

'Clashes and Collisions' Anthology question
Foundation Tier

The purpose of this pack is to provide centres with the question paper, mark scheme and a set of exemplar materials with commentaries.

The individual documents can be found on our website at www.edexcel.com

Included in this pack:

- Question and extract from Summer 2012 Paper
- Marked scripts with the mark and band
- Examiner commentary and mark scheme

Section B – Clashes and Collisions – Foundation Tier.

Answer Question 3, parts (a) and (b). There is a choice of questions in part (b).

- 3 (a) Describe the writer's thoughts and feelings about death in 'Conscientious Objector'.

Use **evidence** from the poem to support your answer.

(15)

Script 1 response to Q3 (a)

Band 2 – 6 marks

Millay ~~thinks war only leads to death~~ does not believe in war and thinks it only leads to death, she shows her feeling by saying 'I shall die, but that is all I shall do for death' which could also mean she ~~is not~~ going to do anything for war is death and she will not do anything to help. For example, she says 'with his foot on my breast I will not ~~the~~ tell him where the black boy hides in the ^{swamp} ~~swamp~~'. This shows that no matter what happens she will not help war in any way.

Examiner summary:

This response to 'Conscientious Objector' shows a limited explanation of the writer's thoughts and feelings about Death. The response opens with relevant textual reference but this is not maintained.

Band this response achieves in the mark scheme:

2	4-6	<ul style="list-style-type: none">Limited explanation of how the writer conveys thoughts and feelings to create effect.Limited relevant connection made between thoughts and feelings and the language used.Limited relevant textual reference to support response.
---	-----	---

To move up to the next band: This response needs more detailed comments explaining how the writer uses language to convey her thoughts and feelings about death. There needs to be more textual references to support these comments.

Script 2 response to Q3 (a)

Band 3 – 9 marks

3a. The presentation of death in 'Conscientious Objector' is quite sarcastic. For instance the first line in the poem makes death sound as if it is a horrible thing that doesn't deserve much. 'I shall die, but that is all I shall do for Death'. The writer presents death as if it is a person. They do this by using the word 'he' every time they talk about death. This makes death almost seem as if it's a horrible person not just anybody. This means that the writer poet has used a lot of personification as the poem refers to death as being 'he'. Because the writer presents death as being 'he' so many times they obviously use a lot repetition to put their point across as if they were blaming death for doing something. The poet also repeats the word 'himself' to again present death as being somebody.

The poet also presents death as being evil

by presenting it as if it was doing evil things such as 'he flick my shoulders with his whip' and 'his heart on my breast'. These things make it seem as if death is interrogating the poet.

The poet presents death as if it is going round the world 'business in Cuba, business in the Balkans' ~~or~~ ending peoples lives when it gets there 'many calls to make this morning'. It almost seems as if the poet is trying to defy death and not let it kill people of themselves.

Examiner summary:

The candidate begins by commenting on the poet's tone as 'sarcastic'. This interpretation is backed up by some relevant but not fully developed comment. The comments on repetition are relevant but are a little superficial.

Band this response achieves in the mark scheme:

3	7-9	<ul style="list-style-type: none">• Some explanation of how the writer conveys thoughts and feelings to create effect.• Some relevant connection made between thoughts and feelings and the presentation of ideas.• Occasional relevant textual reference to support response.
---	-----	--

To move up to the next band: This response needs more developed comments explaining how the writer uses language to convey her thoughts and feelings about death, and more relevant textual reference.

Script 3 response to Q3 (a)

Band 4 – 11 marks

~~the~~ In the poem 'Conscientious Objector' the Author expresses her attitude towards death in a very negative way. She uses very strong negative words which tells us she is not in anyway a friend of death. ~~the~~ Throughout the poem Edna uses repetition of the sentence "I Shall die, but that is all I Shall do for death" with shows us that she has no intention of helping death in anyway and that she will only do one thing for death as she won't give him the satisfaction.

The Author uses very strong violent images throughout the poem as she describes all the things she will not do for death. Some good examples of this are "though he ~~he~~ flick my shoulders with his whip, I will not tell him which way the fox ran". This tells us that she knows death can and will hurt her and she isn't afraid of him, and she may have to die for him one day but she will not do his bidding or help him as she does not owe him any favours.

At the ~~begining~~ ~~beginning~~ ~~beginning~~ start of ~~the~~ the poem Edna uses ~~onomatopoeia~~ onomatopoeia in the word "Clatter" as it sounds like the meaning and it makes us ~~feel~~ feel like we can hear the sound ourself.

Also in the same sentence Edna uses strong Imagery when she says "I hear him leading his horse out of the stall; I hear the clatter of the barn-floor" this sentence paints a picture in the readers head, making it feel like you are there and can see and hear everything the Author sees and hears.

Edna uses Imagery alot throughout the poem as well as in the ~~setence~~ Sentence I just mentioned. In the sentence "though he flick my shoulders with his whip" this paints us a very violent image which paints death as a bad guy, a violent person who makes people do what he wants almost like his slave.

Examiner summary:

The candidate shows a generally sound explanation of the subject-matter of 'Conscientious Objector' and understands the poet's refusal to assist Death in his business. There are some generally sound connections which, if more fully developed, would have made this a Band 5 response.

Band this response achieves in the mark scheme:

4	10-12	<ul style="list-style-type: none">• Generally sound explanation of how the writer conveys thoughts and feelings to create effect.• Generally sound relevant connection made between thoughts and feelings and the presentation of ideas.• Mostly clear, relevant textual reference to support response.
---	-------	---

To move up to the next band: This response needs, firstly, more developed explanations of the writer's ideas about death and, secondly, more detailed references to support the comments on how language is used to convey her thoughts and feelings.

Section B – Clashes and Collisions – Foundation Tier

EITHER

- (b) (i) Explain how the writer of 'Your Dad Did What?' presents different thoughts and feelings about death from those in 'Conscientious Objector'.

Use **evidence** from the poems to support your answer.

You may include material you used to answer 3(a).

(15)

OR

- (ii) Explain how the writer of **one** poem of your choice from the 'Clashes and Collisions' collection presents different ideas about death from those in 'Conscientious Objector'.

Use **evidence** from the poems to support your answer.

You may include material you used to answer 3(a).

(15)

Script 1 response to Q3 (b)(i)

Band 2 – 4 marks

Hannah ~~y was a family~~ writes about a boy who lost his dad though the holiday ~~and~~ ~~get miss under~~ this is to show that it's horrible to lose anyone in your life. But in conscientious objector she talks about not helping anyone to kill another person, these are two completely different subjects but are both linked to death. They both share the same feelings as well they both think death is horrible and should not happen to anyone.

Examiner summary:

The second poem is the given one, 'Your Dad Did What?' and the candidate notes the difference in treatment between the two poems, but the links and evaluation are limited with little reference to the poems.

Band this response achieves in the mark scheme:

2	4-6	<ul style="list-style-type: none">• Limited (or no) comparisons/links• Limited (or no) evaluation of the different ways of expressing meaning.• The selection of examples is limited
---	-----	--

To move up to the next band: This response needs to link the points made with more selection of examples to support the points made.

Script 2 response to Q3 (b)(ii)

Band 3 – 9 marks

3. b(ii). I am going to ~~compare~~ compare 'Conscientious Objector' to 'Exposure'. Exposure presents death as if it is something to be scared of whereas the poet of 'Conscientious Objector' presents death as something that they aren't scared of. Exposure uses a lot of Personification throughout the poem. For instance in the first stanza of exposure uses three examples of personification. These examples are 'iced east winds that knife us' and 'the night is silent' and sentries whisper, curious, nervous'. All three of these examples could be referring to death being imminent. For instance 'winds that knife us' could mean that something or someone was going to stab someone. 'sentries whisper, curious, nervous' could mean that the sentries were nervous of something bad happening. The poet also repeats the sentence 'But nothing happens' which could indicate that something was going to ~~suddenly~~ suddenly happen. The poet repeats the word 'dying' perhaps indicating that somebody was going to die. One sentence where 'dying' ^{is} used is at the end of the

seventh stanza and it says 'For love of God seems dying.' this could perhaps indicate that somebody had given up hope and was ready to die. In 'Conscientious Objector' the idea of death being imminent is never even mentioned. Overall I feel that death is presented as being quite ~~so~~ feared in 'Exposure' whereas in 'Conscientious Objector' it is presented as being something that you shouldn't really worry about and something that doesn't really matter.

Examiner summary:

The candidate's second choice of poem is 'Exposure', an interesting choice, since it enables the candidate to juxtapose the views of both soldiers and the conscientious objector. Some well-selected examples of language use are given, but the comment is not always developed.

Band this response achieves in the mark scheme:

3	7-9	<ul style="list-style-type: none"> Some comparisons and links. Some evaluation of the different ways of expressing meaning and achieving effects. The selection of examples is valid but undeveloped.
---	-----	--

To move up to the next band: This response needs to be more developed with a selection of examples to explain the links and comparisons between the two poems.

Script 3 response to Q3 (b)(i)

Band 5 – 14 marks

(i). The writer in 'Your Dad ~~Did~~ Did what?' present her attitude towards death very differently. In the 'Conscientious Objector' the ~~Writer~~ ~~seemed~~ showed a very negative attitude towards death, but not a sad attitude, more an angry attitude. The writer didn't seem to be scared of death, she didn't let death ruin her life in a way, as if she had had enough.

However in 'Your Dad Did what?' the Author paints a totally different view on death.

The poem doesn't have any imagery unlike the last poem, but this poem does ~~has~~ have the use of Rhyme at the end of each sentence.

In this poem the Author paints a picture of a class setting, a teacher setting some work for the children to do. The teacher sets an assignment to write about their holidays. The Author goes on to describe how one child writes 'My dad did', the teacher then becomes confused and ~~irate~~ impatient as she believes the sentence is unfinished and ~~makes~~ makes no sense. The

teacher makes the child stay behind to complete it. The teacher grows more impatient when the child hands it back and hasn't done anything to it.

The writer uses Enjambement between "all the assignments are complete bar one," and "and though this boy seems bright, that one is his" ~~this~~ this causes a dramatic pause, causing suspense and showing the growing frustration the teacher towards this child.

The line "and though this boy seems bright" shows that she doesn't fully know her pupils and only sees them by their work.

The constant repetition of the sentence "Your Dad Did What?" ~~she~~ emphasises the teachers frustration towards the child about his work. And how she is confused and wants to know what the full story is and the reason the child isn't adding anything.

The last stanzas is where you see the attitude towards death, and how you see it is very different from the Writers attitude towards death in the 'conscientious objector'.

~~There is a sentence in the~~ There is a sentence in the last stanzas that shows us that the teacher doesn't see her pupils as ~~individuals~~ ~~individuals~~ individuals

individuals and doesn't know a lot about them and their personal life outside of school, this line is "~~g~~ through reams of what this girl did, what that lad did".

The way the writer ends the poem ~~is~~ shows realisation and remorse as the writer uses a pun with the placement of the 'e' above 'did', this could be dark humor.

The attitude towards death in this poem is a lot more sad and it makes you feel sorry for the child, ~~whereas~~ whereas in the 'Conscientious Objector' the writer makes it more strong and independent, and the poem 'Your Dad Did What?'

Shows ~~that~~ ~~that~~ a vulnerable attitude towards death, almost like the child is scared and weak against death.

The poem ends with "and read the line again, just one 'e' short: This holiday was horrible. My Dad did." making the reader stop and think, it shows realisation and then remorse from the teacher towards the student.

Examiner summary:

The candidate makes a sound response to the two poems, choosing the given one for comment and appropriate comparison. There are some well-selected textual references and these are supported in a clear way. For this Tier, this is a response which merits a mark at the top of the range.

Band this response achieves in the mark scheme:

5	13-15	<ul style="list-style-type: none">• Sound comparisons and links.• Some clear evaluation of the different ways of expressing meaning and achieving effects.• The selection of examples is appropriate; shows some support of the points being made.
---	-------	--

To move up the band: This response is a top band response. This response gives a full account of Sophie Hannah's 'Your Dad Did What?' but the links and comparisons with 'Conscientious Objector' could have been more developed.

