



**PAPER A (Year 3)**

The student may be tested on skills contained in this table, for example:

SKILLS	Reading – Literary Questions may require students to	Reading – Factual Questions may require students to	Textual devices Questions may require students to	Syntax Questions may require students to	Vocabulary Questions may require students to
Locate	information within a narrative	information in a report	rhyming words in a poem	a noun, verb or adjective in a text	a word of similar or opposite meaning
Identify	the main idea of a simple poem	the purpose of a text which explains	the reason for bold font in conversation	an error in punctuation or grammar	the meaning of a word
Interpret	visual information accompanying a narrative	pieces of information in a factual description	the meaning of a simile		the meaning of a frequently used technical word
Infer	reasons for a character's actions	the outcome of a scientific process			
Synthesise	a text to draw a conclusion from a narrative	information to sequence steps in a process			

**PAPER B (Year 4)**

The student may be tested on all the above as well as skills contained in this table, for example:

SKILLS	Reading – Literary Questions may require students to	Reading – Factual Questions may require students to	Textual devices Questions may require students to	Syntax Questions may require students to	Vocabulary Questions may require students to
Locate	a key event in a narrative	information in a table or diagram	alliteration for effect in text	the full verb form in a contraction	an antonym for a given word
Identify	a narrative genre eg science fiction	the purpose of a diagram in a factual description	the use of parentheses	the correct punctuation of direct speech	the meaning of a word from a definition
Interpret	visual information accompanying a literary description	multiple pieces of information	idiomatic language use		the meaning of a word from context
Infer	the next event in a narrative	the outcome of a scientific process	the effect achieved by variations in tense		
Synthesise	a text to discern the tone of a narrative	a text to discern the consequences of an action or event			

**PAPER C (Year 5)**

The student may be tested on all the above as well as skills contained in this table, for example:

SKILLS	Reading – Literary Questions may require students to	Reading – Factual Questions may require students to	Textual devices Questions may require students to	Syntax Questions may require students to	Vocabulary Questions may require students to
Locate	information within an illustration	technical information in a scientific report	a simile in a poem	a conjunction in a text	a synonym for a given word
Identify	a character's feelings	the audience for an advertisement	the purpose of poetic devices such as repetition	an indirect pronoun reference	the meaning of a less commonly used word
Interpret	the tone of dialogue within a play	the purpose and meaning of a graphic	the meaning of a metaphor		a description to select the most appropriate word
Infer	the writer's intention	the setting from the context	the effect achieved by beginning an argument with a rhetorical question		
Synthesise	a text to discern a character's motivation	information to sequence steps in a technical process			

**PAPER D (Year 6)**

The student may be tested on all the above as well as skills contained in this table, for example:

SKILLS	Reading – Literary Questions may require students to	Reading – Factual Questions may require students to	Textual devices Questions may require students to	Syntax Questions may require students to	Vocabulary Questions may require students to
Locate	information in a visual text such as a book cover	information in a caption for a diagram	a specific text convention eg a rating scale in a review	a prepositional phrase in a text	a technical word
Identify	the relationship between ideas or concepts in a narrative	the purpose of an expert comment in a news story	the convention for denoting a stressed syllable in a word	the narrator of a story from pronoun references	the meaning of less commonly used technical words
Interpret	the tone of an author's comment	information from a text and accompanying diagram	imagery in a narrative		the meaning of a phrase from context
Infer	the ending for a story	information from a diagram	the effect achieved by using repetition in a poem		
Synthesise	a text to discern the theme of a narrative	a text to discern the opinion held by a writer or 'expert'			

**PAPER E (Year 7)**

The student may be tested on all the above as well as skills contained in this table, for example:

SKILLS	Reading – Literary Questions may require students to	Reading – Factual Questions may require students to	Textual devices Questions may require students to	Syntax Questions may require students to	Vocabulary Questions may require students to
Locate	information in a sophisticated narrative	multiple pieces of information in an argument	personification in a poem	a cause and effect statement	an incorrect use of a word eg 'compulsory' for 'compulsive'
Identify	a sequence of events in a narrative	the main idea of a feature article	the use of persuasive language in an advertisement	the difference between a phrase and a clause	the meaning of an idiomatic expression
Interpret	ways in which characterisation is established	causal information in an explanation	an author's purpose for choosing different sentence structures		the meaning of a foreign word from context
Infer	the motivation for a character's actions	the writer's tone in a news article	the purpose of stylistic devices which seek to gain the reader's attention		
Synthesise	symbolic meanings in an abstract poem	information in a critical evaluation			

**PAPER F (Year 8)**

The student may be tested on all the above as well as skills contained in this table, for example:

SKILLS	Reading – Literary Questions may require students to	Reading – Factual Questions may require students to	Textual devices Questions may require students to	Syntax Questions may require students to	Vocabulary Questions may require students to
Locate	information in a complex poem	information in a text which describes, persuades and instructs	a colloquial use of language	a possessive pronoun reference	a term for a scientific process eg 'precipitation'
Identify	aspects of text structure which develop suspense in a personal recount	the purpose of a particular feature of a text	the effect achieved by the use of modality	appropriate ways of combining clauses to construct a complex sentence	the meaning of an archaic word
Interpret	symbolic meanings of a stage setting	a style of writing	the meaning of a metaphor		the use of modal adverbs to enhance meaning
Infer	an unspoken intention of a character	points of view held by writers	the purpose of rhetorical devices eg affective language		
Synthesise	information in a text to determine a social issue	two persuasive texts to discern differences in tone between the writers			

**PAPER G and H (Year 9 and 10)**

The student may be tested on all the above as well as skills contained in this table, for example:

SKILLS	Reading – Literary Questions may require students to	Reading – Factual Questions may require students to	Textual devices Questions may require students to	Syntax Questions may require students to	Vocabulary Questions may require students to
Locate	information within a complex literary description	technical information in a complex explanation	puns in a factual description	an example of a shift in tense	
Identify	the ways in which humour can be used to enhance writing eg cynicism, exaggeration	supporting evidence in an argument	the use of assonance in a poem	the correct use of a colon	the word that is different in meaning
Interpret	multiple meanings of a book title	information within a complex graphic	irony in a factual text	the effect achieved by selecting a particular tense	the meaning of a literary expression
Infer	the reviewer's interpretation of a book's theme	the writer's intention in an argument or discussion	the meaning of a visual metaphor		
Synthesise	a text to discern the theme of a didactic poem	information in a text to predict a possible future event			

**PAPER I and J (Year 11 and 12)**

The student may be tested on all the above as well as skills contained in this table, for example:

SKILLS	Reading – Literary Questions may require students to	Reading – Factual Questions may require students to	Textual devices Questions may require students to	Syntax Questions may require students to	Vocabulary Questions may require students to
Locate	a coda in a resolution to a narrative	information within a flow chart of a technical process	the figurative use of an idiomatic expression	an error in the use of clause commas	
Identify	a personality trait in a character	conflicting claims in an argument	conventions related to specific types of texts eg film reviews	the correct dependent clause to maintain meaning	the definition of a scientific phenomenon
Interpret	the meaning of sections of dialogue in a play	information from a timeline	the reason for using first person in a news article	complex referencing within a text	the meaning of a base word within a technical word
Infer	the relationships between characters	the writer's point of view	the author's tone from language choices		
Synthesise	the reviewer's opinion of an artistic work	a sequence of events in a technical report			

