

Paper Reference(s)

**6384/02**

# **Edexcel GCE**

## **English Language and Literature**

### **Advanced**

Unit 4b

Writing for Different Audiences and  
Purposes

Wednesday 11 June 2008 – Afternoon

Time: 2 hours

**Materials required for examination**

Answer book (AB08)

**Items included with question papers**

Nil

#### **Instructions to Candidates**

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In the boxes on the answer book, write your centre number, candidate number, your surname and initial(s), the paper reference and your signature. The paper reference is shown above.

Candidates **MUST** answer EITHER (a)(i)

OR (a)(ii)

AND (b).

Write your answers in the answer book provided. Additional answer sheets may be used.

#### **Information for Candidates**

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This unit assesses Assessment Objective AO6 and also assesses AO1, AO3ii, AO4 and AO5. They are listed at the end of this paper.

The total mark for this paper is 50.

Dictionaries may **not** be used in this examination.

#### **Advice to Candidates**

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You are reminded of the importance of clear English and careful presentation in your answers.

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*You should allow an adequate amount of time for preparation and planning, and then divide the rest of your time equally between the two tasks (a) and (b).*

Texts A and B below are both concerned with the evacuation of children in the Second World War.

**TEXT A** is from *An Evacuee's Journey*, by Peter Hepplewhite, first published in 2003. The book, fully illustrated with photographs and artwork, was written for children of upper primary school age.

**TEXT B** is from a website. It has been reproduced in its original form.

Read both texts carefully and then complete the **two** tasks, **(a) and (b)**. Task **(a)** includes a choice between part (i) and part (ii).

**Candidates must answer EITHER Task (a) option (i) OR Task (a) option (ii).**

**Task (a)**

**Either:**

- (i) Using the information and details in Texts A and B, write an extract from a novel, focusing on the arrival of one or more evacuees at their foster home. (The maximum number should be three evacuees.)

**Write the novel extract in about 400 words.**

- The novel should be for a general adult audience, not for children.
- You will need to decide on your narrative perspective: first person through the eyes of an evacuee, or third person.
- You should include some brief details of the journey to the destination, but your major focus should be on the first meeting with the foster parents, and the arrival at the foster home.
- You should extend your extract beyond the first meeting, but should not go into too much detail about subsequent developments: remember that this is an extract, not the whole novel.
- You can be as imaginative and inventive as you like in your treatment and interpretation of the material, but you should not alter actual facts.
- You should try to use your own words as far as possible, and avoid copying whole sentences.
- Try to convey some attitudes and values, as appropriate.
- Use a style with appropriate literary features for this novel extract.

**Or:**

- (ii) Imagine that you are a welfare officer working for a government ministry in the early months of the Second World War. One of your responsibilities is to visit foster homes with evacuee children in your local area, to check on the well-being of the evacuees and to see if foster parents are experiencing any difficulties. You have been asked to visit one village in which three homes have evacuees. Write your official report on your findings.

**Write the report in about 400 words.**

- Aim for some variety of experience in the three homes: in at least one, the children should be very happy and content, and in at least one there should be problems or difficulties of some kind.
- You could report on such matters as how well the children have settled in, their food, accommodation, clothing, health, schooling, relationships with foster parents, etc.
- You should include some suggestions and recommendations in your report.
- You should select appropriate details from Texts A and B, but you may be as imaginative and inventive as you like in your treatment and interpretation of the material, adding extra details of your own, though without altering actual facts given in the texts.
- Try to convey some attitudes and values, as appropriate.
- You should try to use your own words as far as possible, and avoid copying whole sentences.
- Use an appropriate style and register for an official report. **Do not use note form.**

**All candidates MUST answer Task (b).**

**Task (b)**

Write a detailed commentary on the text you have written, discussing and analysing your linguistic and other choices. You should consider how you have shaped your text for your particular purpose and audience, saying briefly how you have conveyed attitudes and values. Comment briefly also on any ways in which the language of Texts A and/or B may have influenced you.

**Aim to write at least 400 words for this commentary.**

**Please note that the marks are divided equally between the two tasks (a) and (b).**

**(Total 50 marks)**

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## TEXT A

During the first days of September 1939, one and a half million people took part in the official evacuation. Many children were evacuated in school parties and said goodbye to their parents in the playground.

Most evacuees left by train, travelling to stations by tram, bus or on foot. Like an army on the move they carried their equipment – gas masks (in brown boxes), lunches, suitcases or backpacks of clothes and perhaps a favourite toy. Attached to them were labels, with their name, school number and destination – in case anyone got lost on the busy platforms. 5

For some the journey was like a holiday. Many poor children saw the countryside for the first time from the train window and marvelled at the green, open spaces. For others it was a miserable day. Evacuee trains were slotted in between regular services and spent hours covering short distances. Unlucky children travelled in carriages without corridors and toilets and many little ones were sick or soiled their pants. Often they did not arrive at their destinations until late at night – exhausted, dirty and hungry. 10

The reception areas had been preparing for the evacuation for weeks. Billeting officers were the officials in charge of finding accommodation for evacuees. They collected lists of families who had volunteered to act as foster parents to city children. If there were not enough volunteers, the officers could order people to take in evacuees. If they refused they could be fined money. Not surprisingly this caused a lot of anger. 15

The evacuees were selected for billeting in two ways. Some gathered in school or church halls and were chosen by their hosts. Others were taken in small groups from house to house and either accepted or turned away at the front door. 20

During the 1930s a lot of people were out of work in Britain; as many as 3 million by 1933. Around one third of families had to live on unemployment payments from the government, usually called ‘the dole’ – 30 shillings (£1.50) a week for a family of four. Much of the money went on rent, leaving too little for nourishing food or new clothes. Yet people in the wealthier areas of the country knew little of the problem. The poor were out of sight in the slum areas of the towns and cities – until evacuation thrust their children in front of a shocked country. 25

Foster parents were often horrified at the state of the young evacuees they had taken in. They were often dirty and many arrived with only the clothes they stood in. The poorest had no socks and no knickers and some had never seen a toothbrush. Thousands were badly nourished, infested with lice and carried infectious diseases such as scabies and impetigo. The government acted quickly to improve their health, paying for free milk in schools and cod liver oil for children under five. 30

To comfort worried parents, newspapers were full of articles about evacuees enjoying themselves. And whether they were billeted in a mansion or humble cottage, it was true that many evacuees had the time of their lives. They had caring foster parents and came to love country life: the fresh air, farm animals, exercise and healthy food. And many settled in contentedly, helping in pheasant shoots, snaring rabbits or bringing in the harvest. They grew up quickly and learned to cope with new situations by themselves. 35

Although the newspapers wrote few stories about it, lots of evacuees had a dismal time. Homesickness and bedwetting were common. Some hosts resented the children who were ‘dumped on them’ while others were too old, sick or busy to take care of fretful evacuees. No attempt was made to match children to foster parents with similar backgrounds. A child from a Glasgow slum could end up with a professional family with posh English accents. 40

Teachers were a vital part of the evacuation scheme. They visited children in their billets, handled complaints, wrote to parents and filled in endless forms for milk, visits to the clinic and clothing. But what better way to make life as normal as possible for their pupils than get them back to school? 45

There were problems at first when the local children and evacuees first met up. Fighting and name-calling often followed. The solution to this was often split-shift teaching – half a day for local children and half a day for evacuees. 50

A shortage of buildings for lessons was another problem. However, keen teachers rose to the challenge. While the summer weather lasted they organised nature rambles to collect wild flowers or visits to farms to watch the cows being milked and animals being fed. Later, arrangements were made to share local schools or church halls. Because equipment of all kinds was in short supply, many lessons became more practical with children taking part in plays, concerts and debates. 55

## TEXT B

### Plans

Plans for evacuation had been developed in the summer of 1938. The country was divided into zones, classified as either “evacuation,” “neutral,” or “reception,” with priority evacuees being moved from the major urban centres and billeted on the available private housing in more rural counties.

5

### The first evacuation

On September 1, 1939, the official evacuation began, two days before the official declaration of war. From London and the other main cities, the priority class people were bundled onto trains and dispatched to rural towns and villages in the designated areas. With the uncertainties over registering for evacuation, the actual movement was also disjointed – as evacuees arrived at the stations they were gathered into groups and put on the first available train, regardless of its destination. School and family groups were further separated in the transfer from mainline trains to more local transport.

10

In the first three days of official evacuation almost 1.5 million people were moved, including 800,000 school-aged children, 500,000 mothers and young children, and over 100,000 teachers and other ‘helpers’. The initial move was undertaken in quite high spirits and there were no serious accidents.

15

### The Phony War

With the *Luftwaffe* declining to pound British cities into rubble, the evacuation plan’s value became precarious. Without the ‘needed’ emergency, and without additional funds or organization, the reception areas developed both social and economic problems.

20

The first and immediate problem was housing. The low numbers did not threaten the supply, but who should go to which home became a stressful question. With no guidelines for the distribution of the evacuees, many reception centres either handed the arrivals out almost at random or the centres came to resemble markets – people choosing ‘suitable’ children.

25

Linked to the housing was the social differences created by the evacuation. The designation of the priorities and the evacuated areas meant that the majority of the people were from the most socially deprived neighbourhoods, while those with ‘surplus accommodation’ were equally likely to be, in comparison, wealthy. Efforts were made to match “like with like”, but there are many, many stories of the most unsuitable pairings. However, it was also noted that those most able to have evacuees, the upper middleclass, were also the group least affected by the evacuation.

30

The stark demonstration of the levels of urban poverty and deprivation shocked people. It is certain that the press and politicians exaggerated the extent of the problems, and much tension was the result of the interruption to habit and routine rather than particularly ‘dreadful children’. A study suggested maybe 5% of the children lacked toilet training, while possibly 25% or so had some, almost unavoidable, infestation – often head lice. Evidence of deliberate neglect was, mercifully, very rare.

35

It is unclear what long-term effects evacuation had on the children. For younger children evacuated without parents or siblings, the upheaval sometimes proved traumatic. Many evacuees were homesick, because their parents could not visit them, with fathers away in the services and mothers working in factories. Few had cars and train travel was expensive.

40

Government financial support, an allowance to householders, did not start until October 1940 and the Government demanded a means test and also contributions from the evacuees' parents. The allowance for children was a flat rate of <sup>1</sup>10/6 for the first child and <sup>2</sup>8/6 for each additional child. These sums provoked some turmoil – adequate for some, many middle-class householders saw them as insufficient for “full board and lodgings”, especially when food prices increased by an eighth in the first three months of war. 45

**Glossary**

<sup>1</sup> 10/6 Ten and a half shillings

<sup>2</sup> 8/6 Eight and a half shillings

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**TOTAL FOR PAPER: 50 MARKS**

**END**

**Assessment Objectives for Unit 4b (6384/02): Writing for Different Audiences and Purposes:**

- AO6** demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of literary texts and features of language to explain and comment on the choices made
- AO1** communicate clearly the knowledge, understanding and insights gained from the combined study of literary and linguistic study, using appropriate terminology and accurate written expression
- AO3ii** use and evaluate different literary and linguistic approaches to the analytic study of written and spoken language, showing how these approaches inform their readings
- AO4** show understanding of the ways contextual variation and choices of form, style and vocabulary shape the meanings of texts
- AO5** identify and consider the ways attitudes and values are created and conveyed in speech and writing.