

Year 11 – English Language Paper 2, Section A and B – ‘Crime and Punishment’

Big question – what makes for engaging ‘survival’ tales and why do we enjoy reading them?

Link to National Curriculum

- ‘Reading a wide range of [...] extended literary non-fiction, such as essays, reviews and journalism’
- ‘Reading in different ways for different purposes, summarising and synthesising ideas and information [...] seeking evidence in a text to support a point of view [...] analysing a writer’s choice of language [...] making critical comparisons’
- Writing for a range of purposes and audiences

Wider reading:

- *Crime and Punishment* by Fyodor Dostoevsky
- *Holes* by Louis Sachar
- *Oliver Twist* by Charles Dickens

Stretch and Challenge:

Read at least one of the suggested titles from the reading list and write a review.

Research famous examples of criminals and write a newspaper report about their case.

Key skills:

| You will be able to: | Not yet confident | Quite confident | Really confident |
|--|-------------------|-----------------|------------------|
| Select highly relevant and judicious evidence | | | |
| Synthesise and compare information in two different texts | | | |
| Explore and examine how writer’s construct meaning through their language choices | | | |
| Plan and construct detailed comparisons between the viewpoints and techniques present in two texts | | | |
| Identify, define and embed a wide range of terminology | | | |

At the end of the module, tick to indicate how confident you are in terms of each skill.

End of unit assessment: 9 8 7 6 5 4 3 2 1 **Effort grade:** _____

Target 1: _____

Target 2: _____

Assessment tasks to be completed by all Year 11 classes:

| Task | Assessment |
|---|------------|
| Question 2: The experiences of inmates in the two prisons is very different. Use details from both sources to write a summary of the differences. (lesson 7) | Self |
| “Prisons should be tough and punish criminals. It’s the only way to deter crime.” Write an article for a broadsheet newspaper in which you argue your opinion on this statement. (Introduction and one main point) (lesson 9) | Peer |
| Question 4: Compare how the writers convey their different ideas and perspectives of the events that they describe (lesson 11) | Self |
| Paper 2 style exam – end of unit unseen paper | Teacher |

| | |
|---|---|
| Question 2 Synthesis; inference | In Philadelphia the prisoners are isolated from other people apart from the prison officers and described as “buried alive”, suggesting their experience in prison is one of emotional desolation and despair without meaningful human interaction. It is as if their lives stop completely in this prison and they are only existing, rather than living. In contrast, on Bastoy Island the prisoners live and work together in “brightly painted wooden bungalows” that house up to six inmates. This makes it a much more social and humane place to live and one designed to get them used to life “when they are released”. This shows the prison is a place of hope and prepares them for life after incarceration, rather than degrading and dehumanising them. |
| Question 3 Analysis | The dynamic verb ‘pirouetting’ suggests how precariously balanced he is at this great height – almost as if he could topple over and fall off at a given time. The image of the skyscraper is also significant as it highlights... |
| Question 4 Comparison; viewpoints; analysis | The writer of source A feels that the solitary confinement prison is morally wrong and ineffective, whereas B believes the Bastoy model is how all prisons should be operating. In source A the writer uses a triplet in the very first lines to describe how it is “rigid, strict, and hopeless.” This language connotes harshness and cruelty making the prison seem soulless, and the prisoners trapped without any prospect of improving themselves. He thinks the very concept of solitary confinement is wrong, calling it “unnatural” and states that even a dog would “pine, and mope, and rust away, beneath its influence.” This exaggerated analogy reveals how he thinks these conditions are not even suitable for an animal, let alone human beings. In stark contrast, the writer of source B is impressed with the conditions on Bastoy and thinks all prisons should adopt similar methods, calling it a “vision of the future”, showing how he feels he has witnessed a futuristic and utopian version of the penal system. He feels that “decision-makers of the world” should follow “the revolution” of what he has witnessed, connoting a glorious breakthrough and change in prison conditions that should be imitated throughout the entire world. However, the writer of A hopes that the experiences he witnessed are “abandoned”, suggesting there is nothing of value in what he saw and that it should be stopped. |
| Question 5 Viewpoint writing | Dear Justice Secretary, Justice. I’m writing to you to discuss the meaning of the word. Is justice locking someone away for the entirety of their lives? Is justice keeping a man behind bars like some wild animal, isolated from meaningful human contact until the day he takes his last breath? |