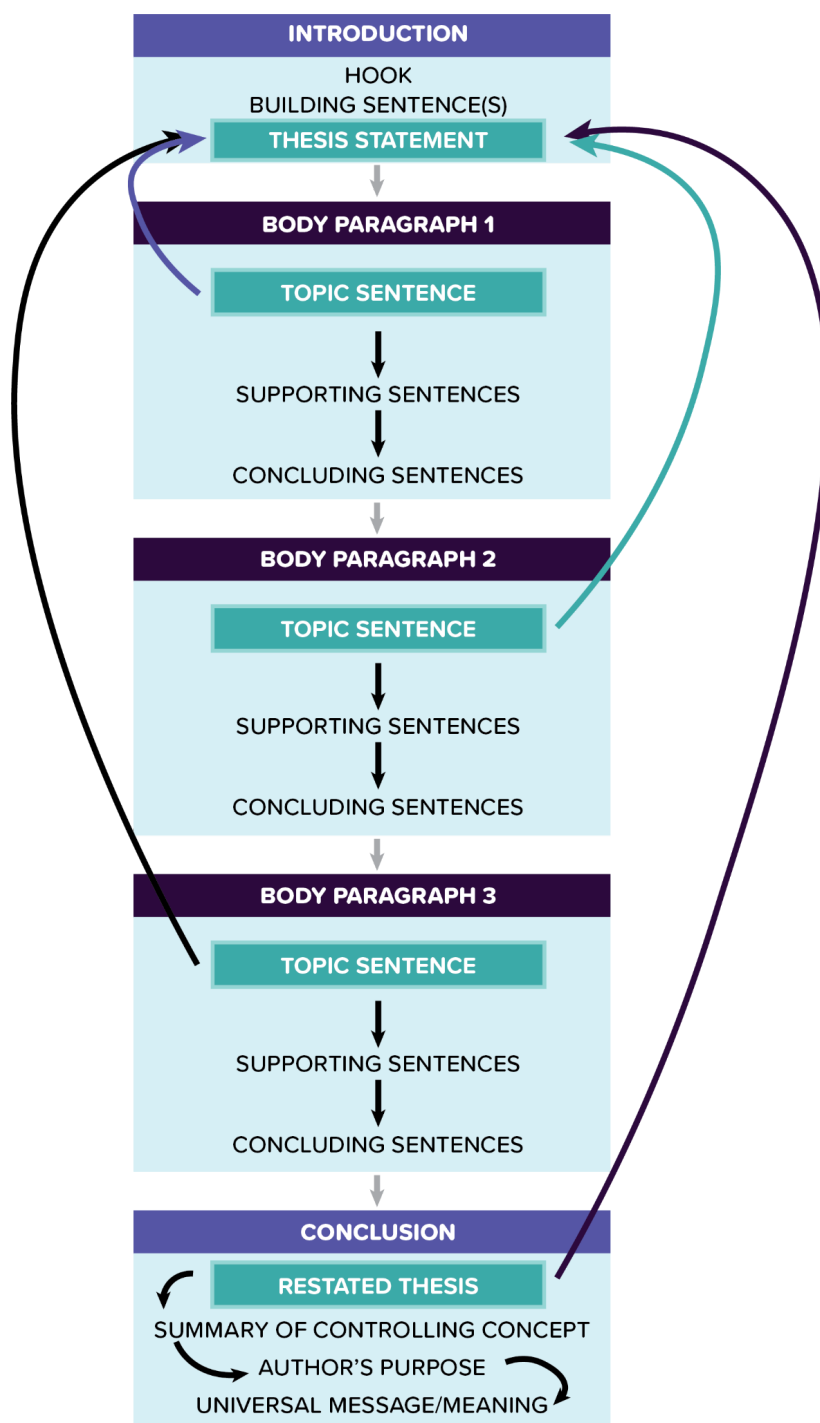
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100% ESSAY STRUCTURE OVERVIEW





ESSAY PLAN

I. Introduction

- A. Background information on 'Lord of the Flies'
- B. Introduce Simon as the central character
- C. Thesis: Examine how Golding's portrayal of Simon critiques societal norms, mob mentality, and othering in the post-World War II era

II. Simon's isolation

- A. Description of Simon's physical separation
- B. Connection to societal norms and challenges faced by outsiders
- C. Reflection of post-World War II context and collective actions leading to horrific acts

III. Simon as the 'beast'

- A. Climactic encounter with the frenzied boys
- B. Representation of darker aspects of human nature
- C. Contrast with R.M. Ballantyne's 'The Coral Island' and challenge to the reader's preconceptions about human nature

IV. Narrative structure

- A. Golding's use of free indirect discourse to highlight Simon's outsider status
- B. Emphasis on the theme of isolation and potential consequences of misunderstanding individual differences
- C. Critique of societal tendency to ostracise nonconformists in post-World War II era

V. Conclusion

- A. Recap of Simon's isolation, transformation into the 'beast,' and narrative structure
- B. Golding's examination of savagery, evil, and civilisation
- C. Importance of introspection, compassion, and understanding in navigating human behavior
- D. Consequences of society's failure to recognise and protect voices of wisdom, morality, and empathy





STEP 1: OUTLINING - Complete Your 100% Essay Outline

Criteria	Status	INTRODUCTION - Do not make this too detailed.
<u>Hook AO1</u> fact/statistic ▾	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	William Golding said, 'Simon is the whole point of the story and Simon is love.'
<u>Building sentence(s) AO3</u> <input type="checkbox"/> counter-argument OR <input checked="" type="checkbox"/> some contextual info	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	In his seminal novel, 'Lord of the Flies,' Simon embodies the paradoxical figure of the outsider, physically and psychologically distanced from the other boys yet representing moral goodness, empathy, and a deeper understanding of human nature. Simon's character embodies the innate human capacity for compassion and selflessness, as well as an inherent spiritual connection to the world around him.
<u>Thesis statement AO1</u> <input checked="" type="checkbox"/> key-idea 1 <input checked="" type="checkbox"/> key-idea 2 <input checked="" type="checkbox"/> key-idea 3	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	In this essay, we will examine how Golding's portrayal of Simon's isolation, his transformation into the 'beast,' and the narrative structure of the novel serve to critique societal norms, mob mentality, and the dangers of othering in the context of the post-World War II era.
Criteria	Status	BODY PARAGRAPH 1 - only focus on KEY IDEA #1
<u>WHAT? Topic sentence AO1</u> <input checked="" type="checkbox"/> key-idea 1	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	From the outset, it is apparent that Simon experiences physical isolation. Initially, he is introduced as a member of the 'choir'; however, he quickly deviates from their formation when 'he faints and 'flopped on his face in the sand and the line broke up'.
<u>HOW? Supporting sentences AO2</u> <input checked="" type="checkbox"/> terminology <input checked="" type="checkbox"/> evidence <input checked="" type="checkbox"/> close analysis <input checked="" type="checkbox"/> effects*	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	Not only does this alliteration underscore Simon's separation from the rest of the group, but his portrayal as "batty" by the other boys further emphasises his detachment, which is a recurring theme throughout the novel. As a result, readers experience feelings of sympathy and concern for Simon's plight. Subsequently, this emotional response encourages readers to contemplate the challenges faced by individuals who are different or do not conform to societal norms. Through eliciting emotions of empathy and compassion for Simon, Golding effectively urges the reader to examine the value of these expectations and the potential harm inflicted upon those who deviate from them. Consequently, this theme is reflective of the





		post-World War II context, a period during which society grappled with the realisation that collective actions could contribute to horrific acts.
<p>WHY? Concluding sentence(s) AO2/AO3</p> <p><input checked="" type="checkbox"/> author's purpose</p> <p><input checked="" type="checkbox"/> (final thought/ context about the key idea)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	In the wake of World War II, society was compelled to confront the harrowing reality that the collective behaviour of individuals, when driven by fear, conformity, and adherence to authority, could result in atrocities such as the Holocaust and other war crimes.
Criteria	Status	BODY PARAGRAPH 2 - only focus on KEY IDEA #2
<p>WHAT? Topic sentence AO1</p> <p><input checked="" type="checkbox"/> key idea 2</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	Building on this notion, Simon's climactic encounter with the frenzied boys showcases their perception of him as the embodiment of the 'beast,' which the novel reveals to be a ubiquitous phenomenon representing the darker aspects of human nature.
<p>HOW? Supporting sentences AO2</p> <p><input checked="" type="checkbox"/> terminology</p> <p><input checked="" type="checkbox"/> evidence</p> <p><input checked="" type="checkbox"/> close analysis</p> <p><input checked="" type="checkbox"/> effects²</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	During this pivotal scene, Golding employs powerful imagery and evocative language to illustrate the boys' transformation, as evidenced by the description: 'The sticks fell and the mouth of the new circle crunched and screamed. The beast was on its knees in the center, its arms folded over its face.' Furthermore, the use of personification in depicting the 'beast' amplifies the emotional impact on the reader, leading to feelings of horror and despair as they witness Simon's brutal demise. Golding's primary aim in crafting this harrowing scene is to challenge the reader's preconceptions about human nature while highlighting the inherent capacity for evil within each individual. In doing so, the author deliberately reverses the optimistic narrative of R.M. Ballantyne's 'The Coral Island,' thereby emphasising the stark contrast between the two novels' respective portrayals of humanity. Unlike Ballantyne's story, which portrays shipwrecked Victorian boys maintaining civility and order on a deserted island, Golding's narrative paints a darker picture, where British boys succumb to their primal instincts and descend into savagery. This subversion of Ballantyne's tale compels readers to confront the unsettling notion that civilisation, even British civilisation, may only be a thin veneer masking humanity's innate propensity for violence and destruction.





<p><u>WHY? Concluding sentence(s) AO2/AO3</u></p> <p><input checked="" type="checkbox"/> author's purpose</p> <p><input checked="" type="checkbox"/> (final thought / context about the key idea)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>By drawing upon familiar elements from 'The Coral Island,' Golding effectively heightens the reader's sense of unease and challenges their assumptions about the inherent goodness of human nature.</p>
<p>Criteria</p>	<p>Status</p>	<p>BODY PARAGRAPH 3 - only focus on KEY IDEA #3</p>
<p><u>WHAT? Topic sentence AO1</u></p> <p><input checked="" type="checkbox"/> key-idea-3</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>Expanding on this exploration of human nature, Golding's use of narrative structure plays a crucial role in accentuating Simon's outsider status.</p>
<p><u>HOW? Supporting sentences AO2</u></p> <p><input type="checkbox"/> terminology</p> <p><input type="checkbox"/> evidence</p> <p><input type="checkbox"/> close analysis</p> <p><input type="checkbox"/> effects*</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>This narrative choice sharply contrasts with the treatment of other characters, such as Jack, who remains more of an outsider to the reader due to the lack of insight into his subjective viewpoint. In employing free indirect discourse, Golding aims to invite the reader to empathise with Simon and understand his internal struggles. Meanwhile, the boys' inability to comprehend him perpetuates his outsider status. This technique effectively serves to emphasise the theme of isolation, as well as the potential consequences of failing to understand and appreciate individual differences. Within the context of the post-World War II era, Golding's focus on Simon's introspection can be seen as a subtle critique of the societal tendency to ostracise those who deviate from established norms—a phenomenon that contributed to the devastating conflicts and atrocities of the time. By providing a window into Simon's inner world, Golding encourages readers to question their own assumptions about outsiders and to consider the importance of empathy and understanding in fostering a more compassionate and inclusive society. Ultimately, Golding's narrative strategy serves to illuminate the dangers of othering and the potential for violence that can arise from a lack of understanding and communication among individuals.</p>
<p><u>WHY? Concluding sentence(s) AO2/AO3</u></p> <p><input type="checkbox"/> author's purpose</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>This approach underscores the need for greater empathy and a more inclusive mindset in order to avoid the tragic consequences of division and misunderstanding.</p>





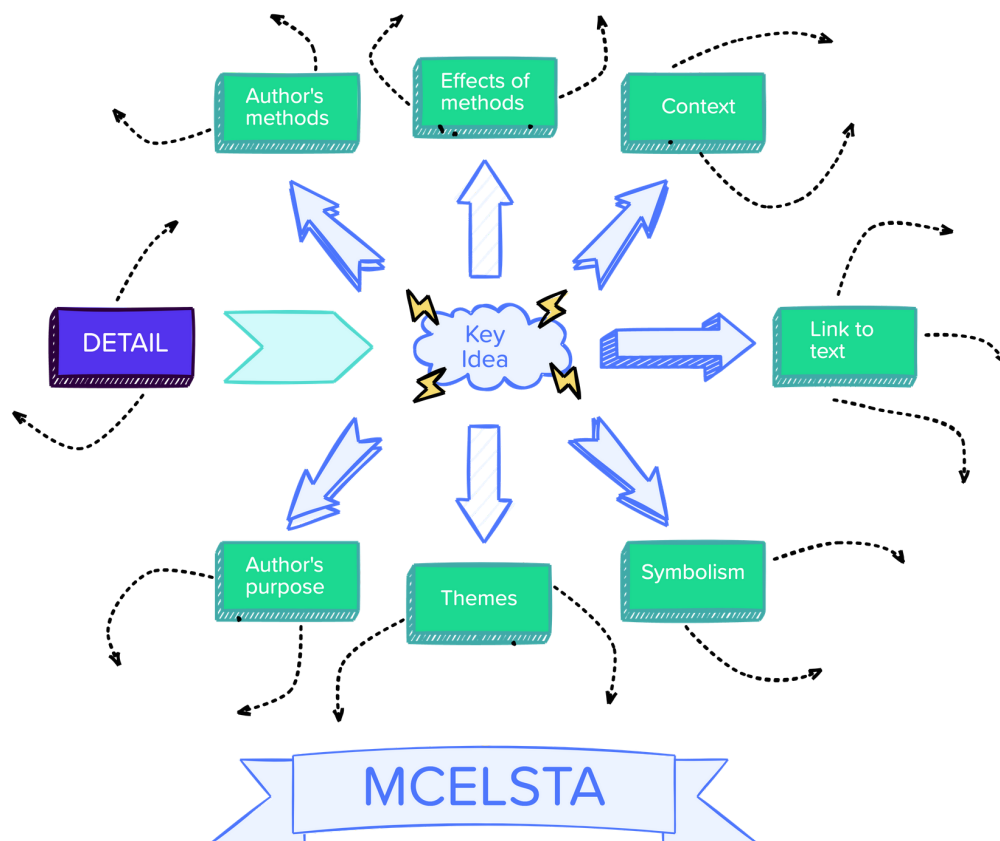
<input checked="" type="checkbox"/> (final thought / context about the key idea)		
Criteria	Status	CONCLUSION - <u>CRUCIAL!</u>
<u>Restated thesis AO1</u> (Re-write your thesis statement in different words.)	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	Throughout this essay, we have analysed Golding's depiction of Simon's isolation, his transformation into the 'beast,' and the novel's narrative structure, demonstrating how they critique societal norms, mob mentality, and the dangers of othering within the context of the post-World War II era.
<u>Summary of controlling concept AO1</u> How does your thesis link to the central theme of the text?	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	Consequently, 'Lord of the Flies' can be seen as Golding's examination of inherent potential for savagery and evil within human beings, and the fragile nature of the veneer of civilisation that keeps these impulses in check. The novel explores how, when removed from the constraints of society, individuals can descend into chaos and violence, revealing the darker aspects of human nature.
<u>Summary of author's central purpose AO1/AO3</u> How does the controlling concept reflect the MAIN reason that the author wrote the text?	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	In the context of the post-World War II era, Golding's novel can be seen as a response to the atrocities and inhumanity witnessed during the war, particularly the Holocaust. He aimed to challenge the belief in the inherent goodness of humanity and the optimism prevalent in adventure stories like R.M. Ballantyne's 'The Coral Island.' As an outsider and a sensitive, intuitive character, Simon perceives the true nature of the 'beast' as not an external threat but rather the darker aspects of human nature present within each individual.
<u>Universal message AO1</u> (What is the MAIN message of the text? Focus on the end.)	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	Simon's role in the novel emphasises the importance of introspection, compassion, and understanding in navigating the complexities of human behaviour. His tragic and brutal death at the hands of the other boys serves as a powerful symbol of the consequences that can arise when society fails to recognise, appreciate, and protect the voices of wisdom, morality, and empathy.



STEP 2: ADDING DETAIL-Complete the *TTECEA* Checklist for Detail

1. To achieve a grade 9 level of detail, ensure that you link your key idea in each of your body paragraphs to as many of the elements of the *TTECEA* mnemonic as possible (aim to write about 650-950 words maximum for the entire essay)
2. You do not need to have each of the *TTECEA* elements in each paragraph, but make sure you have all of them in the entirety of your essay.
3. Each item on the checklist should only have 2 main purposes:
 - a. **to link to your key idea in each paragraph**
 - b. **and support your argument.**

- ✓ **TOPIC SENTENCE:** Introduce the key idea of your body paragraph.
- ✓ **TECHNIQUE:** Select a key technique the author uses (one you can explore in detail, eg, metaphor, simile, etc).
- ✓ **EVIDENCE:** EMBED a quote to back up your ideas.
- ✓ **CLOSE ANALYSIS:** Break the technique into smaller pieces, zoom in and analyse them PERCEPTIVELY.
- ✓ **EFFECTS ON THE READER*:** Explore what the author's method makes us focus on, feel (emotionally) or think.
- ✓ **AUTHOR'S PURPOSE:** Explore why the might want to make us feel a certain way about certain ideas.





STEP 3: REVISING - Revise Your Essay

Ensure you have revised the following aspects of your essay:





- ☒ Removed/replaced ALL redundant repetition.
- ☒ Replaced ALL instances of the word 'shows' with more accurate and specific verbs for inferring effects of the author's methods (check toolkit).
- ☒ Revised essay for coherence: are the ideas in each of the paragraphs clearly connected to each other?
- ☒ Revised essay for cohesion: check the toolkit for help.
- ☒ Removed all instances of the following words and replace them with specific details of the topics you are exploring:
 - How
 - Shows
 - Some
 - Something
 - Thing
 - This
 - Way
 - What
- ☒ Your vocabulary is academic – no informal language unless quoting directly.
- ☒ Revised essay for clarity – is your essay easy to read? Ask a peer to read it and give you feedback.





STEP 4: EDITING - Edit Your Essay

Ensure you have edited the following aspects of spelling, punctuation, and grammar:

- ☒ All words are spelt correctly.
- ☒ All sentences and names begin with a capital see guidelines below 
- ☒ All sentences end with a full stop.
- ☒  No sentences are separated with a comma  
- ☒ I used a comma before and after the following words or phrases:
 - for example,
 - however
- ☒ I have used ellipses to indicate missing words in quotes.
- ☒ I have used at least one semi-colon to separate or join closely related sentences:
 - The language paper focuses on various forms of writing; the literature paper focuses primarily on academic essay writing.
 - There are five keys to a grade 9 essay: structure, conceptualisation, context, detail, and convincing evidence.
- ☒ I have used a colon to introduce a quote, phrase, word, etc.

HOW TO REMEMBER CAPITALS - **ABLE PRINTS**:

- **Abbreviations: U.K., USA, UAE**
- **Beginnings of sentences: Nobody** saw it coming.
- **Languages: French, Spanish, Italian, Arabic,**
- **Emphasis - I LOVE CHEESE!** (avoid this)

- **Places: Africa, Mecca, London, Zimbabwe**
- **Religions and words related to them: Islam/Muslim, Christianity/Christian, Judaism/Jewish, Hinduism/Hindu**
- **I, as in me**
- **Names (specific) of people, places, businesses, e.g., Shakespeare, Apple, London.**
- **Titles of books, movies, or programmes, e.g., The Lion King, Macbeth,**
- **Special days: Eid, Christmas, Diwali**

SPAG RULES

<https://www.grammarly.com/blog/category/handbook/>





STEP 5: COMPLETE - Put Your Essay Together as One Complete Piece

William Golding said, 'Simon is the whole point of the story and Simon is love.' In his seminal novel, 'Lord of the Flies,' Simon embodies the paradoxical figure of the outsider, physically and psychologically distanced from the other boys yet representing moral goodness, empathy, and a deeper understanding of human nature. Simon's character embodies the innate human capacity for compassion and selflessness, as well as an inherent spiritual connection to the world around him. In this essay, we will examine how Golding's portrayal of Simon's isolation, his transformation into the 'beast,' and the narrative structure of the novel serve to critique societal norms, mob mentality, and the dangers of othering in the context of the post-World War II era.

From the outset, it is apparent that Simon experiences physical isolation. Initially, he is introduced as a member of the 'choir'; however, he quickly deviates from their formation when 'he faints and 'flopped on his face in the sand and the line broke up'. Not only does this alliteration underscore Simon's separation from the rest of the group, but his portrayal as "batty" by the other boys further emphasises his detachment, which is a recurring theme throughout the novel. As a result, readers experience feelings of sympathy and concern for Simon's plight. Subsequently, this emotional response encourages readers to contemplate the challenges faced by individuals who are different or do not conform to societal norms. Through eliciting emotions of empathy and compassion for Simon, Golding effectively urges the reader to examine the value of these expectations and the potential harm inflicted upon those who deviate from them. Consequently, this theme is reflective of the post-World War II context, a period during which society grappled with the realisation that collective actions could contribute to horrific acts. In the wake of World War II, society was compelled to confront the harrowing reality that the collective behaviour of individuals, when driven by fear, conformity, and adherence to authority, could result in atrocities such as the Holocaust and other war crimes.

Building on this notion, Simon's climactic encounter with the frenzied boys showcases their perception of him as the embodiment of the 'beast,' which the novel reveals to be a ubiquitous phenomenon representing the darker aspects of human nature. During this pivotal scene, Golding employs powerful imagery and evocative language to illustrate the boys' transformation, as evidenced by the description: 'The sticks fell and the mouth of the new circle crunched and screamed. The beast was on its knees in the center, its arms folded over its face.' Furthermore, the use of personification in depicting the 'beast' amplifies the emotional impact on the reader, leading to feelings of horror and despair as they witness Simon's brutal demise. Golding's primary aim in crafting this harrowing scene is to challenge the reader's preconceptions about human nature while highlighting the inherent capacity for evil within each individual. In doing so, the author deliberately reverses the optimistic narrative of R.M. Ballantyne's 'The Coral Island,' thereby emphasising the stark contrast between the two novels' respective portrayals of humanity. Unlike Ballantyne's story, which portrays shipwrecked Victorian boys maintaining civility and order on a deserted island, Golding's narrative paints a darker picture, where British boys succumb to their primal instincts and descend into savagery. This subversion of Ballantyne's tale compels readers to confront the unsettling notion that civilisation, even British civilisation, may only be a thin veneer masking humanity's innate propensity for violence and destruction. By drawing upon familiar elements from 'The Coral Island,' Golding effectively heightens the reader's sense of unease and challenges their assumptions about the inherent goodness of human nature.

Expanding on this exploration of human nature, Golding's use of narrative structure plays a crucial role in accentuating Simon's outsider status. This narrative choice sharply contrasts with the treatment of other characters, such as Jack, who remains more of an outsider to the reader due to the lack of insight into his subjective viewpoint. In employing free indirect discourse, Golding aims to invite the reader to empathise with Simon and understand his internal struggles. Meanwhile, the boys' inability to comprehend him perpetuates his outsider status. This technique





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Throughout this essay, we have analysed Golding's depiction of Simon's isolation, his transformation into the 'beast,' and the novel's narrative structure, demonstrating how they critique societal norms, mob mentality, and the dangers of othering within the context of the post-World War II era. Consequently, 'Lord of the Flies' can be seen as Golding's examination of inherent potential for savagery and evil within human beings, and the fragile nature of the veneer of civilisation that keeps these impulses in check. The novel explores how, when removed from the constraints of society, individuals can descend into chaos and violence, revealing the darker aspects of human nature. In the context of the post-World War II era, Golding's novel can be seen as a response to the atrocities and inhumanity witnessed during the war, particularly the Holocaust. He aimed to challenge the belief in the inherent goodness of humanity and the optimism prevalent in adventure stories like R.M. Ballantyne's 'The Coral Island.' As an outsider and a sensitive, intuitive character, Simon perceives the true nature of the 'beast' as not an external threat but rather the darker aspects of human nature present within each individual. Simon's role in the novel emphasises the importance of introspection, compassion, and understanding in navigating the complexities of human behavior. His tragic and brutal death at the hands of the other boys serves as a powerful symbol of the consequences that can arise when society fails to recognise, appreciate, and protect the voices of wisdom, morality, and empathy.

