

Ministry of Education of the Republic of Kazakhstan

English

Test Specification

Final Certification

Grade 9

Astana, 2023



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1 Purpose

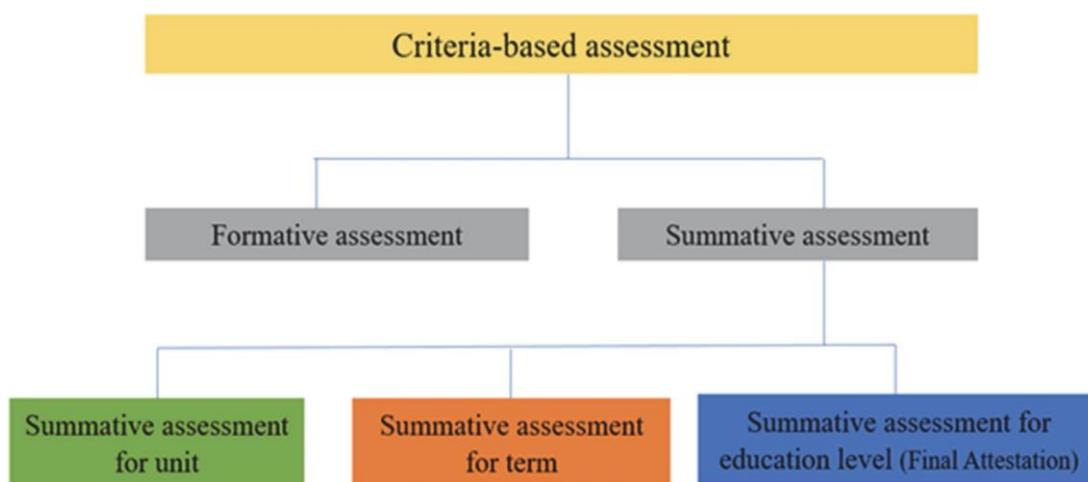
The purpose of the Final Certification is to identify students' knowledge and skills acquired in the process of learning the English Subject Programme in accordance with the State Compulsory Standard for basic secondary education (hereinafter SCSBSE).

1.1 Relationship with the Subject Programme

The Final Certification covers the content of the English Subject Programme for Grades 5-9 of basic secondary education. Level of knowledge and skills are defined by the expected outcomes of SCSBSE.

1.2 Relationship with the Criteria-based Assessment System

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



2 Description of Paper

Duration	2 hours
<p>The Paper consists of three tasks of 23-25 questions based on texts of a range of styles and genres within the framework of familiar topics. The number of words in the text is 270-320.</p> <p>The Paper assesses learners' ability to work with texts, find appropriate information, analyse and answer questions using information from the texts read.</p> <p>Learners read two texts and perform the following types of tasks:</p> <p>Task A consists of 10 questions where learners are expected to understand the meaning and usage of particular words / phrases in a given context. Each question is worth 1 mark.</p> <p>Task B consists of 3-5 open-ended questions where learners are expected to demonstrate reading comprehension, communicative and language competence. Each question or sub-question is worth 1 or 2 marks.</p> <p>Task C consists of 10 questions where learners are expected to show understanding of the specific information and details, the attitude and an opinion of the author. They should complete sentences using the words/phrases from the text and write Yes/No/Not Given or True/False/Not Given next to the each sentence. Each question is worth 1 mark.</p>	

Dictionaries may not be used at the examination.	
Maximum mark	30

2.1 Assessment Objectives

AO1	<p>Communicative competence Learners should be able 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; • deduce meaning from context.
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.

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
Total	30

2.3 Language of Assessment

The language of assessment is English.

3. Administration of Exam Process

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

The marking process of exam papers is conducted 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
0-11	0-39	2 (unsatisfactory)
12-19	40-64	3 (satisfactory)
20-25	65-84	4 (good)
26-30	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	Learner <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	Learner experiences some difficulties in <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	Learner struggles to <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	Learner does not demonstrate basic subject knowledge.

6 Sample Paper and Mark Scheme

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.

Read the text.

Amazing Cultural Facts

Apart from learning a new language living abroad (0) requires adapting to a foreign culture. Customs and traditions of other nations can be surprising and different from your own culture. By observing representatives of other nations, you will discover that there are many more cultural habits you need to get used to than just adapting to using chopsticks in China.

German people knock on their table rather than clap to applaud at the end of a master class or a very good meeting. As in Germany, clapping is (1) reserved for theater and concerts.

Being (2) loud and friendly Spaniards introduce themselves by kissing other people. For example, if you visited Spain, a girl would kiss you twice - once on one cheek and once on the other. It is the Spanish way of saying "Hello!".

If you are (3) keen on cheese, make sure to spare some (4) room in your stomach for the dessert when you stay with a French host family. A cheese tasting plate is a preferred treat in every French house.

When people in China, Korea or Japan slurp the soup loudly it means that they (5) approve and appreciate someone's cooking, but in most western countries it is considered to be rude. However, if you blow your nose loudly in Japan, locals will find it impolite. So if you need to clean your nose while you are in the Land of the Rising Sun, do it privately or turn your back to your companions before doing it. And remember, do it (6) quietly if you want to avoid offending anyone.

In countries like Ireland, the UK or the US, personal data in curriculum vitae (date of birth, gender, marital status or even a profile picture) should be (7) omitted. (8) Excluding this kind of information (9) enables organisations to (10) recruit candidates fairly and provide an opportunity for them to be recruited based on merit alone, in accordance with equal opportunity legislation in these countries.

Task A Circle the word that can replace the underlined word without changing the meaning.

Example: (0) demands obligates requests wishes

- | | | | | | |
|-----|--------------|------------|--------------|-------------|-----|
| 1. | kept | saved | stocked | stored | [1] |
| 2. | deafening | harsh | noisy | showy | [1] |
| 3. | attracted to | devoted to | enamoured of | fond of | [1] |
| 4. | area | capacity | place | space | [1] |
| 5. | like | respect | handle | esteem | [1] |
| 6. | gently | softly | soundlessly | weakly | [1] |
| 7. | deleted | erased | neglected | disregarded | [1] |
| 8. | closing | preventing | ignoring | blocking | [1] |
| 9. | prepares | provides | qualifies | allows | [1] |
| 10. | enroll | engage | raise | hire | [1] |

[Total: 10]

Task B Answer the questions.

11. Why is personal information in curriculum vitae not recommended in some countries?

.....
.....
.....
..... [2]

12. What are the two habits that some Asian and European countries interpret in a completely different way?

1 [1]

2 [1]

13. Which habit from the text do you personally find unexpected? Why?

.....
.....
.....
..... [2]

14. Which two habits of your nation would seem unusual for foreigners? Why?

1 [2]
.....
.....

2 [2]
.....
.....

[Total: 10]

Read the text.

Manaus: City in the Amazon Rain Forest

Manaus is a city in Brazil that was founded as the Fort of Sao by the Portuguese José do Rio Negro in 1669. It is the capital of Amazonas, a tropical forest state in northwest Brazil covering 1.5 million square kilometres of the Amazon rain forest. It is the seventh-largest city in Brazil, with an estimated 2020 population of 2,219,580 distributed over a land area. Manaus is located on the Negro River, near the point where it meets the Amazon River.

Manaus, a central port town, was vital to the growth of the Amazon River as a shipping route. Manaus's port system is unique in Brazil. Because the Negro River is likely to experience heavy flooding, Manaus's port has a system that helps to protect the city during the rains period.

Located in the heart of the Amazon rain forest, Manaus is rich in natural resources. With growing demand for automobile tires in the early 1900s, rubber was Manaus's chief export and source of income. In fact, Manaus was one of the leading exporters of rubber to the world. In recent decades, however, car tires have been made out of synthetic rubber, so natural rubber has lost its value as an export for Manaus. Some local people, though, still make their living as rubber collectors.

At this time, Brazil nuts are one of Manaus's main exports. The city also exports large amounts of rosewood oil and jute, a fibre gathered from rain forest trees for use in making rope. Ecotourism and scientific missions also bring much-needed income to the Manaus region.

Many wealthy European families settled in Manaus and brought their love for sophisticated European art, architecture, and culture with them. Manaus was one of the twelve Brazilian host cities of the 2014 World Cup, as well as one of the five subsections of the 2016 Summer Olympics.

Task C 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

15. Manaus uses two rivers, the Negro and the Amazon, as the means of transportation. _____ [1]
16. Manaus's location as a port town has contributed to its economic success. _____ [1]
17. Once synthetic rubber was invented, Manaus had nothing left to export. _____ [1]
18. The plants of the rain forest help provide Manaus with material for export. _____ [1]
19. The city was one of the attractive venues for the games during the 2014 World Cup. _____ [1]

Complete the sentences. Use NO MORE THAN TWO WORDS for each answer.

20. Manaus is a _____ state in Brazil reaching the largest area of the Amazon rain forest. [1]
21. The port city has a system that aims _____ it while rains. [1]
22. Rubber was main _____ and way of profits in the early 1900s. [1]
23. _____ as well as science missions are important sources of financial profits of the Manaus area. [1]
24. Rich Europeans _____ in Manaus and developed its cultural life. [1]

[Total: 10]

Mark scheme

Task	#	Answer	Mark	Additional instructions
Task A	1.	saved	1	
	2.	noisy	1	
	3.	fond of	1	
	4.	space	1	
	5.	like	1	
	6.	soundlessly	1	
	7.	neglected	1	
	8.	ignoring	1	
	9.	allows	1	
	10.	hire	1	
Task B	11	It provides equal opportunities for candidates to be chosen fairly based on merit alone.	1 1	1 mark for CONTENT 1 mark for USE OF ENGLISH (GRAMMAR) Accept any appropriate answer.
	12	1. Slurping the soup loudly 2. Blowing nose loudly	1 1	
	13	My personal dislike would probably be slurping while eating soup because it is noisy. I also think this would amuse or irritate people around, which is not acceptable for me.	1 1	1 mark for CONTENT 1 mark for USE OF ENGLISH (GRAMMAR) Accept any appropriate answer.
	14	1. For example, most of the time Kazakhs are late for celebrations of some special events such as birthdays, weddings. They would literally appear at least one hour late. Sometimes more, like two hours late. This would seem strange for people from European countries, for example the UK, because they are never late for any celebrations in order not to offend the host. 2. For example, it has become quite common for people from Kazakhstan to take food from the tables after any feasts either from the host or by themselves. This habit may vary from region to region but still some food, like fruit, candies or pieces of cakes and pies, is taken home by guests. The habit would make foreigners feel frustrated since it is not a usual practice outside of Kazakhstan.	1 1 1 1	1 mark for CONTENT 1 mark for USE OF ENGLISH (GRAMMAR) Accept any appropriate answer.
Task C	15	NOT GIVEN	1	NG/ng/not given
	16	YES	1	Y/y/yes
	17	NO	1	N/n/no
	18	YES	1	Y/y/yes

	19	NOT GIVEN	1	NG/ng/not given
	20	tropical forest	1	
	21	to protect	1	
	22	export	1	
	23	Ecotourism	1	
	24	settled	1	
Total			30	