

Ministry of Education of the Republic of Kazakhstan

English

(Natural and Mathematical profile)

Test Specification

Final Certification

Grade 11

Astana, 2023



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1. Purpose

The purpose of the Final Certification is to identify students' knowledge and skills acquired in the process of learning the English Subject Programme in accordance with the State Compulsory Standard for general secondary education (hereinafter SCSGSE).

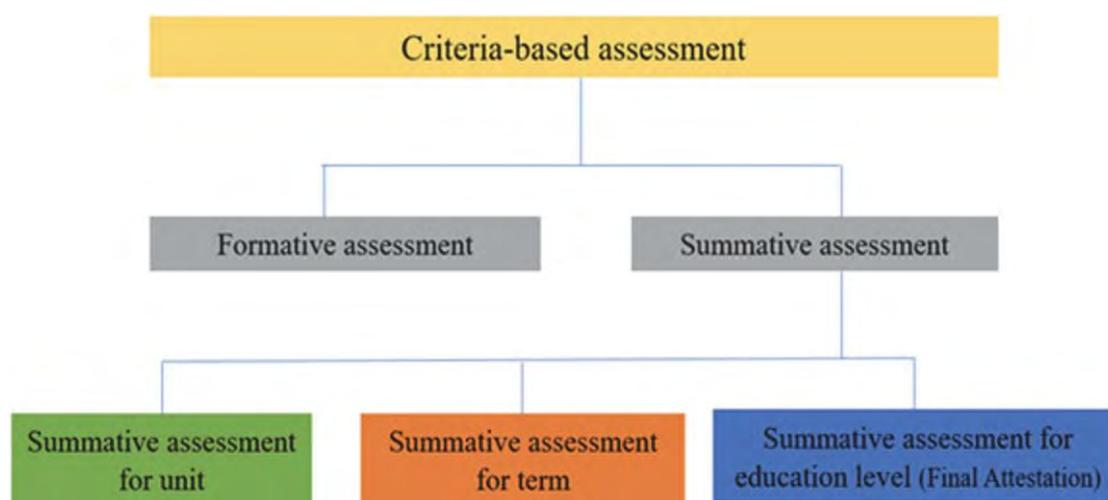
1.1 Relationship with the Subject Programme

The Final Certification covers the content of the English Subject Programme for Grades 10-11 of general secondary education (Natural and Mathematical area). Level of knowledge and skills are defined by the expected outcomes of SCSGSE.

**The Final Certification for students studying the shortened version of the standard curriculum for general secondary education covers Natural and Mathematical area of the English Subject Programme for Grades 10 and 11.*

1.2 Relationship with the Criteria-based Assessment System

The Final Certification of students forms one part of the Criteria-based Assessment System which also consists of formative and summative types of assessment.



2. Description of Paper

Duration of examination	3 hours
Learners will perform the examination paper consisting of two parts: reading and writing.	
Part 1: Reading Maximum mark: 15 Learners read two texts and perform tasks. The volume of the passages will vary from 200 to 450 words. Learners will read texts and answer 15 questions which test their understanding of the main and detailed information from the texts given as well as skim-/gist-reading skills, requiring short (single word/phrase) answers based on the texts of the following types: advertisement, brochures, leaflets, guides, reports, manuals, instructions, newspaper /magazine articles. The questions will be of different types: comprehension questions, table completion, YES / NO / NOT GIVEN questions, multiple matching, choosing titles for paragraphs, multiple choice, TRUE/FALSE/NOT GIVEN, gap filling, sentence completion.	

Dictionaries may not be used at the examination.

Part 2: Writing

Maximum mark: 25

Learners are required to write approximately 180–220 words of continuous prose in response to a short stimulus (which may take the form of pictures) and/or short prompts given in the paper.

The written response should be given in the form of an article, a discursive essay, a short story, or a report.

Learners will choose for writing one topic out of three suggested.

**Students, who take the shortened programme, must choose one of the three suggested topics, and write an essay of 170-200 words.*

Dictionaries may not be used at the examination.

Total mark	40
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2.1 Assessment Objectives

AO1	<p>Communicative competence Learners should be able to:</p> <ul style="list-style-type: none"> • understand opinions and views when performing a reading task • identify the writer’s argument and opinion • deduce the meaning of unknown words from the context before reading an appropriate text type for detail • manage the entire writing process including brainstorming, planning, outlining, drafting, editing, revising, and proofreading a written text.
AO2	<p>Language competence Learners should be able to:</p> <ul style="list-style-type: none"> • convey the main ideas of a text using a good lexical range and variety of language with a generally high degree of accuracy • write with moderate grammatical accuracy on a wide range of familiar general and curricular topics • create texts of different styles and types, following the grammatical rules and using linguistic techniques appropriate to the given communicative situation.
AO3	<p>Intercultural competence and knowledge of modern society Learners should be able to:</p> <ul style="list-style-type: none"> • understand and express their views on social and intercultural issues • demonstrate their knowledge of national culture, English speaking countries’ culture and modern society.

2.2 Balance of Marks

Balance of marks for each assessment objectives is given in the table.

Assessment objectives	Total
AO1 Communicative competence	15
AO2 Language competence	15

AO3 Intercultural competence and knowledge of modern society	10
Total	40

2.3 Language of Assessment

The language of assessment is English.

3. Exam Administration

Exams are administrated according to the Model Rules for administrating continuous assessment for learning, interim and the Final Certification of students in educational organisations that implement general education curricula of primary, lower secondary and upper secondary education, approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan “On approval of the Model Rules for conducting continuous assessment of learning achievements, interim and the Final Certification of students for organisation of secondary, technical and vocational, post-secondary education” dated March 18, 2008 No. 125, as well as in accordance with the Instruction for organisation and conduction of the Final Certification.

4. Marking and Grading process

Marking process of exam papers is administrated by the examination commission based on the mark scheme.

The marks will be converted into grades according to the scheme below.

Marks	Percentage of marks, %	Grade
0 - 14	0 - 39	2 (unsatisfactory)
15 - 25	40 - 64	3 (satisfactory)
26 - 35	65 - 84	4 (good)
36 - 40	85 - 100	5 (excellent)

5. Grade Description

The key grade descriptions are provided below to give a general indication of standards of achievement that can be demonstrated by learners awarded particular grades. The grade awarded will depend practically upon the extent to which the learner has met the assessment objectives overall.

Grade	Grade Description
5	<p>Learner</p> <ul style="list-style-type: none"> identifies the main points, specific information and details, the attitude and opinion of the author in texts on a range of styles and genres within the framework of familiar topics recognises implicit meaning from context uses language flexibly and effectively on a wide range of familiar general and curricular topics.

4	<p>Learner experiences some difficulties in</p> <ul style="list-style-type: none"> identifying the main points, specific information and details, the attitude and opinion of the author in texts on a range of styles and genres within the framework of familiar topics recognising implicit meaning from context using language flexibly and effectively on a wide range of familiar general and curricular topics.
3	<p>Learner struggles to</p> <ul style="list-style-type: none"> identify the main points, specific information and details, the attitude and opinion of the author in texts on a range of styles and genres within the framework of familiar topics recognise implicit meaning from context use language flexibly and effectively on a wide range of familiar general and curricular topics.
2	<ul style="list-style-type: none"> Learner does not demonstrate basic subject knowledge.

6. Sample Paper and Mark Scheme

This section presents some types of tasks used in the final examination.

Marks available for each task are shown at the end of each question, e.g. [1]. For all questions, mark schemes will be written alongside the questions to give clear guidance on how marks are awarded for each question.

Part 1: Reading Reading Passage 1

Read the information about applying for a job in the leaflet below.

<h2 style="margin: 0;">We are hiring!</h2> <p style="margin: 0;">A prestigious company is looking for qualified employees on positions in marketing, finance and engineering</p>	
<p>Required Qualities: experience, competence, responsibility</p>	
<p>Why should you apply for a job in our company?</p>	<p>The company</p> <ul style="list-style-type: none"> ✓ has highly qualified specialists ✓ respects all employees as individuals ✓ provides personal medical insurance
<p>Opportunities for employees</p>	<ul style="list-style-type: none"> ✓ continuous training ✓ career development ✓ extensive experience

<p>Apply within two weeks from publication date of this advertisement</p>	<p>Contracts are for one year with option to renew</p> <p>Should you be interested, contact Ann Bradley at anyw@recruitment.com</p> <p>Tel.: 202-770-6600</p>
<p>Human Resources Department</p>	<p>Responsible for developing qualities and skills such as:</p> <ul style="list-style-type: none"> ✓ leadership skills ✓ communication skills ✓ problem-solving skills ✓ computer and technical literacy
<p>Hobbies</p>	<p>This is unique!</p> <ul style="list-style-type: none"> ✓ The company runs a football team so it would be an asset if you are keen on sports.

Questions 1-5

Answer the questions using **NO MORE THAN THREE WORDS** and/or a **NUMBER** from the leaflet.

1 What qualities are required to get this position?

..... [1]

.....

2 What healthcare benefit is offered to employees?

.....

3 What is the time period to apply for a job?

.....

4 What department is aimed at enhancing the qualities and skills of employees?

.....

5 What leisure activity is it possible to do within the company?

.....

[Total: 5]

Questions 6-9

Reading Passage 2

Read the text about virtual reality and choose the right headings A-E for paragraphs 6-9 from the list below.

Use each heading only ONCE and write the corresponding letter in the space given.

There is ONE heading that you do not need to use.

- A** Students Connect with Technology
- B** Effect on Social Connections
- C** High Expectations for the Future
- D** Application of Virtual Reality
- E** Quality Education Improvement

6

These days virtual reality is one of the hottest trends in technology development. With the recent advances in technology, for experts it seems logical that virtual reality is the next stage of progress in the future. Virtual reality has been widely used in a variety of fields such as healthcare, aviation, military exercising and education. Skillfully applied virtual reality provides significant support for a great number of high-tech industries, and in some cases has entirely improved their models.

7

The potential of virtual reality has been efficiently used in education to create a motivating interactive environment. Virtual reality involves young people in simulated experience. So that students can interact with digital 3D model worlds that are both informative and engaging. Likewise, it has also been applied to online learning and e-learning. The use of virtual reality impresses learners who find it helpful to understand better and visualize even the most complex of educational subjects. It allows creating detailed environment of any topic in question. It is obvious that these technological advances bring about overall improvements in students' performances.

8

Currently technology has become an important part of students' lives. Everyday most of their activities involve technology. Therefore, by implementing virtual reality in classroom, teachers equip students with necessary tools to take on the next century. The use of technology in classroom improves students' ICT (Information Communication Technology) skills. Although, virtual reality has gained somewhat an entertaining character, students admit that it has become a popular part of the learning process. This means that they will be familiar and feel friendly with the modern technology.

9

Undoubtedly, virtual reality can be a vital component in a variety of spheres. However, its main disadvantage is that it lessens human interaction. In fact, practice shows that education is based on interpersonal human communication and connections. According to psychologists, students acquire and construct knowledge through interactions and discussions. In addition, they have observed that virtual reality makes the entire experience of getting knowledge different and, on the whole, reduces the number of personal interactions. As in virtual reality, only students and technology are involved in this process. Accordingly, this may lead to poor communication skills that may cause problems later in their jobs.

[Total: 4]

Questions 10-15

Read the following statements and decide whether you agree or not by writing

- YES** if the statement agrees with the claim of the writer
NO if the statement does not agree with the claim of the writer
NOT GIVEN if there is no information about this in the passage

- 10 Breakthroughs in technology ensure virtual reality to be the next step. [1]
- 11 Students communicate with each other online through virtual reality. [1]
- 12 Students have better understanding of school programme by virtual reality. [1]
- 13 Virtual reality is widely used to entertain students within the classroom. [1]
- 14 This technology has made changes in the ways knowledge is presented. [1]
- 15 Virtual reality makes positive impact on students' interpersonal skills. [1]

[Total: 6]
[Total: 15]

Reading Mark scheme

Each question correctly answered scores 1 mark.

Correct spelling is compulsory in all the answers.

#	Answers	Mark	Additional instructions
1	experience, competence, responsibility	1	
2	personal medical insurance	1	
3	two/2 weeks	1	
4	human resources department/ Human Resources Department	1	
5	football	1	
6	D	1	
7	E	1	
8	A	1	
9	B	1	
10	YES	1	Y/y/yes
11	NOT GIVEN	1	NG/ng/not given
12	YES	1	Y/y/yes
13	NO	1	N/n/no
14	NOT GIVEN	1	NG/ng/not given
15	NO	1	N/n/no

Writing Mark scheme

Writing will be assessed according to the following five criteria: Content, Communication, Organisation, Lexical Resource and Grammatical Range. The maximum for each criterion is 5 marks. The total maximum for the Writing Part is 25 marks.

Criteria Mark	Content	Communication	Organisation	Lexical Resource	Grammatical Range
5	All content is relevant to the task and it contains full information for a target reader.	The register or style of writing is appropriate to a particular kind of writing.	Text is well organised, coherent, a variety of cohesive devices and organisational patterns are flexibly used. Some exceeding of the word number (230 words) in the essay is possible.	A wide range of vocabulary, including less common lexis, is mostly effective and precise. Minor spelling mistakes are possible.	A wide range of simple and complex grammatical forms are used with full control, flexibility and deep understanding (appropriate word order, Conditionals, Passive structures, Present, Past, Perfect and Future tenses, Modals, Gerund, Participle and Infinitive, Complex objects). Minor errors if present can be related to attempts at more complex structures.
4	All content is generally relevant to the task and it contains nearly full information for a target reader.	The register or style of writing is generally appropriate to a particular kind of writing.	Text is well organised, though with little inconsistencies, it is coherent with enough cohesive devices, which are used with good organisational patterns.	A good range of vocabulary, including less common lexis, is on the whole precise and appropriate. There might be some spelling mistakes.	A good range of simple and complex grammatical forms are used with regular control (appropriate word order, Conditionals, Passive structures, Present, Past, Perfect and Future tenses, Modals, Gerund, Participle and Infinitive,

					Complex objects). Some errors if present can be related to attempts at more complex structures.
3	Not all the content is relevant to the task and it can contain some irrelevant information for a target reader.	The register or style of writing is a bit inappropriate to a particular kind of writing.	Text is organised, coherent, cohesive devices and organisational patterns are sometimes used incorrectly.	Some range of vocabulary, including common lexis, is reasonably effective and precise. Spelling mistakes are more common.	Some range of simple and complex grammatical forms (from the list above) is used with partial control. There may be some minor and major errors, not only in complex sentences.
2	Half of the content can be relevant to the task and it partially contains information for a target reader.	The register or style of writing is partially inappropriate to a particular kind of writing.	Text is, on the whole, organised though with inconsistencies, partially coherent, some basic cohesive devices and organisational patterns are used.	An average range of vocabulary, including common lexis, is used ineffectively and not always precisely. Spelling mistakes are more than common.	Some basic range of simple and complex grammatical forms is used with less control, flexibility and understanding. Errors if present can be related to common words and structures or slips.
1	Most of the content is irrelevant to the task and it gives very little information for a target reader.	The register or style of writing is mostly inappropriate to a particular kind of writing.	Text is not well organised, incoherent, cohesive devices and organisational patterns are used most of the time incorrectly.	The range of vocabulary, including common lexis, is repetitive and narrow, which is used inappropriately. Spelling mistakes are very frequent.	Only several simple and complex grammatical forms are used with some control, flexibility and deep understanding. There may be frequent major and minor errors.

0	There is no attempt to write, or the content is absolutely irrelevant.	The register or style of writing is absolutely inappropriate to a particular kind of writing.	Text is not organised, incoherent, no cohesive devices and organisational patterns are not traced.	The choice of vocabulary is very limited, totally ineffective and inappropriate.	Even very simple and common grammatical forms are used totally without control, flexibility and deep understanding.
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