

394/01

**ENGLISH LANGUAGE**

**ELang4: Demonstrating Expertise in Writing**

A.M. TUESDAY, 24 January 2006

(2 Hours)

**ADDITIONAL MATERIALS**

In addition to this examination paper, you will need a 12 page answer book.

**INSTRUCTIONS TO CANDIDATES**

Answer **one** question, completing all three tasks: **(a)**, **(b)** and **(c)**.

**INFORMATION FOR CANDIDATES**

Both questions carry equal marks.

In this unit you will be assessed on your ability to:

- communicate clearly the knowledge, understanding and insight appropriate to the study of language, using appropriate terminology and accurate and coherent written expression;
- demonstrate expertise and accuracy in writing for a variety of specific purposes and audiences, drawing on knowledge of linguistic features to explain and comment on choices made;
- apply and explore frameworks for the systematic study of language at different levels commenting on the usefulness of the approaches taken.

Remember that marking will take into account the quality of written communication used in your answers.

*Answer one question only.*

**Either,**

**1. Answer tasks (a), (b) and (c).**

*Note that (a) and (b) each counts for a quarter of the marks, and (c) counts for half: you should divide your time accordingly.*

*Read Texts X-Z and the Extra Notes on pages 4-5, and then complete the three tasks which follow.*

The three texts and the Extra Notes are all about the Women's Land Army in the Second World War.

**TEXT X** and **TEXT Y** are from websites about the role of women at work during the Second World War.

**TEXT Z** is from *Women at War 1939-1945: The Home Front*, by Carol Harris, first published in 2000.

The **EXTRA NOTES** are included to provide some more information and details.

**Tasks**

- (a) Imagine that you are a volunteer in the Women's Land Army (a 'Land Girl'). You have been working on a farm for two or three weeks. You have not been home since joining the Women's Land Army (WLA), and your family are eager to know what you have been up to, and how you are getting on.

**Write a letter home to your parents and family.**

- You must use appropriate details from the information provided in Texts X-Z and the Extra Notes, but you may use your imagination and include additional details and characters if you wish.
- There must be at least two other Land Girls working at the same farm as you.
- As well as describing and detailing your experiences, you should include your feelings and thoughts about your experiences, your fellow Land Girls, and the farmer and his family. You could also include references to male farm workers (if any), and to others, such as your local representative, if you wish.
- Use an appropriate style and tenor (register) for a letter from a young woman, and use your own words as far as possible.

**Write the letter in at least 200 words.**

(25%)

- (b) Imagine that you are a local representative, working for your county office. One of your duties is to visit each of the Land Girl volunteers in your district once a month. You have visited one of your Land Girls and have found some problems.

**Write the report on this Land Girl for your county office.**

- Your report should cover a number of aspects, such as: the health and morale of your volunteer; the appropriateness and demands of the work required of her; whether the billet (her accommodation) is satisfactory; the quality and standard of food provided; whether wages and overtime have been correctly paid; how much time off has been given, and any other aspects that you think appropriate. You should also make some general remarks and some recommendations.
- The problems you have found can be major or minor, or a combination of the two, as you wish.
- You must include some details from the information provided in Texts X-Z and the Extra Notes, but you may use your imagination and include additional details, individuals, etc. as you wish.
- Use an appropriate style and tenor (register) for an official report, and use your own words as far as possible.

**Write the report in at least 200 words.**

(25%)

- (c) **Analyse and comment on the main features of language and style** in the texts you have produced. You should use appropriate terminology and draw on your knowledge of linguistic features and frameworks to explain and comment on your language choices and features of appropriate written style. Comment very briefly on any features of language in Texts X-Z that may have influenced you in any way.

**Write at least 400 words.**

(50%)

**TEXT X****The Women's Land Army**

With the country at war and all able-bodied men needed to fight, there was a shortage of labour to work on farms and in other jobs on the land. At the same time it was becoming increasingly difficult to get food imported from abroad, so more land needed to be farmed to provide homegrown food. The Women's Land Army provided much of the labour force to work this land.

The advertising slogan read: 'For a healthy, happy job join The Women's Land Army'. In reality the work was hard and dirty and the hours were long. Some of the girls received training before they were sent to farms; the farmers themselves trained others.

The girls of the land army looked after animals, ploughed the fields, dug up potatoes, harvested the crops, killed the rats, dug and hoed for 48 hours a week in the winter and 50 hours a week in the summer. As there was not enough machinery to go round they often had to work with old fashioned equipment, such as horse drawn hand ploughs, and to harvest crops by hand.

Of course, all this heavy outdoor work made them very hungry. One advantage was that extra rations were allocated to farm workers to give them the energy they needed to farm the land.

The Land Girls also found that the work was hard on their clothes, so they were supplied with cheap, second hand battledress once their uniforms wore out. Rubber boots were important items for working on a farm, but with the war shortages, rubber became hard to get. Boots then had to be returned for reconditioning and sold back to the workers at a cheaper price. They were allowed to buy these without coupons.

Although the women worked hard, they were not paid the same wages as men. If a man earned one shilling an hour (about 5p), a woman earned just over ten pence (about 4p). Some of the girls lived on the farms; some were housed together in hostels. They were moved between farms by the War Agricultural Committee to make sure they went where they were needed.

**TEXT Y****The Women's Land Army**

As in World War One, women were called on to help on the land and the Women's Land Army (WLA) was re-formed in July 1939. Their work was vital as so many men were being called up into the military.

In August 1940, only 7,000 women had joined but with the crisis caused by Hitler's U-boats, a huge drive went on from this date to get more women working on the land. Even Churchill feared that the chaos caused by the U-boats to our supplies from America would starve out Britain.

The government tried to make out that the work of the WLA was glamorous and adverts showed it as this. In fact, the work was hard and young women usually worked in isolated communities. Many lived in years old farm workers' cottages without running water, electricity or gas. Winter, in particular, could be hard especially as the women had to break up the soil by hand ready for sowing. However, many of the women ate well as there was a plentiful supply of wild animals in the countryside – rabbit, hares, pheasant and partridges. They were paid 32 shillings a week – about £1.60.

In 1943, the shortage of women in the factories and land led to the government stopping women joining the armed forces. Those who worked on land did a very valuable job for the British people.

**TEXT Z**

Most prospective Land Girls were interviewed at county level and by at least two people. A medical from an approved doctor followed and once an applicant had passed these hurdles, she was passed on to the county office. Training could be comprehensive or non-existent. Those who did receive instruction had practical and oral examinations in everything from milking and dairy work to pest destruction. WLA members had to be able to use all the usual farm equipment, and be capable of maintaining and cleaning it. A WLA correspondence course on agriculture covered topics such as the farm horse, including breeding and grooming, and arable crops and soil, with sections on types, temperatures, and appropriate manuring. But equally, women might be directed on to the farms to start work immediately, learning as they went along.

Many local representatives were older, middle-class women who had lived in the district for some years. Their charges were often young girls from the cities or industrial areas of the country with little or no understanding of the rural way of life. About a third of the recruits came from London and Middlesex, or from the industrial towns in the north of England.

The uniform was, by common consent, practical, quaint, comfortable – anything but fashionable. The basic WLA outfit consisted of brown brogues, brown corduroy or whipcord breeches, fawn knee-length woollen socks, a green V-necked pullover, fawn Aertex shirt and a brown felt cowboy-style hat. Added to this were a brown, military style short dress overcoat and Wellingtons or ankle boots. Special clothing included brown dungarees and the cow coat, a near knee-length garment in heavy brown cotton. The uniform was often ignored or frequently adapted; in summer weather, women would roll up their dungarees or cut them down to make shorts.

The tie was reserved for formal occasions, as was the armband, which was worn on the left arm. The initial armband was green with red lettering, with a crown above the letters WLA.

Reproduced from *Women at War 1939-1945: The Home Front*, by Carol Harris (Sutton Publishing Ltd., 2000)

**EXTRA NOTES**

- In 1943, at its peak, there were over 80,000 'Land Girls'. The hard farm work undertaken included: ploughing, lifting potatoes, planting and harvesting of vegetables and root crops (e.g. cauliflowers, onions, barley, white clover, etc.), hay making, threshing, turning hay, fruit picking, milking cows, lambing, working with sheep, rat catching, cleaning out of buildings used to house livestock, and poultry management.
- The WLA was not a military force, and the uniform was not worn by all. Volunteers were not subject to military discipline and most were employed directly by the farmers they worked for. They could go to other jobs on other farms, and could be given notice by the farmers.
- Baths, when they could be obtained, were a maximum of five inches of water; there were no showers.
- Girls had to pay for any replacements of their 'best' uniform or working dungarees and jumpers. They were never expected to work on a Sunday, and usually were able to get away at lunchtime on a Saturday.
- Initially some farmers were reluctant to employ women to do men's jobs, and did not always appreciate that Land Girls were not allowed to take on domestic work. When they refused, this was not always well received.
- There were 52 county offices, each with an organising secretary, committee, sub-committee and local representatives, unpaid, who had the task of sorting out problems between farmers and their WLA workers.
- Volunteers came from very mixed social and educational backgrounds and often from different parts of the country.

**Or,**

**2. Answer tasks (a), (b) and (c).**

*Note that (a) and (b) each counts for a quarter of the marks, and (c) counts for half: you should divide your time accordingly.*

*Read Texts X and Y on pages 7-9, and then complete the **three** tasks which follow.*

**Texts X and Y** are both from websites and provide information about the Bevin Boys – young men who were called up in the Second World War to work in the coal mines.

**Tasks**

- (a) Imagine that you are a Bevin Boy. You have completed your initial training and have spent two or three weeks at your assigned pit. You have not seen or written to your best friend since being conscripted, but decide to do so now to let your friend know how you have been getting on and what has been happening to you.

**Write the letter to your best friend.**

- You should use the information about the Bevin Boys given in Texts X and Y. You must not alter any factual details, but you may interpret and present the details in any appropriate way, and may invent and add a few minor details if you wish.
- You should not try to cover everything, but should select appropriate aspects and details that you think will interest your best friend.
- Convey your feelings and thoughts about your experiences and situation.
- Include some reference to others – e.g. fellow Bevin Boys, other miners, officials, etc.
- Use appropriate lexis, grammar and syntax.

**Write the letter in at least 200 words.**

(25%)

- (b) Imagine that you work for a local newspaper in 1990 in an area that produced coal during the Second World War. At this time there is little public awareness and no official recognition of the Bevin Boys: your editor thinks that the public should be made aware of their achievement and shabby treatment. The editor has asked you to undertake some research and then to write an article for the paper about the Bevin Boys.

**Write the article for the local newspaper.**

- You should aim to provide some basic information about the Bevin Boys scheme, but your main focus must be on any aspects of the scheme, and treatment of the Bevin Boys at the time and since, that appear to be unfair or unjust.
- You should try to arouse your readers to a sense of outrage at the injustices and unfairness that you reveal, while at the same time praising the Bevin Boys' achievements.
- Use appropriate facts and information from Texts X and Y, but you are free to interpret and present these as you wish.
- Use your own words as far as possible.
- Use lexis, grammar and syntax appropriate for your purpose and audience.

**Write at least 200 words for this article.**

(25%)

- (c) **Analyse and comment on the main features of language and style** in the texts you have produced. You should use appropriate terminology and draw on your knowledge of linguistic features and frameworks to explain and comment on your language choices and stylistic features. Comment very briefly on any language features in Texts X and/or Y that may have influenced you in any way.

**Write at least 400 words.**

(50%)

## TEXT X

A **Bevin Boy** was a man conscripted to work in the coal mines of the United Kingdom, from December 1943 until the end of World War II. Chosen at random from among those called up for national service, nearly 48,000 Bevin Boys performed vital but largely unrecognised service in the coal mines, many not being released until years after the war. 10% of all conscripts aged 18-25 were picked for this service. Many wanted to fight, not work in the mines.

The scheme was named after Ernest Bevin, a Labour Party politician who was Minister of Labour and National Service in the wartime coalition government, and former leader of the Transport and General Workers Union.

By December 1943 England was getting desperate for a continued supply of coal for the war, and, following a severe drop in coal production, it was decided that a certain percentage of conscripts would be directed to the coal mines to make up for a shortage of miners.

To make the process essentially random, each month one of Bevin's secretaries would pull two random digits from a hat, and all persons whose draft number ended in those digits were directed into coal mining without exception. Any refusal to comply with the direction would inevitably result in a heavy fine or possible imprisonment under the wartime Emergency Powers Act. Draftees thus came from a number of different professions, from desk workers to labourers.

Bevin Boys did not wear uniforms or badges but the oldest clothes they could find. Being of military age and without uniform caused many of them to be stopped by police and questioned about draft dodging.

**TEXT Y**

The mining work was not popular either with the miners or the boys themselves, many of whom were not released from their work until 1948, well after the British coal mines were nationalised in 1947.

**Background and selection process**

When war was declared against Germany in September 1939, the British Government made the mistake of allowing experienced coal miners to be called up into the armed services, and also to transfer into other higher paid industries. By mid-1943, over 36,000 coal miners had left the industry for better paid and cleaner work. The British Government decided it needed 40,000 more miners. A government appeal to service men and conscripts to volunteer made little impact. In consequence Ernest Bevin masterminded a scheme whereby a ballot took place to put a proportion of conscripted men into the mines instead of the armed services. The only exception were men accepted for flying in the RAF, and for work in submarines.

**Training**

After medical examinations, travel warrants and instructions quickly followed to report to one of the thirteen Government Training Centre Collieries in England, Scotland and Wales. Upon arrival at the assigned destination, a Ministry of Labour official would be waiting to allocate accommodation in either a purpose built Miners' Hostel similar to an army camp, or in billets, at a cost of one pound five shillings per week deducted out of an average wage of three pounds ten shillings.

Training would last for a duration of four weeks and take the form of 25% physical training, 25% classroom lectures, 20% surface work and 30% underground. At the end of this period, final allocation would be made to a colliery normally within the region where the training had taken place.

**Living and working**

On arrival at the assigned pit, accommodation would be either in a hostel or private billets and a further two weeks local training given before commencing the real hard work that Bevin Boys were required to carry out. Bevin Boys were supplied with a safety helmet, a pair of overalls and steel capped boots and like other miners carried their safety lamp, a snap tin containing sandwiches, and a water bottle. Upon emerging from the cage after descending anything up to a mile deep into the earth's interior, invariably a long walk had to be made in uneven terrain to finally arrive and work in cramped conditions with a headroom often as low as eighteen inches. However, the majority of Bevin Boys worked on haulage and conveyor belts with few (only 15,000) graduating to work at the coal face.

Most forms of haulage involved the use of cables for the movement of tubs. In some collieries pit ponies were used for haulage. Pit ponies were stabled underground for life at some collieries, whereas others would allow them to come up to the surface for one week in each year during the holiday period when the pit was closed.

In most cases Bevin Boys were regarded with suspicion by the regular pit men. This was inevitable with young inexperienced men with little knowledge of the industry, many of whom had never got their hands dirty in their lives. Regular miners, many of whom were born and bred in a mining community, relied on bonuses earned by hard work. They did not relish the idea of working alongside a disinterested Bevin Boy.



The work of the miners was hard in appalling conditions with no toilet facilities in areas that were either hot, cold, wet, draughty, dusty or smelly. The constant noise of machinery was also deafening coupled with the daily hazards of enduring cuts and bruises. Dangers and risks were numerous, with the constant fear that perhaps there might be an explosion resulting in fire or even a rock fall. It was always a relief to step out of the cage into the fresh air at the end of the day's shift. Some of the larger collieries were lucky enough to have pit head baths in order to shower and change into clean clothes, but where these were not provided it would mean going back to the hostel or billets.

Bevin Boys did not have a uniform and therefore only wore civilian clothes when off duty. This could lead to challenges by members of the public as to why they were not in Army, Royal Navy or Royal Air Force uniform. Additionally, being of military age prompted suspicion of being a draft dodger or deserter from the forces or a possible enemy agent, thus leading to regular challenges by local police. If a man was found to be physically unfit for work underground, he had to be reassigned to surface work. There was no opportunity to transfer to other industry or the forces. Those Bevin Boys who were injured did not receive a Government pension as they were legally regarded as civilians.

### **Demobilisation**

With the ending of the Second World War in Europe, a Bevin Boy release scheme was brought into being similar to that of the armed services. But the Bevin Boys received no medals or other form of recognition or reward for their services to the war effort in which they played a very vital part. This contrasted with demobilised servicemen who could keep their uniform, and were given a demobilisation outfit, paid leave and war medals. Bevin Boys had no right to return to their pre-war jobs as had demobbed servicemen.

### **Belated recognition**

It was not until the 50<sup>th</sup> Anniversary of the VE and VJ Day Commemorations during May and August of 1995 that Bevin Boys were finally recognised. Speeches made by HM The Queen, the Speaker of the House of Commons, and the Prime Minister all gave belated honour to the Bevin Boys. That has been enhanced by the belated admission of the Bevin Boys to the national Remembrance Sunday Service held at the Cenotaph, Whitehall.

There is a new Bevin Boys Association that was formed in 1989 with some 1500 members. The Bevin Boys Association is very active and holds an Annual National Reunion, with additional Regional Reunions held in various parts of the United Kingdom.