

## Stage 9

The following genres and text types are recommended at Stage 9:

Fiction and poetry: short stories with similar themes for comparison, contemporary stories including dialogue with dialect, novels written through letters or diary accounts, texts from different cultures and traditions, older drama from other cultures, different poetic forms from around the world.

Non-fiction: travel writing, advertising copy, reference books and encyclopedias – both concise and longer texts, reports, leaflets.

## Reading

### Develop broad reading skills\*

- **9Ro1** Discuss their own and others' reading, take account of others' views of what they have read, express informed opinions and make recommendations
- **9Ro2** Make notes using a range of different note-making formats and approaches (including mind-mapping and tabulating) when researching a variety of media
- **9Ro3** Analyse how texts are shaped by audiences' preferences and opinions

### Demonstrate understanding of explicit meaning in texts

- **9Rx1** Select from a range of strategies and use the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts

### Demonstrate understanding of implicit meaning in texts

- **9Ri1** Develop interpretations of texts, supporting points with detailed textual evidence
- **9Ri2** Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias

### Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- **9Rw1** Show some appreciation of how a writer's language choices contribute to the overall effect on the reader, e.g. demonstrating the effectiveness of imagery in contrasting texts or arguing that the use of highly emotive language in an advertisement is/is not counterproductive in its effect on an audience
- **9Rw2** Analyse in depth and detail a writer's use of literary, rhetorical and grammatical features and their effects on different readers
- **9Rw3** Develop precise, perceptive analysis of how language is used, e.g. explaining how euphemisms conceal bias in a political statement or showing how language use reflects a character's changing emotional state
- **9Rw4** Understand how words are used for different purposes, e.g. to create a tense atmosphere from the beginning, to persuade the reader
- **9Rw5** Recognise ways in which writers use different registers and other methods to communicate with their audience

\* Broad reading skills are not assessed in the tests.

- **9Rw6** Analyse the structures of different poetical forms
- **9Rw7** Demonstrate understanding of the impact of vocabulary on meaning through the selection of appropriate quotations
- **9Rw8** Understand the differences between formal and informal style
- **9Rw9** Analyse how meaning, including attitude, can be conveyed in different ways according to structural and organisational choices

#### **Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts**

- **9Rv1** Analyse and respond to the range of ideas and differing viewpoints, purposes and themes in a variety of related texts
- **9Rv2** Develop an understanding of how ideas, experiences and values are portrayed in texts from different cultures and traditions
- **9Rv3** Demonstrate understanding of the features of a wider range of non-fiction and media texts, e.g. travel writing, advertisement material
- **9Rv4** Analyse how meaning is conveyed differently according to the form, layout and presentation selected by the writer for specific purposes

## Writing

#### **Develop broad writing skills\***

- **9Wo1** Use the editing, proofreading and reviewing process, and revise as necessary, to evaluate the effectiveness and likely impact on the reader

#### **Select and develop content and use register and language appropriate to genre, purpose and audience**

- **9Wa1** Link a selection of ideas and planning choices explicitly to a clear sense of task, purpose and audience
- **9Wa2** Shape and affect the reader's response through conscious choices and in planned ways by selecting from a wide and varied vocabulary for a range of tasks, purposes and readers
- **9Wa3** Add detail, tension and climax to their narratives by shaping the reader's response through conscious choices from a wide and ambitious vocabulary
- **9Wa4** Establish and sustain character, point of view and voice
- **9Wa5** Establish and sustain a clear and logical viewpoint through the analysis and selection of convincing evidence, opinions and appropriate information
- **9Wa6** Write to analyse, review and comment
- **9Wa7** Write persuasively, e.g. in letters or in the script of a commercial
- **9Wa8** Write arguments with a sense of linked progression
- **9Wa9** Understand ways to deploy a range of formal and informal styles to enhance and emphasise meaning and create a wide range of effects
- **9Wa10** Develop a range of registers and a personal voice
- **9Wa11** Extend range of language and use it appropriately

\* Broad writing skills are not assessed in the tests.

**Structure and organise ideas coherently using sections or paragraphs**

- **9Wt1** Select the most appropriate text format, layout and presentation to create impact and engage the reader
- **9Wt2** Shape and craft language within paragraphs, and structure ideas between them, to achieve particular effects with purpose and audience in mind

**Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects**

- **9Wp1** Demonstrate control of a wide variety of sentence types used for intended purpose and desired effect
- **9Wp2** Use a range of features to shape and craft sentences that have individual merit and contribute to overall development of the text, e.g. embedded phrases and clauses that support succinct explanation; secure control of complex verb forms; use of antithesis, repetition or balance in sentence structure
- **9Wp3** Understand ways in which writers modify and adapt phrase and sentence structures and conventions to create effects, and how to make such adaptations when appropriate
- **9Wp4** Deploy a range of punctuation and grammatical choices to enhance and emphasise meaning, aid cohesion and create a wide range of effects

**Use accurate spelling**

- **9Ws1** Spell correctly throughout a substantial text, including ambitious or complex polysyllabic words
- **9Ws2** Continue to be aware of spelling errors and correct them

**Speaking and listening\***

- **9SL1** Use speaking and listening as a method of preparing for written assignments, exploring a wide range of subject matter with precision and effect
- **9SL2** Make increasingly significant contributions both as a solo speaker and as a member of a group
- **9SL3** Demonstrate increased personal confidence by managing and manipulating content of spoken presentation and listening
- **9SL4** Question and respond to others, shaping the direction and content of their talk with well-judged contributions
- **9SL5** Work in groups for a variety of purposes, such as taking decisions, planning and organisation
- **9SL6** Explore complex ideas and issues in drama, establishing roles and applying dramatic approaches with confidence
- **9SL7** Evaluate meaning and impact of a range of features in own and others' discourse, including broadcast media

\* Speaking and listening skills are not assessed in the tests.

Cambridge Assessment International Education  
1 Hills Road, Cambridge, CB1 2EU, United Kingdom  
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
Email: [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

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