

Language Devices and Techniques – Exam-Style Questions

English

Level 2 Reading

Exam-style · 11 questions · 24 marks

Remember

The 4-mark question: 'Identify two language features and give an example of each.' 1 mark for each correctly named feature + 1 mark for each *linked* example (a quotation that actually shows that feature). Layout features score nothing here.

'Explain the effect' questions (2–3 marks): name the feature → quote it → say what it makes the reader think, feel or do *in this text*. 'It makes the reader want to read on' is too vague to score.

Comparison questions: give a point about each text, with a quotation from each, and use a comparing word (whereas, however, both, unlike).

Text A – persuasive article (14 marks)

Ditch the car for a week – you might never go back

Text A – an article from a local news website

Picture this: it's 8.15 on a Monday morning and you are sitting in the same queue of traffic you sat in on Friday, watching the same brake lights, breathing the same fumes. Sound familiar? For 68% of drivers in Brookford, according to the council's travel survey, the daily commute is under three miles. Three miles. That is a twenty-minute cycle or a forty-minute walk – and it is exactly the kind of journey that is clogging our roads, poisoning our air and draining our wallets.

I know what you're thinking, because I thought it too. It's raining. It's dark. I've got bags. But last month I took the Car-Free Week challenge, and I'm not going to pretend it was easy. On Tuesday I got soaked. On Wednesday I got a puncture. By Thursday, though, something had shifted. I arrived at work awake instead of furious. I had spoken to three neighbours I had never met. I had saved £31 in fuel and parking – in four days.

The town's air-quality monitor on Station Road recorded nitrogen dioxide levels 40% above the legal limit last winter. That is not a statistic; that is our children's lungs. Every car left at home is a small, stubborn act of defiance against a problem we keep telling ourselves is too big to fix.

So here is my challenge to you. One week. Five journeys. Leave the keys on the hook and see what happens. You might get wet. You might get fit. You might, like me, wonder why you ever did it any other way.

1. Identify **two** language features used in Text A and give an example of each from the text. (4 marks)

Language feature	Example from the text

2. The writer says 'Three miles.' on its own as a sentence. Explain the effect of this. (2 marks)

3. Explain how the writer uses statistics to persuade the reader. Use **one** example. (2 marks)

4. 'That is not a statistic; that is our children's lungs.' Which statement best describes what the writer is doing here? (1 mark)

- ☐ A Giving factual information about air quality
- ☐ B Turning a number into an emotional argument
- ☐ C Explaining how the air monitor works
- ☐ D Apologising for using too many figures

5. Explain how the writer uses personal experience to make the article more convincing. Use a quotation. (3 marks)

6. Look at the final paragraph. Identify the language feature used in 'You might get wet. You might get fit. You might...' and explain its effect. (2 marks)

Text B – formal letter, and comparison (10 marks)

Notice to residents: Mill Lane traffic scheme

Text B – a letter from the council to households on Mill Lane

Dear Resident,

Brookford Council is writing to inform you of a proposed traffic scheme affecting Mill Lane. Following a review of traffic data collected between January and March, the council intends to restrict through-traffic on Mill Lane between 8.00 am and 6.00 pm, Monday to Friday. Access for residents, deliveries and emergency vehicles will be maintained at all times.

The review identified an average of 1,840 vehicle movements per weekday, of which approximately 62% were through-traffic using Mill Lane as a shortcut to the ring road. Speed monitoring recorded 214 vehicles exceeding 30 mph during the survey period.

Residents are invited to submit comments on the proposal in writing by 14 November. A public information session will be held at the community centre on 28 October between 6.00 pm and 8.00 pm, at which council officers will be available to answer questions. Further information, including maps of the proposed scheme, can be found on the council's website.

Yours faithfully,
Highways and Transport Team

7. Text B is written in formal language. Give **two** examples of formal language from the text. (2 marks)

8. Explain **one** reason why the council has used formal language in this letter. (1 mark)

9. Both Text A and Text B use statistics. Which statement best describes the difference in how they use them? (1 mark)

- ☐ **A** Text A uses them to inform neutrally; Text B uses them to shock
- ☐ **B** Text A uses them to persuade and provoke emotion; Text B uses them to inform and justify a decision
- ☐ **C** Neither text uses statistics accurately
- ☐ **D** Both texts use statistics in exactly the same way

10. Compare how the two writers address the reader. Give a quotation from each text and explain the effect of each. (4 marks)

11. Which text is more likely to make a reader **change their behaviour**? Give **two** reasons based on the language used. (2 marks)

Language Devices and Techniques – Exam-Style Questions – Answers

Level 2 Reading · mark-scheme style

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Text A

1. 1 mark per valid feature + 1 per linked example, max 4. Accept e.g.: rhetorical question – 'Sound familiar?'; direct address – 'you are sitting...'; 'my challenge to you'; statistic – '68% of drivers', '40% above the legal limit', '£31'; rule of three – 'clogging our roads, poisoning our air and draining our wallets'; repetition – 'You might...'; emotive language – 'poisoning', 'our children's lungs'; personal experience / first person – 'I got soaked'; imperative – 'Picture this', 'Leave the keys on the hook'; short sentence for effect – 'Three miles.'; metaphor – 'small, stubborn act of defiance'. Do not accept headings, paragraphs or other layout features.
2. Repeating the distance as a very short sentence (1) makes the reader stop and take in how small it is / emphasises that such a short journey does not need a car (1).
3. Example + effect, e.g. '68% of drivers... under three miles' (1) shows the reader that the problem applies to most people, including them, and makes the argument sound researched and hard to dismiss (1). Or '40% above the legal limit' makes the danger sound measurable and serious.
4. **B.**
5. Quotation (1) + explanation (up to 2), e.g. 'On Tuesday I got soaked. On Wednesday I got a puncture.' – the writer admits the difficulties honestly, so the reader trusts that the positives ('I had saved £31') are honest too; using 'I' makes it a real story rather than a lecture, and the reader can imagine themselves doing the same.
6. Repetition (also accept rule of three / direct address) (1); it builds a rhythm that makes the outcomes feel inevitable and ends on the most persuasive one, so the reader is left with a positive image of trying it (1).

Text B

7. Any two, e.g. 'is writing to inform you', 'intends to restrict through-traffic', 'will be maintained at all times', 'Residents are invited to submit comments', 'Yours faithfully', use of passive voice / no contractions / no personal pronouns. (2)
8. Any one: it is an official notice that may have legal weight; it needs to sound neutral and authoritative; the audience is all residents, so it must be clear and impersonal; it presents a decision, not an argument. (1)
9. **B.**

10. Text A: direct address – 'you are sitting in the same queue' / 'my challenge to you' (1) – speaks to the reader personally and draws them into the situation (1). Text B: 'Dear Resident' / 'Residents are invited' (1) – addresses people by their role, impersonally, which keeps the tone official and treats everyone the same (1). Comparing word expected.
11. **Text A**, with two language-based reasons, e.g.: it uses direct address and imperatives ('Leave the keys on the hook') that tell the reader what to do; its personal story shows change is possible; emotive language ('our children's lungs') gives an emotional reason to act; the repeated 'You might...' makes the outcome sound attractive. Text B only informs and invites comments – it does not try to persuade. (2)

Where Level 2 students lose marks on this topic

- Giving a feature with no quotation, or a quotation that does not actually show the feature named.
- Describing the effect in words that would fit any text ('it grabs attention', 'it makes it interesting').
- In comparison questions, writing only about one text, or about both without a comparing word.