

Conflict Practice Exam Questions and Mark Scheme

SECTION B, Part 1 – Poetry Anthology

**Answer ONE question in Section B, Part 1 from the collection you have studied.
You should spend about 35 minutes on this section.**

(Only the named poem in the question will be printed for you in the exam. You will not have your copy of the anthology with you. You will need to use your knowledge of the anthology to choose your second poem and write about it alongside the named poem.)

- 1) Re-read *Half-Caste*. Choose one other poem from the *Conflict* anthology.
Compare how prejudice is presented in each of the poems. In your answer you should consider the:
 - poets' use of language, form and structure
 - the influence of the contexts in which the poems were written. [20 marks]

- 2) Re-read *The Man He Killed*. Choose one other poem from the *Conflict* anthology.
Compare how regret is presented in each of the poems. In your answer you should consider the:
 - poets' use of language, form and structure
 - the influence of the contexts in which the poems were written. [20 marks]

- 3) Re-read *The Destruction of Sennacherib*. Choose one other poem from the *Conflict* anthology.
Compare how death is presented in each of the poems. In your answer you should consider the:
 - poets' use of language, form and structure
 - the influence of the contexts in which the poems were written. [20 marks]

Challenge: Use your knowledge of the exam to design your own practice questions to respond to. Try to select poems and themes you feel you need to focus your revision on.

Mark Scheme:

Level	Mark (20 marks)	Descriptor – Bullet 1 (Comparison), Bullets 2, 3 and 4 (15 marks) – AO2, Bullet 5 – AO3 (5 marks)
	0	No rewardable material.
Level 1	1-4	<ul style="list-style-type: none"> • There is little or no comparison of the two poems. • Identification of form and structure is minimal. • There is little awareness of the language used by the poets. • Little evidence of relevant subject terminology. • There is little awareness of context and little comment on the relationship between poems and context.
Level 2	5-8	<ul style="list-style-type: none"> • There are some underdeveloped comparisons and contrasts presented, with obvious similarities and differences, supported with some ideas from the poems. • There is some comment on the form and structure of the poems. • Some awareness of the poets' use of language is shown, but without development. • Limited use of relevant subject terminology to support examples given. • There is some awareness of relevant context and some comment on the relationship between poems and context. <p>NB: The mark awarded cannot progress beyond the top of Level 2 if only ONE poem has been considered.</p>
Level 3	9-12	<ul style="list-style-type: none"> • The response compares and contrasts a range of points and considers some similarities and differences between the poems. • The response shows a sound understanding of form and structure and links them to their effect. • There is clear awareness, with sound examples, of the poets' use of language and of its effect on the reader. • Relevant subject terminology is used to support examples given. • There is sound comment on relevant context and sound relevant comment on the relationship between poems and context.
Level 4	13-16	<ul style="list-style-type: none"> • The response compares and contrasts the poems effectively, considering a wide range of similarities and differences, and ideas are supported throughout with relevant examples from both poems. • Analysis of form and structure and their effect is sustained. • The candidate comments effectively on the poets' use of language and its effect on the reader. • Relevant subject terminology is used accurately and appropriately to develop ideas. • There is sustained comment on relevant context and detailed awareness of the relationship between poems and context.
Level 5	17-20	<ul style="list-style-type: none"> • The writing is informed by perceptive comparisons and contrasts, with a varied and comprehensive range of similarities and differences between the poems considered. • There is perceptive grasp of form and structure and their effect. • The response offers a cohesive evaluation of the poets' language and its effect on the reader. • Relevant subject terminology is integrated and precise. • There is excellent understanding of context, and convincing understanding of the relationship between poems and context is integrated into the response.