

Y.Altynsarin National Academy of Education
AEO «Nazarbayev Intellectual Schools»

**Specification
of Final Attestation
on the subject ‘The English language’**

Grade 9

Nur-Sultan, 2019

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1 Aim of Assessment

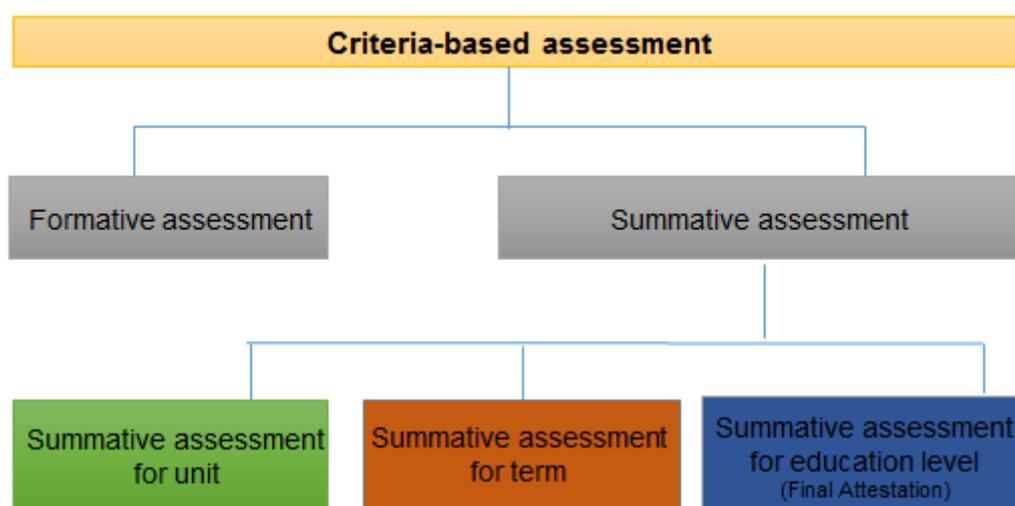
The purpose of Final Attestation is to identify learners' level and skills acquired in the process of learning the 'The English language' Subject Programme in accordance with the State Compulsory Education Standard of lower secondary education (hereinafter SCES).

1.1 Relationship with Subject Programme

Final Attestation covers the content of the 'The English language' Subject Programme for Grades 5-9 of lower secondary education on the updated content. Level of knowledge and skills are defined by the expected outcomes of SCES.

1.2 Relationship with the Criteria-based Assessment System

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



2. Description of Paper

| | |
|--|----------------|
| Duration | 2 hours |
| The Paper consists of three tasks of 18 questions based on texts of a range of styles and genres within the framework of familiar topics. The amount of words in the text is 270-320 words. The Paper assesses learners' ability to work with texts, find appropriate information, analyse and answer questions using the information from the texts read. Learners read a text and perform tasks of following types: Task A consists of 5 questions where learners are expected to understand the meaning and usage of particular words / phrases in a given context. Task B consists of 10 questions where learners are expected to paraphrase sentences using the words/phrases given. Task C consists of 3 open-ended questions where learners are expected to demonstrate reading comprehension. Dictionaries may not be used at the examination. | |
| Maximum mark | 20 |

2.1 Assessment Objectives

| | |
|-----|--|
| AO1 | Communicative competence Learners should be able 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;• deduce meaning from context. |
| AO2 | Language competence Learners should be able to: <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 | 10 |
| AO2 Language competence | 10 |
| Total | 20 |

2.3 Language of assessment

The language of assessment is English.

3 Exam Administration

Exams are conducted according to the Model Rules for conducting continuous assessment for learning, interim and final attestation of learners 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 final attestation of learners 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 Final Attestation.

4 Marking and grading process

Marking process of exam papers is conducted by attestation commission on the basis of provided mark scheme.

The results of the marking process will be reported in the form of a grade according to the scheme of transferring marks into grades.

| Marks | Percentage of marks, % | Grade |
|-------|------------------------|---------------------|
| 0-7 | 0-39 | 2 (unsatisfactory) |
| 8-12 | 40-64 | 3 (satisfactory) |
| 13-16 | 65-84 | 4 (good) |
| 17-20 | 85-100 | 5 (excellent) |

5 Grade Description

Key Grade Descriptions are provided to give a general indication of the standards of achievement likely to have been shown 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 correctly <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 for 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 for 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 for a wide range of familiar general and curricular topics. |
| 2 | Learner does not demonstrate basic knowledge on subject. |

6 Sample Paper and Mark Scheme

Marks available for each question 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 really 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 cheek. 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 preferred treat in every French house.

When people in China, Korea or Japan slurps the soup loudly it means that they 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 (5) 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 omitted. Excluding these kind of information enables organisations to recruit candidates fairly and provide opportunity for them to recruit 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. gently softly soundlessly weakly [1]

Task B Complete the second sentence so that it has similar meaning to the first one. Do not change the word given.

Example:

Apart from learning a new language living abroad requires adapting to a foreign culture.
Living abroad

Answer: Living abroad requires learning a new language and adapting to a foreign culture.

6. German knock on their table rather than clap to applaud at the end of a master class.
In Germany, knocking on a table[1]
7. There are many more cultural habits you need to get used to than just adapting to using chopsticks in China.
Adapting to using chopsticks.....[1]
8. Spaniards introduce themselves by kissing other people.
Spanish people kiss.....[1]
9. A cheese tasting plate is preferred treat in every French house.
Each French family.....[1]
10. When people in China, Korea or Japan slurps the soup loudly it means that they approve and appreciate someone's cooking.
Some Asian nations show.....[1]
11. In most western countries slurping the soup loudly is considered to be rude.
Most western countries[1]
12. If you blow your nose loudly in Japan, locals will find it impolite.
To blow nose [1]
13. If you need to clean your nose, do it quietly in order not to offend anyone.
If you[1]
14. In countries like Ireland, the UK or the US, personal data in curriculum vitae should be omitted.
Curriculum vitae[1]
15. In accordance with equal opportunity legislation, organisations should recruit candidates based on merit alone.
Equal opportunity legislation[1]

Task C Answer the questions

16. Why adding personal information in resume is not recommended in some countries?
.....[1]

17. What are the two habits interpreted completely differently by Asian and European countries?

- 1)[1]
- 2)[1]

18. What are the two habits of your nation would be surprising/unusual/confusing for foreigners?

- 1)[1]
- 2)[1]

Mark scheme

| Task ## | Question ## | Answer | Mark | Additional information |
|---------------|--|---|-----------|---|
| Task A | 1. | Saved | 1 | |
| | 2. | Noisy | 1 | |
| | 3. | Fond of | 1 | |
| | 4. | Space | 1 | |
| | 5. | Soundlessly | 1 | |
| Task B | 6. | In Germany, knocking on a table is used instead of clapping to applaud at the end of a master class. | 1 | Accept any appropriate answer. |
| | 7. | Adapting to using chopsticks in China is not the only habit you need to get used to. | 1 | |
| | 8. | Spanish people kiss other people to introduce themselves. | 1 | |
| | 9. | Each French family prefers a cheese tasting plate (as a treat). | 1 | |
| | 10. | Some Asian nations show their approval and appreciation of someone's cooking by slurping the soup loudly. | 1 | |
| | 11. | Most western countries find slurping the soup loudly rude. | 1 | |
| | 12. | To blow nose loudly is considered impolite in Japan. | 1 | |
| | 13. | If you do not want to offend anyone, clean your nose quietly. | 1 | |
| | 14. | Curriculum vitae should not contain personal data in Ireland, the UK and the US. | 1 | |
| | 15. | Equal opportunity legislation requires organisations to recruit candidates based on merit alone. | 1 | |
| Task C | 16. | It provides equal opportunities to candidates to be chosen fairly based on merit alone. | 1 | Accept any content-appropriate answers. Errors may occur but should not impede meaning (CEFR B1 level). |
| | 17. | 1) Slurping the soup loudly | 1 | |
| | | 2) Blowing nose loudly | 1 | |
| 18. | 1) Example, Kazakhs are usually late. | 1 | | |
| | 2) Example, Russians congratulate one another on getting out of a shower or sauna. | 1 | | |
| Total | | | 20 | |

Resources

Text was retrieved and adapted from <https://www.sprachcaffe.com/english/magazine-article/amazing-cultural-facts-and-traditions-around-the-world-2015-08-05.html>