

'Clashes and Collisions' Anthology question
Higher 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 – Higher Tier.

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

3 (a) Explore how the writer presents her ideas about death in 'Conscientious Objector'.

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

(15)

Script 1 response to Q3 (a)

Band 3 – 9 marks

The poet of 'Conscientious Objector', Edna St. Vincent Millay presents her ideas about death in quite a negative way through the language and imagery she uses.

The poem opens with a very blunt statement, 'I shall die'. This tells the reader straight away that the poem is going to be about death. The personification of 'Death' makes it seem very powerful and strong, while also portraying it in a very negative way.

The repetition of 'I shall die, but that is all that I shall do for Death' enforces that fact that the narrator refuses to help the

army to kill people, whether they are
supposed to be enemy or not, because
she completely disagreed with the
violence that is taking place.

'He had business in Cuba, business
in the Balkans' is linked to wars
that have taken place in the past
and shows that for the army, fighting
and killing people is 'business' and
it could maybe be mocking this
concept.

Also the quote 'But I will not
hold the ~~bridle~~ while he cinches
the girth' * Shows ~~the~~ her reluctance
to ~~be~~ help the army in anyway
with the killing of those innocent
people. It is Death's responsibility to
take people's life - not the army
or violence.

In conclusion Edna St. Vincent
Millay presents her ideas of death
and the army in a very negative

(Section B continued)

* created a very strong, harsh image
to the reader and
way through imagery and language

Examiner summary:

The candidate shows understanding of the way in which the poet links Death and war, and appreciates the stance adopted by the poet as a conscientious objector. There is apt comment on the personification of Death and some language features are explored thoughtfully.

Band this response achieves in the mark scheme:

3	7-9	<ul style="list-style-type: none">• Thorough explanation of how the writer conveys his attitudes to create effect.• Sustained, relevant connection made between attitudes and the presentation of ideas.• Sustained, relevant textual reference to support response.
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To move up to the next band: This response needs to use more pertinent examples from the text to discuss how the writer conveys her attitudes towards death.

Script 2 response to Q3 (a)

Band 4 – 10 marks

In 'Conscientious Objector', the writer very clearly shows her feelings about death. She shows the refusal ~~now~~ to fight because she does not want to cause death, even if it means that she is sacrificed for it. The opening line, 'I shall die, but that is all that I shall do for death' emphasises this point that she is willing to die because that is the only way she will be involved in death as she won't kill anybody, although she is being forced to fight, she is refusing and risking her life.

The use of imagery in 'Though he will flick my shoulders with his whip' is overshadowed by the use of emotive language in 'flick'. The brutality of the whipping of this person is taken away by the way she says 'flick', which is showing that she is not feeling much pain because no matter how much she gets ~~is~~ hit, she will not back down on her stance of taking part in the violence therefore there is not much point in trying to cause her pain.

The enjambment in the poem helps the writer to emphasise the important words and also gives the poem a firm structure to show her firm views towards the subject of the poem.

The writer shows her refusal to help with the quote 'I will not give him a leg up' which shows her point that she will not help this man whether it is something minor like helping him get on his horse or something major like fighting for him in a war. Another thing that shows her lack of help for him is 'I will not tell him... my enemies either' which shows that she would rather help out her enemies than help ~~that~~ someone who is forcing her to kill people for a living.

Examiner summary:

The opening of this response shows a strong awareness of the poet's beliefs and how these are expressed, based on an assured interpretation. The imagery of the poem is analysed very effectively and the textual references are well supported.

Band this response achieves in the mark scheme:

4	10-12	<ul style="list-style-type: none"> Assured explanation of how the writer conveys attitudes to create effect. Relevant connection made between attitudes and the presentation of ideas. Pertinent textual reference to support response.
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To move up to the next band: This response needs more development about how the poet conveys her attitudes towards death, with more discriminating textual reference to support the points made.

Script 3 response to Q3 (a)

Band 5 – 15 marks

3) The poem 'Conscientious objector' is about someone who, no matter how tempted 'he promises me much', will not help 'Death' make 'haste' and do his 'business'. This poem shows the reader ~~the~~ ^{the} writer's views on war and death and how they will have not part in it.

The poem consists of ~~one stanza~~ 1 regular four stanza ~~poem~~ ^{structured}. The writer has made it irregular to make each line stand out as 'I will not map him the route to any man's door'. The poem includes a ring composition 'I shall die, but that is all I shall do for Death' the repetition emphasises her strong beliefs.

The poem is a monologue due to the first person narrative, this means the poem is biased. 'I will not give him a leg up.' The writer's personification of 'Death' makes the reader feel intimidated and creates a grim image that 'Death' is a person.

Edna St. Vincent Millay creates an image that

death could be the 'headless horseman.' 'I hear him leading his horse' this shows the reader that death is associated with two living ~~things~~ objects, creating a more scary impression of 'Death' since there is more to him. The word 'clatter' creates a messy and noisy impression which relates to the unpeaceful side of dying. The writer gives the impression that many lives are being lost 'He is in haste; he has business in Cuba' This displays to the reader ~~that~~ an unpleasant and grotesque image of ~~the~~ war in Cuba and the Balkans.

The writer gives a rather 'petty' statement 'And he may mount by himself' this shows the ~~hostility~~ writer's hostility towards 'Death' and belittles 'Death' as he is unable to 'mount' his horse on his own.

The writer sees death as a torturer 'Though he flick my ~~set~~ shoulders with his whip' however the writer conveys irony in the verb 'flick' as it shows the reader that 'Death' cannot penetrate through her morality. This also shows bravery and confidence as the image 'hoof on my breast' ~~is~~ creates shows pain.

The writer shows the reader that she is not his employee 'I am not on his payroll' and even 'though he promises' the writer 'much', which gives the image of honour and glory of war. She does not 'map' the route to any man's door' showing how she does not give in to the temptation of 'Death's bribery' this can also be link with the 'devil'.

The poem 'conscientious objector' shows the reader how 'Death' is not only the collector but the killer as well 'he has business' the writer uses personification to portray death as intimidating and violent 'his whip'.

Examiner summary:

This is a very strong response showing perceptive interpretation and supporting points very well from the text. The personification of Death is analysed thoughtfully, and there is a strong sense of personal engagement with the poem's ideas.

Band this response achieves in the mark scheme:

5	13-15	<ul style="list-style-type: none"> • Perceptive explanation of how the writer uses attitudes to create effect. • Discriminating, relevant connection made between attitudes and the presentation of ideas. • Convincing, relevant textual reference to support response.
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This response received full marks.

Section B – Clashes and Collisions – Higher Tier

EITHER

- (b) (i) Compare how the writers explore different ideas about death in 'Your Dad Did What?' and 'Conscientious Objector'.

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

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

(15)

OR

- (ii) Compare how the writer of **one** poem of your choice from the 'Clashes and Collisions' collection explores 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)(ii)

Band 4 – 11 marks

Edna St. Vincent Millay explores the idea about death in the poem 'conscientious objector' as almost being controlled by the army. John Scott, the writer of 'The Drum' expressed feelings of death being pointless in war and the futility of war.

Both the poets open with blunt

Straight to the point statement - but for different readers. Scott uses 'I hate that drum's discordant sound' which is also repeated at the start of the second stanza. This negative statement links to the sound of the army coming, and makes the feeling that death is coming too. However Millay starts with 'I shall die, but that is all that I shall do for ~~the~~ death' which straight away tells the reader that the poet links death with the army and that she refused to help them in any way to kill anyone.

The drum describes the soldiers as 'thoughtless youths' which shows that young men sign up to the army thinking it's going to be quite glamorous and making them fun - they get a uniform, ~~and~~ a gun and can fight but they don't actually realise that they are probably going to die. On the other

hard Millay personified 'Death'
to represent the army. She says
'he may mount by himself; I
will not give him a leg up', showing
that she does not want to play any
part in the war - if others do do
then that can be she will not
help them.

~~Millay also says that~~ 'I will not
tell him the whereabouts of my
friends nor of my enemies either'
reinforced that she wants nothing
to do with the war and won't
even tell where the enemy is
hiding, they just went there to
be no violence and will not
help with the death of others.

Scott uses strong imagery to
express the impacts of death and

violence for example 'mangled limbs',
'dying groans' and 'opphans' moans'
which create a very negative image

of death. Millay also uses strong imagery but not to create the same effect. 'With his hood... in the Swamp' shows the power of the army and her reluctance to help them, even if they hurt or kill her.

In conclusion I think both poets explore ideas about death in different ways.

Examiner summary:

The choice of 'The Drum' as the second poem allows the candidate to make some strong points about the negative attitude to death, particularly war, which both poets convey in their different ways. The candidate appreciates the writers' bold, strong anti-war sentiments, and there are some effective, assured comments on specific examples of the poets' language, well linked.

Band this response achieves in the mark scheme:

4	10-12	<ul style="list-style-type: none"> Assured comparisons and links. Pertinent evaluation of the different ways of expressing meaning and achieving effects. The selection of examples is assured, appropriate and supports the points being made.
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To move up to the next band: This response needs to be more perceptive in the comparison of the two poems with discriminating examples from the poems to support the points being made.

Script 2 response to Q3 (b)(i)

Band 3 – 8 marks

b)(i)

The writer of 'Conscientious objector' and the writer of ^{Your dad did what?} ~~what?~~ portray their views on death in a very different way.

Conscientious objector shows the hatred of death by violence, whereas ^{Your dad did what?} ~~what?~~ shows the confusion and innocence of death.

The structures of the two poems are very different, with conscientious having a scruffy set out poem with no rhyming scheme, showing the rough conflict. Your dad did what? has a neat structure of four lines per stanza and a simple rhyme pattern. This can represent the innocence shown in the poem by the writer.

In Your dad did what?, we can see increasing anger from the teacher shown in the repetition of 'What? Your dad did what?' which shows the frustration of the teacher. However, in conscientious objector, the anger and determination stays the same the whole way through, or if anything, the writer is more angry at the start than the end. Also, the enjambement used differs in each poem as in conscientious objector, it is used for emphasis of important parts, although in Your Dad did what?, it seems as though it is used only to help the poem flow. Another difference is that the writer of conscientious objector realises of the death from the start of the poem, whereas in Your Dad did what?, it is only realised at the end.

Examiner summary:

The response shows developed understanding. The candidate chooses the given poem 'Your Dad did what?' and comments thoughtfully on both poems.

Band this response achieves in the mark scheme:

3	7-9	<ul style="list-style-type: none">• Specific and detailed comparisons and links.• Developed evaluation of the different ways of expressing meaning and achieving effects.• The selection of examples is detailed, appropriate and supports the points being made.
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To move up to the next band: This response needs a fuller and more developed coverage of the ideas 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

3b(i)) The two poems 'Your dad did What?' and ~~some~~ 'Conscientious objector' display different ideas of death, for example 'Your Dad...' explores the frustration and confusion of misjudging the ~~converse~~ situation however this poem is juxtaposed with 'Conscientious objector' ~~where the~~ in which the situation is clear but displays hostility towards the situation of 'Death'.

In 'Your Dad...' the poem includes straight forward direct images, typical of a primary school: 'You make them write about their holiday'. The association with children, seen through the rhyme scheme 'not' and 'What?' ^{which} creates an intimidating impression of the teacher which is emphasised by her/his dismissive tone 'Never mind the bell'. In contrast the poem 'Conscientious objector' shows the protagonist being intimidated by 'Death' 'With his hoof on my breast'. However similarly • both are victims in each poem • the boy in 'Your Dad did What?' and the protagonist in 'Conscientious...', are both being intimidated.

In 'Your Dad...' the teacher conveys frustration as to not knowing about the death of the boys

father, however the protagonist's reaction towards the realisation is ~~shocked~~ shocked by the abrupt ~~final~~ ending to the poem 'my dad did' this allows the reader to think and figure out for themselves the riddle in which the poem is left.

In juxtaposition 'Death' comes no surprise to the protagonist in 'Conscientious...' which shows acceptance: 'I shall die, but that is all I shall do for death.' this shows the reader that the protagonist is brave ~~and~~ which stimulates respect ~~from~~ from the reader.

The structure of each poems are contrasted, as 'Your Dad...' is set out in a four line, four stanza pattern which shows that it is a ballad. this helps the reader to associate the poem with children, this also helps the reader sympathise knowing that the father of a child has died.* In contrast the poem 'Conscientious Objector' has an irregular pattern of lines and stanzas making each line stand out, which shows the reader that the death of people is irregular and everyone who dies is important and stands out.

* "my dad did."

In conclusion the two poems convey different message ideas and reactions about death which enlighten the reader in how many different beliefs and reactions there are which can be associated with 'Death'.

Examiner summary:

The candidate writes in a discriminating way about the two given poems, and makes comparative points based on a thoughtful and perceptive interpretation of both.

Band this response achieves in the mark scheme:

5	13-15	<ul style="list-style-type: none">• Discriminating comparisons and links showing insight.• Perceptive evaluation of the different ways of expressing meaning and achieving effects.• The selection of examples is discriminating and fully supports the points being made.
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To move up the band: This is a top band response and makes a number of discriminating comparisons. It is only one mark short of the maximum and a better, less rushed summary may have helped the candidate achieve maximum marks.