

General Certificate of Education  
June 2007  
Advanced Subsidiary Examination



**ENGLISH LANGUAGE (SPECIFICATION A)  
Unit 2 Using Language**

**EA2W**

Thursday 17 May 2007 9.00 am to 11.00 am

**For this paper you must have:**

- a 12-page answer book.

Time allowed: 2 hours

**Instructions**

- Use blue or black ink or ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is EA2W.
- There are **three** sections.
  - Section A:** Language Analysis
  - Section B:** Language Production
  - Section C:** Commentary on Language Production
- Answer all three questions.
- Do all rough work in the answer book. Cross through any work you do not want to be marked.

**Information**

- The maximum mark for this paper is 120.
- The marks for questions are shown in brackets.
- You will be marked on your ability to use good English, to organise information clearly and to use specialist vocabulary where appropriate.

**Advice**

- It is recommended that you spend 20 minutes studying and preparing the source materials for the Language Analysis and Language Production task.

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**SECTION A – Language Analysis**Answer Question 1.

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**1 Text A**, which you will find on pages 4 and 5, is an extract from *The Kite Runner*, by Khaled Hosseini. Set in 1970s Afghanistan, the novel deals with the effects of the Russian invasion on an Afghan family. In this extract, twelve-year-old Amir describes how he and his father Baba flee the country.

- Comment linguistically on the significant features of the text.
- Explain how these language features contribute to the text's meanings.

In your answer you should consider:

vocabulary and meanings

grammatical features, including sentence functions, types and structures, and their effects

how language is used to inform and involve the audience

how the text represents Amir's thoughts and feelings.

(30 marks)

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**Text A for use in Section A – Language Analysis**

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**Text A** has been omitted due to third-party copyright restraints.



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**SECTION B – Language Production**

Answer Question 2.

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- 2** Write the opening of a novel, aimed at readers aged 14–16, about the experiences of evacuee children from London during World War II. You should focus on the day of evacuation, as the children leave London, and your narrative should end before they reach their destination. You should write 400–500 words.

In your narrative, you should draw on the ideas contained in **Texts B, C, D** and **E**, which you will find on pages 7, 8, 9 and 10. You will need to select appropriate ideas and adapt the way they are expressed to suit the needs of your audience.

*(60 marks)*

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**SECTION C – Commentary on Language Production**

Answer Question 3.

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- 3** Explain the linguistic devices you have used to make your narrative suitable for your audience and purpose. Use examples from your text to illustrate your points and provide reasons for your linguistic choices.

*(30 marks)*

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## Texts B, C, D and E for use in Section B – Language Production

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**Text B** is from an article by David Prest on the BBC website.

**Text C** is part of a report from the *Daily Mirror* for 2 September, 1939.

**Texts D** and **E** are adapted from *The Children's War* by Juliet Gardiner.

### Text B

#### Evacuees in World War Two – the True Story

As bombing raids attacking Britain's cities increased during World War Two, thousands of children were uprooted from their families and sent to the safety of the countryside.

#### Operation Pied Piper

The evacuation of Britain's cities at the start of World War Two was the biggest and most concentrated mass movement of people in Britain's history. In the first four days of September 1939, nearly 3,000,000 people were transported from towns and cities in danger from enemy bombers to places of safety in the countryside.

Most were schoolchildren, who had been labelled like pieces of luggage, separated from their parents and accompanied instead by a small army of guardians – 100,000 teachers. By any measure it was an astonishing event, a logistical nightmare of co-ordination and control beginning with the terse order to 'Evacuate forthwith,' issued at 11.07 am on Thursday, 31 August 1939. Few realised that within a week, a quarter of the population of Britain would have a new address.

Talking to evacuees now about the events of those days in 1939 recalls painful memories that have been deeply hidden for 60 years, exposing the trauma of separation and isolation and the tensions of fear and anger. Most were unaware of where they were going, what they would be doing and all were wholly ignorant of when they would be coming back.

#### The day of evacuation

Most evacuees have a vivid recall of events on the day of their evacuation. The images are of busy train stations, shouting officials and sobbing mothers.

In London, the schoolchildren sang 'The Lambeth Walk'. Elsewhere there were choruses of 'Wish Me Luck as You Wave Me Goodbye'. For most it was 'like going on an adventure'; a phrase that is still uppermost in the minds of evacuees 60 years on.

'We marched to Waterloo Station behind our head teacher carrying a banner with our school's name on it,' says James Roffey, founder of the Evacuees Reunion Association. 'We all thought it was a holiday, but the only thing we couldn't work out was why the women and girls were crying.'

For the newspapers the evacuation represented an irresistible human story. An upper-class Englishwoman, Mollie Panter-Downes, described the scene in her fortnightly piece for the *New Yorker* and remarked on the 'cheerful little cockneys who could hardly believe the luck that was sending them to the countryside.'

Parents gave instructions to their children: 'Don't complain,' 'Grin and bear it,' 'Look after your sister,' 'Write home as soon as you can.'

Source: [www.bbc.co.uk](http://www.bbc.co.uk)

**Text C****No hitch on great adventure**

Evacuation of schoolchildren from London went without a hitch. The children, smiling and cheerful, left their parents and entrained for unknown destinations in the spirit of going on a great adventure. 'I wish all our passengers were as easy to manage,' a railway official said. 'The children were very well behaved.'

Little tots smiled gleefully and boys whistled and exchanged jokes. One boy, carrying a kitbag over his shoulder in true military style, kept humming to himself as he marched along.

'Cheer up. Your children are going to have a happy holiday and don't worry.' With these words of cheer, Miss Violet Horseburgh, Parliamentary Secretary to the Minister of Health, comforted mothers outside the Vauxhall Central School, Lawn Lane, South Lambeth Road.

One little boy at Ealing Broadway Station, where 50,000 children entrained, had a bucket and spade with him. To cheer him up his mother had told him that he was going to the seaside. Actually, she did not know his destination.

Source: *Daily Mirror*, 2 September 1939

**Text C** photograph has been omitted due to third-party copyright restraints.



**Text D**

**Text D** text and two photographs have been omitted due to third-party copyright restraints.

**Text E**

**Text E** has been omitted due to third-party copyright restraints.

**END OF TEXTS**

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Text A: KHALED HOSSEINI, *The Kite Runner*, Bloomsbury, 2004

Text B: © BBC History site, [www.bbc.co.uk/history/british/britain\\_wwtwo/evacuees\\_01.shtml](http://www.bbc.co.uk/history/british/britain_wwtwo/evacuees_01.shtml)

Text C: Mirrorpix

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