



SIMON (EDEXCEL)

! 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 !

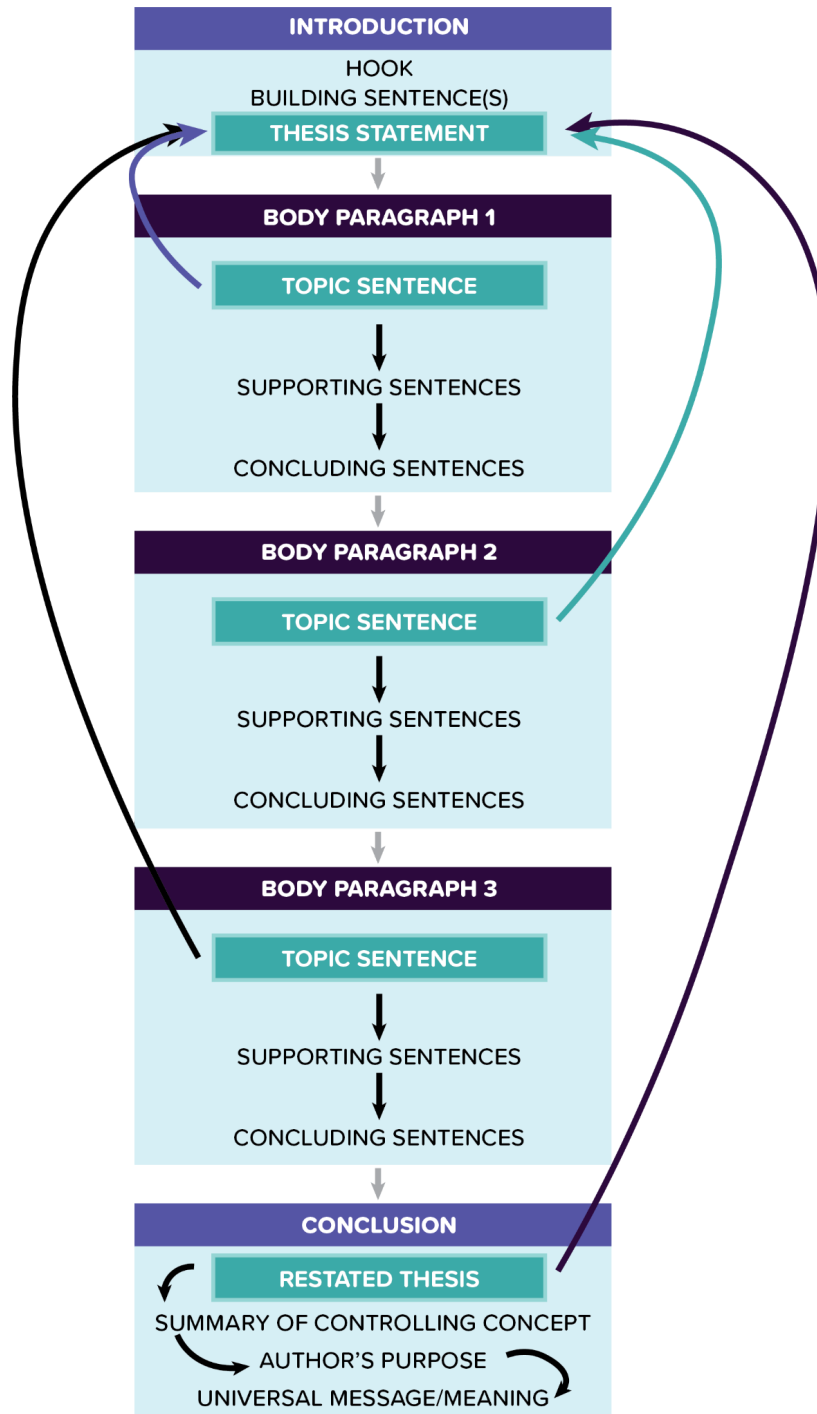
Cover Checklist- Tick Each Section When Complete.

- ☒ 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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ESSAY PLAN

I. Introduction

- A. Golding's quote on Simon
- B. Simon's role in the novel
- C. Examination of Simon's isolation, transformation into the 'beast,' and the novel's narrative structure

II. Simon's Isolation

- A. Physical isolation and detachment from the group
- B. Sympathy and concern for non-conformists
- C. Post-World War II context and societal upheaval
- D. Importance of empathy, understanding, and critical examination of values

III. Simon's Transformation into the 'Beast'

- A. Climactic encounter with the frenzied boys
- B. Challenging preconceptions about human nature
- C. Contrast between 'Lord of the Flies' and 'The Coral Island'
- D. Reflection of changing social and historical contexts
- E. Exploration of the darker aspects of human nature
- F. Importance of recognising and confronting the darker aspects of human nature

IV. Narrative Structure and Simon's Outsider Status

- A. Golding's focus on Simon's introspection
- B. Emphasising the theme of isolation
- C. Critique of societal norms and the power of groupthink
- D. Importance of critical thinking, empathy, and understanding
- E. 'Lord of the Flies' as a cautionary tale

V. Conclusion

- A. Summary of analyses
- B. Golding's examination of human savagery and evil
- C. Importance of introspection, compassion, and understanding
- D. Consequences of society's failure to 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 once 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 collapses on the sand.
<u>HOW? Supporting sentences AO2</u> <input type="checkbox"/> terminology <input checked="" type="checkbox"/> evidence <input type="checkbox"/> close analysis <input checked="" type="checkbox"/> effects*	Complete ▾ (only mark complete when steps 1-5 are ALL complete)	Simon's separation from the rest of the group is emphasised by his portrayal as "batty" by the other boys, which is a recurring theme throughout the novel. This detachment elicits sympathy and concern from readers, encouraging them to contemplate the challenges faced by individuals who are different or do not conform to societal norms. Consequently, this theme is reflective of the post-World War II context, a period marked by significant societal upheaval and the struggle to comprehend the devastation wrought by the war. In the wake of the Holocaust and other war crimes, society grappled with the realisation that collective actions driven by conformity, obedience, and the dehumanisation of perceived enemies could contribute to horrific





		acts of violence and genocide. The post-war era witnessed a widespread reevaluation of moral and ethical norms, as well as a search for understanding the psychological and social factors that allowed for such brutality to occur.
<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>	Simon's isolation and treatment by the other boys in the novel serve as a microcosm of the broader societal concerns of the time, emphasising the importance of empathy, understanding, and a critical examination of the values that underpin our behaviour.
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 type="checkbox"/> terminology</p> <p><input checked="" type="checkbox"/> evidence</p> <p><input 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, as 'the sticks fell and the mouth of the new circle crunched and screamed,' the boys brutally attack and kill Simon, mistaking him for the 'beast' ('The beast was on its knees in the center, its arms folded over its face'). 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, Golding deliberately contrasts with R.M. Ballantyne's 'The Coral Island,' which portrays shipwrecked Victorian boys maintaining civility and order on a deserted island, whereas Golding's narrative depicts British boys succumbing to their primal instincts and descending into savagery. This stark contrast between the two novels can be seen as a reflection of the changing social and historical contexts in which they were written. 'The Coral Island,' published in 1858, was influenced by the prevailing Victorian ideals of progress, order, and the inherent moral superiority of British society. This optimistic worldview was shattered by the events of the early-to-mid 20th century, including two devastating World Wars, the rise of totalitarian regimes, and the horrors of the Holocaust. As a response to these traumatic events, Golding's 'Lord of the Flies,' published in 1954, exposes the dark side of human nature and the fragility of the veneer of civilisation that keeps these impulses in check. In the context of the post-World War II era, Golding's novel serves as a sobering





		reminder of the potential for cruelty and violence that lies within each person, regardless of their nationality or upbringing. By subverting the narrative of 'The Coral Island' and its portrayal of the inherent goodness and resilience of humanity, Golding forces the reader to confront the unsettling reality that even seemingly civilised and well-bred individuals can be capable of horrific acts when removed from the constraints and influences of society. This exploration of the darker aspects of human nature reflects the broader societal concerns and anxieties of the time, as people struggled to come to terms with the atrocities committed during the war and to understand the factors that enabled such acts to occur.
WHY? Concluding sentence(s) AO2/AO3 <input checked="" type="checkbox"/> author's purpose <input checked="" type="checkbox"/> (final thought / context about the key idea)	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	As Ralph cries, 'That was murder,' after Simon's death, the stark realisation that they have become savages dawns on the boys. Golding's portrayal of this transformation serves as a powerful reminder of the potential for violence and cruelty that lies within each person, emphasising the importance of recognising and confronting the darker aspects of human nature in order to prevent future atrocities.
Criteria	Status	BODY PARAGRAPH 3 - only focus on KEY IDEA #3
WHAT? Topic sentence AO1 <input checked="" type="checkbox"/> key-idea-3	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	Expanding on this exploration of human nature, Golding's narrative structure plays a crucial role in accentuating Simon's outsider status.
HOW? Supporting sentences AO2 <input type="checkbox"/> terminology <input checked="" type="checkbox"/> evidence <input type="checkbox"/> close analysis <input checked="" type="checkbox"/> effects ³	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	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. By focusing on Simon's introspection, Golding invites the reader to empathise with Simon and understand his internal struggles, as he 'found he was looking into a vast mouth' while contemplating the severed pig's head, the Lord of the Flies. Meanwhile, the boys' inability to comprehend him perpetuates his outsider status, as they label him "batty" and often misunderstand his intentions. 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





		<p>devastating conflicts and atrocities of the time. This period was marked by a profound disillusionment with the ideals of progress, social order, and moral certainties that had dominated Western societies before the war. The atrocities committed during the Holocaust, for example, were perpetrated by ordinary people who were indoctrinated with extreme ideologies and compelled to conform to a system of dehumanisation and violence. Moreover, the use of propaganda and mass communication during the war revealed the power of groupthink and the susceptibility of individuals to manipulation and coercion by authoritative figures. Golding's portrayal of Simon as an introspective outsider serves as a powerful counterpoint to these historical realities, highlighting the importance of critical thinking, empathy, and understanding in fostering a more compassionate and inclusive society. By providing a window into Simon's inner world, Golding encourages readers to question their own assumptions about outsiders and to consider the moral responsibility each individual has in resisting the forces of dehumanisation and conformity that can lead to violence and suffering. In this way, 'Lord of the Flies' serves as a cautionary tale, urging readers to reflect on the historical context of the post-World War II era and to learn from the mistakes of the past in order to create a more just and equitable future.</p>
<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>As Ralph desperately asks, 'Don't you understand, Piggy? The things we did—' Golding implores the reader to confront their own complicity in the events of the past and consider the role they can play in forging a brighter future.</p>
Criteria	Status	CONCLUSION - <u>CRUCIAL!</u>
<p><u>Restated thesis AO1</u></p> <p>(Re-write your thesis statement in different words.)</p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>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.</p>
<p><u>Summary of controlling concept AO1</u></p>	<p>Complete ▾</p> <p>(only mark complete when steps 1-5 are ALL complete)</p>	<p>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</p>





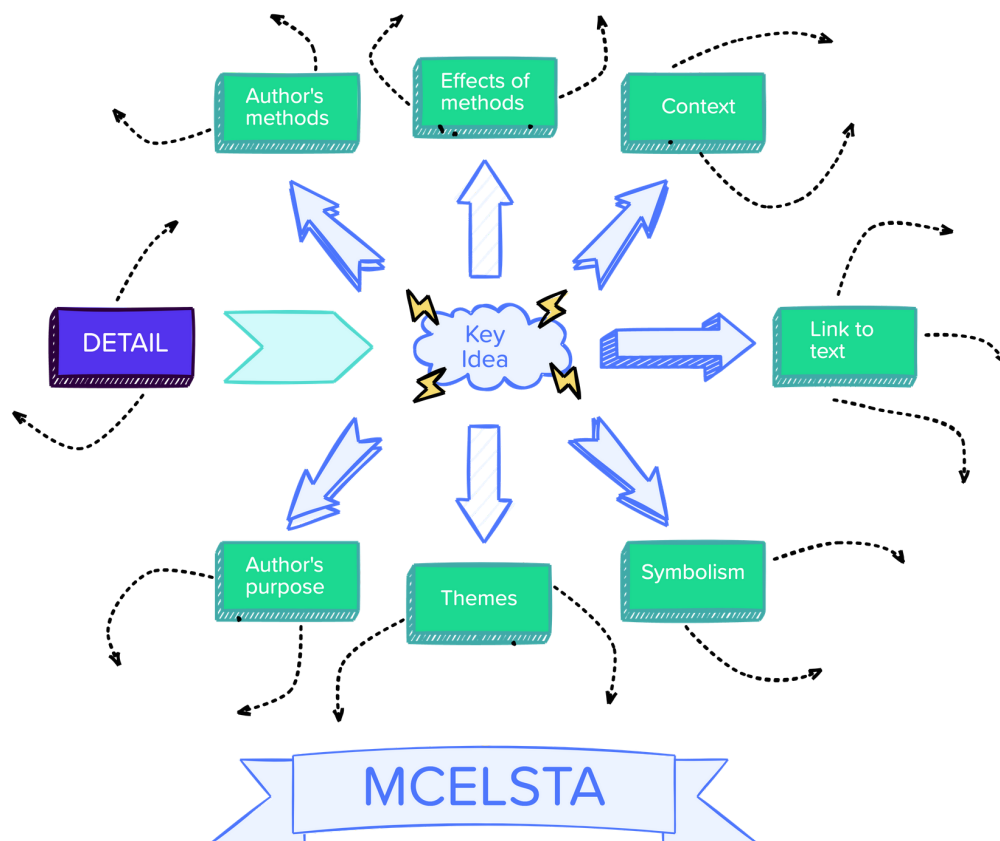
How does your thesis link to the central theme of the text?		descend into chaos and violence, revealing the darker aspects of human nature.
<u>Summary of author's central purpose AO1/AO3</u> How does the controlling concept reflect the MAIN reason that the author wrote the text?	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	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.)	<div>Complete ▾</div> <div>(only mark complete when steps 1-5 are ALL complete)</div>	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 once 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 collapses on the sand. Simon's separation from the rest of the group is emphasised by his portrayal as "batty" by the other boys, which is a recurring theme throughout the novel. This detachment elicits sympathy and concern from readers, encouraging them to contemplate the challenges faced by individuals who are different or do not conform to societal norms. Consequently, this theme is reflective of the post-World War II context, a period marked by significant societal upheaval and the struggle to comprehend the devastation wrought by the war. In the wake of the Holocaust and other war crimes, society grappled with the realisation that collective actions driven by conformity, obedience, and the dehumanisation of perceived enemies could contribute to horrific acts of violence and genocide. The post-war era witnessed a widespread reevaluation of moral and ethical norms, as well as a search for understanding the psychological and social factors that allowed for such brutality to occur. Simon's isolation and treatment by the other boys in the novel serve as a microcosm of the broader societal concerns of the time, emphasising the importance of empathy, understanding, and a critical examination of the values that underpin our behaviour.

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, as 'the sticks fell and the mouth of the new circle crunched and screamed,' the boys brutally attack and kill Simon, mistaking him for the 'beast' ('The beast was on its knees in the center, its arms folded over its face'). 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, Golding deliberately contrasts with R.M. Ballantyne's 'The Coral Island,' which portrays shipwrecked Victorian boys maintaining civility and order on a deserted island, whereas Golding's narrative depicts British boys succumbing to their primal instincts and descending into savagery. This stark contrast between the two novels can be seen as a reflection of the changing social and historical contexts in which they were written. 'The Coral Island,' published in 1858, was influenced by the prevailing Victorian ideals of progress, order, and the inherent moral superiority of British society. This optimistic worldview was shattered by the events of the early-to-mid 20th century, including two devastating World Wars, the rise of totalitarian regimes, and the horrors of the Holocaust. As a response to these traumatic events, Golding's 'Lord of the Flies,' published in 1954, exposes the dark side of human nature and the fragility of the veneer of civilisation that keeps these impulses in check. In the context of the post-World War II era, Golding's novel serves as a sobering reminder of the potential for cruelty and violence that lies within each person, regardless of their nationality or upbringing. By subverting the narrative of 'The Coral Island' and its portrayal of the inherent goodness and resilience of humanity, Golding forces the reader to confront the unsettling reality that even seemingly civilised and well-bred individuals can be capable of horrific acts when removed from the constraints and influences of society. This exploration of the darker aspects of human nature reflects the broader societal concerns and anxieties of the time, as people struggled to come to terms with the atrocities committed during the war and to





understand the factors that enabled such acts to occur. As Ralph cries, 'That was murder,' after Simon's death, the stark realisation that they have become savages dawns on the boys. Golding's portrayal of this transformation serves as a powerful reminder of the potential for violence and cruelty that lies within each person, emphasising the importance of recognising and confronting the darker aspects of human nature to prevent future atrocities.

Expanding on this exploration of human nature, Golding's 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. By focusing on Simon's introspection, Golding invites the reader to empathise with Simon and understand his internal struggles, as he 'found he was looking into a vast mouth' while contemplating the severed pig's head, the Lord of the Flies. Meanwhile, the boys' inability to comprehend him perpetuates his outsider status, as they label him "batty" and often misunderstand his intentions. 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. This period was marked by a profound disillusionment with the ideals of progress, social order, and moral certainties that had dominated Western societies before the war. The atrocities committed during the Holocaust, for example, were perpetrated by ordinary people who were indoctrinated with extreme ideologies and compelled to conform to a system of dehumanisation and violence. Moreover, the use of propaganda and mass communication during the war revealed the power of groupthink and the susceptibility of individuals to manipulation and coercion by authoritative figures. Golding's portrayal of Simon as an introspective outsider serves as a powerful counterpoint to these historical realities, highlighting the importance of critical thinking, empathy, and understanding in fostering a more compassionate and inclusive society. By providing a window into Simon's inner world, Golding encourages readers to question their own assumptions about outsiders and to consider the moral responsibility each individual has in resisting the forces of dehumanisation and conformity that can lead to violence and suffering. In this way, 'Lord of the Flies' serves as a cautionary tale, urging readers to reflect on the historical context of the post-World War II era and to learn from the mistakes of the past in order to create a more just and equitable future. As Ralph desperately asks, 'Don't you understand, Piggy? The things we did—' Golding implores the reader to confront their own complicity in the events of the past and consider the role they can play in forging a brighter future.

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 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.



