**Year 3 – GCSE Literature (8702) – *Lord of the Flies***

**Assessment task to be completed by all Year 3 classes:**

|  |  |  |
| --- | --- | --- |
| **Completed?** | **Task** | **Assessment** |
|  | Exploring characters in Chapter 1 | Teacher/ general feedback |
|  | Mood and atmosphere - Chapter 9 | Teacher |
|  | Whole text quiz | Peer |
|  | Final assessment – title to be revealed at the end of the module | Teacher |

**Big question:** What is Golding saying about human nature?

|  |  |
| --- | --- |
| Themes/ ideas  Duality of human nature  Democracy, order and civilisation  Violence  Good versus evil  Leadership  Savagery  Individual & community  Fear  Adults  Loss of innocence  Power  Isolation  Conflict  Spirituality | Symbols  The conch  Piggy’s glasses  The ocean  The scar  The island  Signal fire  The beast  Dead parachutist  Painted faces/ long hair  Lord of the Flies  Each of the characters has symbolic importance too. |

In Chapter 1, Ralph and Piggy find the conch, one of the key symbols associated with order and civilisation. It is Piggy who immediately recognises its importance, explaining to Ralph that ‘it’s ever so valuable’. The adjective ‘valuable’ implies that it is precious and that it needs to be protected and handled with care. He suggests it can be used to call a meeting, proving that he understands its practical value too. Whilst Ralph is the one who actually finds the conch, his appreciation is arguably more superficial. He describes the conch as a ‘pretty […] plaything’. The adjective ‘pretty’ highlights the fact he focuses on its aesthetics and the noun ‘plaything’ insinuates that he initially regards it as a novelty. This seems an inadequate description of the conch whose strength is perfectly exemplified when its ‘deep, harsh note boomed’ after Ralph blows it. The dynamic verb ‘boomed’ reveals its power and impact (it brings the boys together), and hints at the initial respect it inspires. From the first meeting, the conch comes to symbolise the values of democracy as it affords all boys the right to speak and so gives them a voice. Their decision to use the conch for such a purpose reflects the boys’ desire, at the start of the novel, to create a fair and ordered society.

**Success criteria**

* Locates episode
* Clear topic sentence
* Short, embedded evidence
* Use of subject terminology
* Analysis of language,

structure or other technique

* Clearly organised paragraph
* Links to wider themes

and ideas

* Sophisticated language and

expression

* Selective links to elsewhere

in the text

* Selective reference to context
* Carefully developed ideas,

resulting in a convincing

argument

**Key words and concepts**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Allegory |  | Metaphor |  | Noun phrase |
|  | Third-person narrator |  | Allusion |  | Mood and atmosphere |
|  | Narrative voice |  | Analogy |  | Foreboding |
|  | Juxtaposition |  | Abstract noun |  | Foreshadows |
|  | Microcosm |  | Pathetic fallacy |  | Psychoanalysis |
|  | Duality |  | Adjective |  | Ego |
|  | Setting |  | Personification |  | Id |
|  | Symbolism |  | Simile |  | Superego |
|  | Dynamic verb |  | Onomatopoeia |  |  |

**Key events**

|  |  |
| --- | --- |
| * Ralph meets Piggy and they find the conch * Boy with birthmark speaks of a beastie * The boys attempt to build shelters * Jack and the hunters hunt and kill a pig and let the signal fire go out * Ralph calls another meeting to try to restore order | * Two boys, Phil and Percival, claim to have seen the beast Ralph is exhilarated by his first hunt * Simon speaks to the Lord of the Flies * Simon is killed * Piggy’s death * Ralph is hunted by the rest of the boys * Officer arrives on the island |

**Module assessment mark: \_\_\_\_\_\_\_\_\_ Notional grade: \_\_\_\_\_\_\_\_\_\_\_ Effort grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Target: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**How to talk about context**

Students can consider context in a flexible way, e.g.:

* Social, cultural, historical context
* literary context
* Relationship between the text
* The context within which the text is set: location, social structures and features, cultural contexts, and periods in time

**Key details**

**Paper:** Paper 2 – Modern Texts and Poetry

**Nature of assessment:** Essay question

**Example question:** How does Golding present Ralph as a leader in Lord of the Flies? Write about: what Ralph says and does as a leader and how Golding uses Ralph to explore ideas about leadership.