**Attempt ALL questions   
Total marks – 30**

1. Read lines 1-10.

From the first three paragraphs, identify the attitudes of the writer and of her children   
to the sight of the wind turbines. **2**

1. Read lines 6-12.

By referring to at least **two** examples, analyse how the writer’s use of language   
conveys her attitude to the wind turbines. **4**

1. Read lines 14-22.  
     
   By referring to both word choice and sentence structure, analyse how the writer

conveys her feelings about **one** impact of wind turbines on the landscape. **4**

1. Read lines 24, ‘The thing is: I can understand why the children are off-hand about them’.  
     
   Explain the function of this line in the development of the writer’s argument.   
   You should make close reference to the passage in your answer. **2**
2. Read lines 32-44  
     
   In your own words, summarise the various reasons for disliking wind turbines. **4**
3. Read lines 45-51.  
     
   Analyse how both imagery and sentence structure are used in these lines to convey   
   the idea that “The British countryside is all a confection of man. **4**
4. Read lines 50-63.  
     
   Explain how the writer continues the idea that wind turbines give us “not just our power,   
   but our freedom”. Use your own words in your answer. You should make three key points. **3**
5. Read lines 65-68.  
     
   Evaluate the effectiveness of the final paragraph as a conclusion to the writer’s argument. **2**

**Question on both passages**

1. Look at both passages.

Both writers express their views about wind turbines.

Identify three key areas on which they agree. You should support the points you

make by referring to important ideas in both passages.

You may answer this question in continuous prose or in a series of developed bullet

points. **5**