O‘ZBEKISTON RESPUBLIKASI
MAKTABGACHA VA MAKTAB TA’LIMI VAZIRLIGI
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2026-2027-O‘QUV YILIDA IXTISOSLASHTIRILGAN TA’LIM MUASSASALARI AGENTLIGI HUZURIDAGI AL-BERUNIY NOMIDAGI XALQARO MAKTAB-INTERNATINING 9-SINFIGA QABUL IMTIHONI UCHUN INGLIZ TILI FANIDAN TEST SPETSIFIKATSIYASI VA NAMUNAVIY TEST VARIANTI

Toshkent – 2026

ENTRANCE EXAMINATION SPECIFICATION OF ENGLISH LANGUAGE FOR THE GRADE 9 OF THE AL-BIRUNI INTERNATIONAL BOARDING SCHOOL UNDER THE AGENCY FOR SPECIALIZED EDUCATIONAL INSTITUTIONS FOR THE 2025–2026 ACADEMIC YEAR

This specification outlines the requirements for the content, scope, types, formats, assessment criteria, and administration procedures of test items used to assess the English language knowledge, skills, and competencies of candidates who have submitted applications for admission to grade 9 of the Al-Biruni international boarding school under the Agency for Specialized Educational Institutions.

I. General principles

The purpose of the assessment is to conduct a comprehensive evaluation of candidates' knowledge, skills, and competencies in the English language based on the learning objectives defined in the current curricula. To ensure that admission decisions to grade 9 of the Al-Biruni international boarding school under the Agency for Specialized Educational Institutions are evidence-based and valid, the assessment is conducted in accordance with the principles of validity, reliability, fairness, and transparency.

II. Regulatory framework

1. Decree No. PF–86 of the President of the Republic of Uzbekistan dated 15 May 2025, "On Measures to Implement the 'President's Talented Children' Initiative."

2. The "Regulations on the Selection and Admission of Students to the Al-Biruni International Boarding School," approved on the basis of Minutes No. 8 of the meeting of the Supervisory Board of the Al-Biruni International Boarding School dated 21 January 2026.

3. The current national curriculum for English for Grades 6, 7, and 8 of general secondary education.

III. Assessment Scope and Time Allocation

The entrance examination for admission to grade 9 of the Al-Biruni International Boarding School under the Agency for Specialized Educational Institutions is conducted in two stages. In the first stage, a total of 25 closed-ended test items are administered to assess candidates' English language proficiency, and 50 minutes are allocated for completion.

The second stage of the examination is administered by Cambridge-affiliated professionals, who are responsible for the content of the test.

The distribution of the content domains, as well as the knowledge, skills, and competencies assessed in the first-stage test items, is presented in the tables below.

Subject area	Construct	# of questions
1. Vocabulary		**5**
Basic lexical meaning	Recognition and interpretation of the most common meanings of high-frequency words and fixed expressions as they occur in short, familiar contexts, including both concrete and abstract vocabulary used in everyday communication.	1
Context-dependent meaning	Accurate identification of the intended meaning of a word or phrase through interpretation of its relationship with surrounding lexical items, sentence structure, or situational cues, rather than reliance on isolated word knowledge.	1
Lexical inference	Recognition and interpretation of the approximate meaning of unfamiliar or partially familiar vocabulary using contextual information, word-formation elements (e.g. prefixes, suffixes), or examples provided within the text.	1
Lexical distinction	Effective differentiation between words or expressions with related or overlapping meanings, followed by appropriate selection of the option that best fits the context in terms of meaning, usage, or nuance.	1
Lexical appropriacy	Appropriate selection of vocabulary that aligns with the communicative situation, taking into account factors such as topic, level of formality, and communicative intention.	1
2. Grammar		**5**
Fundamental grammatical forms	Accurate identification of basic grammatical forms, including verb tense, noun–verb agreement, pluralization, and pronoun use, within short and familiar contexts.	1
Contextual grammatical structures	Demonstration of correct application of grammatical structures within sentences by analyzing linguistic cues and situational context, rather than relying on isolated rule knowledge.	2
Complex grammatical patterns	Recognition and application of less frequent or slightly complex structures, such as comparative and superlative forms, conditional phrases, or question formation, using context and sentence patterns to guide selection.	1
Grammatical differentiation	Effective differentiation between closely related grammatical forms (e.g., past simple vs. present perfect, prepositions of place/time) and appropriate selection of the form that ensures semantic and syntactic accuracy.	1

Grammatical appropriacy and cohesion	Appropriate selection of grammatical structures to maintain correctness, clarity, and cohesion in multi-sentence contexts, including the correct use of tense sequences, connectors, and sentence functions.	1
3. Reading comprehension		**15**
Literal comprehension	Accurate extraction of explicitly stated information from texts, including specific details, factual data, and descriptive elements, ensuring precise understanding of the author's explicit message.	3
Inferential comprehension	Recognition and synthesis of implicit information by interpreting contextual cues, connecting multiple sentences, and deducing meaning not overtly articulated in the text.	4
Textual cohesion and integration	Appropriate identification and linkage of ideas, sentences, and textual elements to maintain coherence and logical progression, including interpretation of anaphoric references, discourse markers, and sequencing of events.	4
Evaluation and critical interpretation	Analytical assessment of the author's purpose, tone, perspective, or intent, alongside judgment of the validity, relevance, or reliability of information based on evidence presented within the text.	4

IV. Cognitive Skills Distribution

The scores assigned to each task are determined by considering their complexity, as well as the knowledge, skills, and logical thinking required to solve them.

The following table shows the distribution of test items by cognitive skills and assessment criteria.

Cognitive skills	**Definition**	**# of questions**
Knowing (A)	Reproductive-level tasks are designed to assess students' ability to recall and reproduce learned material without further processing. These tasks evaluate knowledge of laws, properties, formulas, concepts, and terms, as well as the ability to remember and recognize them and apply them in familiar situations.	5
Applying (B)	Productive-level tasks require students to apply learned rules and formulas in familiar contexts. In these tasks, students perform simple calculations, solve standard problems, and directly apply a given formula or rule.	6
	More complex productive tasks require students to apply learned rules and formulas in multiple-step and partially unfamiliar situations consciously. Students analyze the problem conditions, select an appropriate solution method, apply several formulas or rules sequentially and logically, and draw intermediate conclusions throughout the solution process.	9

Analyzing / reasoning (C)	Intellectual-level tasks demand that students apply acquired knowledge and skills in unfamiliar situations, analyze and synthesize information, make comparative evaluations, and apply laws and principles to generalize and draw conclusions.	5

VII. Assessment Format

Students' proficiency in English is evaluated in the first stage with a total of 42.5 points.

The content domains, cognitive processes, and assessment criteria for the first stage are presented in the tables below.

Test category	Topic	Cognitive level	Score
Text 1	Vocabulary	A	1.1
	Vocabulary	B	1.1
	Grammar	B	1.1
	Reading comprehension	A	1.1
	Reading comprehension	B	2.1
	Reading comprehension	C	2.1
Text 2	Vocabulary	B	1.1
	Grammar	A	1.1
	Grammar	B	2.1
	Reading comprehension	A	1.1
	Reading comprehension	B	2.1
	Reading comprehension	C	2.1
Text 3	Vocabulary	B	2.1
	Grammar	B	2.1
	Reading comprehension	A	1.1
	Reading comprehension	B	1.1
	Reading comprehension	B	2.1
	Reading comprehension	C	2.1
Text 4	Vocabulary	B	2.1
	Grammar	B	2.1
	Reading comprehension	B	1.1
	Reading comprehension	B	2.1
	Reading comprehension	B	2.1
	Reading comprehension	C	2.1
	Reading comprehension	C	2.1
Total			**42.5**

VIII. Inclusion and Accommodations

Candidates with special educational needs are granted an additional 15% of the allotted time. The format and presentation of the test items are also adapted to ensure accessibility and convenience for these candidates.

Candidates with visual impairments are permitted to have a special technical assistant read the questions aloud. The assistant may only read the questions and is not allowed to provide the correct answers.

IX. List of recommended references

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2026-2027-O‘QUV YILIDA IXTISOSLASHTIRILGAN TA’LIM MUASSASALARI AGENTLIGI MAKTABLARINING 5-SINFIGA QABUL IMTIHONI UCHUN MATEMATIKA FANIDAN NAMUNAVIY TEST TOPSHIRIQLARI

Text 1: The geometry of nature

The study of fractals has revolutionized how we understand the natural world. Unlike Euclidean geometry, which deals with smooth shapes like circles and triangles, fractal geometry describes irregular objects. A tree, for instance, exhibits self-similarity: each branch, from the trunk to the twig, follows the same structural pattern. Mathematicians use these patterns to model complex systems, such as weather or heart rhythms. If a scientist observes these patterns closely, they can predict the growth of a forest with surprising accuracy.

1. What does the word exhibits most nearly mean in the text?

A) Shows or displays
B) Hides from view
C) Changes over time
D) Measures precisely

2. Which word best fits the context of “model complex systems” in a mathematical sense?

A) Simulate
B) Decorate
C) Simplify
D) Narrate

3. In the sentence “If a scientist observes these patterns...”, which structure is being used?

A) First conditional
B) Past unreal conditional
C) Present perfect continuous
D) Passive voice

4. According to the text, what is a defining characteristic of fractal geometry?

A) It describes irregular objects and self-similar patterns.
B) It only studies perfect circles and triangles.
C) It is used exclusively for drawing trees.
D) It is identical to Euclidean geometry.

5. Why does the author use a “tree” as an example?

A) To illustrate how a single pattern repeats at different scales.
B) To argue that math should only be studied outdoors.
C) To prove that trees do not follow geometric rules.

D) To show that branches are more important than trunks.

6. Based on the text, what is the practical benefit of using fractal patterns?

A) They allow scientists to model and predict complex natural systems.

B) They make Euclidean geometry easier to learn.

C) They prevent weather from changing too quickly.

D) They are only used for aesthetic or artistic purposes.

Text 2: The Golden Ratio in architecture

Architects have utilized the "Golden Ratio" - approximately 1.618 - for centuries to create aesthetically pleasing structures. This mathematical constant is found by dividing a line into two parts so that the longer part divided by the smaller part is also equal to the whole length divided by the longer part. Many believe the Parthenon in Greece embodies this principle. However, some modern critics argue that we often "find" the ratio where it doesn't truly exist. While we have searched for perfection in numbers for years, the truth may be more subjective than mathematical.

7. Which word could best replace embodies in the context of the Parthenon?

A) represents

B) rejects

C) predicts

D) disproves

8. Identify the tense used in:

"While we have searched for perfection..."

A) Present Perfect

B) Simple Past

C) Future Progressive

D) Past Perfect

9. Choose the correct form to complete the idea:

If the Parthenon _____ built today, architects might use different ratios.

A) were

B) is

C) will be

D) has been

10. According to the passage, what is the approximate value of the Golden Ratio?

A) 1.618

B) 2.618

C) 1.608

D) 1.680

11. How is the Golden Ratio defined mathematically in the text?

A) As a specific ratio between parts of a line and the whole.

B) As the total height of the Parthenon in Greece.

C) As the square root of a building's width.

D) As the number of critics who agree on a design.

12. What is the author's primary purpose in mentioning modern critics?

A) To introduce a skeptical perspective on the ratio's prevalence.

B) To prove that the Parthenon was built incorrectly.

C) To encourage students to stop using mathematics in art.

D) To list the names of famous Greek architects.

Text 3: Cryptography and Prime Numbers

Modern digital security relies heavily on the properties of prime numbers. In RSA encryption, a "public key" is created by multiplying two massive prime numbers together. While it is easy for a computer to multiply these numbers, it is exceptionally difficult to do the reverse - factoring the product back into the original primes. This mathematical "one-way street" ensures that your credit card data remains secure. If a hacker were to solve the problem of fast factorization, the entire global banking system would collapse overnight.

13. In the phrase "exceptionally difficult," the word most nearly means:

A) Extremely

B) Usually

C) Occasionally

D) Easily

14. This structure "If a hacker were to solve the problem..." is used to express:

A) A hypothetical and unlikely situation.

B) A routine habit in the past.

C) A factual certainty in the future.

D) An action that has already happened.

15. What is the basic mathematical operation used to create an RSA public key?

A) Multiplication

B) Subtraction

C) Addition

D) Square roots

16. Why is the process described as a "one-way street"?

A) Because it is easy to go from factors to a product, but hard to go back.

B) Because computers can only perform one calculation at a time.

C) Because prime numbers only increase in value.

D) Because digital security only works for one person.

17. What makes RSA encryption effective for banking?

A) The difficulty of factoring the product of two large primes.

B) The fact that all people know the prime numbers used.

C) The speed at which hackers can solve math problems.

D) The use of addition to hide credit card data.

18. What is the logical consequence of a breakthrough in fast factorization?

A) The immediate failure of current digital security systems.

B) An increase in the value of prime numbers.

C) A decrease in the speed of modern computers.

D) The creation of more public keys for users.

Text 4: Artificial Intelligence and Logic

Artificial Intelligence (AI) is built upon the foundation of Boolean logic, a system where all values are either “True” (1) or “False” (0). By combining these simple binary states through “gates” - AND, OR, and NOT - programmers can create complex algorithms. However, a major challenge in AI is “bias”. If the data used to train the AI is flawed, the machine's conclusions will also be incorrect. Therefore, the integrity of the data is as vital as the logic of the code itself. We must ensure that AI serves all of humanity fairly.

19. As used in the final paragraph, the word integrity most nearly means:

A) Soundness or reliability

B) Speed

C) Total amount

D) Difficulty

20. Choose the correct form:

AI systems _____ (develop) rapidly since the early 2010s.

A) have been developing

B) are developed

C) was developing

D) develop

21. What is the fundamental system that AI is built upon?

A) Boolean logic (binary states)

B) Ancient Greek philosophy

C) Physical mechanical gears

D) Random guessing

22. How are logic gates like AND, OR, and NOT used in programming?

A) To combine binary states into complex algorithms.

B) To delete data that the AI does not like.

C) To turn the computer off when an error occurs.
D) To replace the need for training data.

23. According to the text, what is the result of using flawed training data?

A) The AI will produce incorrect or biased conclusions.
B) The AI will automatically fix the errors in the code.
C) The AI will become more human-like.
D) The logic gates will stop functioning.

24. Which of the following best describes “bias” in the context of the passage?

A) Unfair or incorrect conclusions caused by poor training data.
B) A type of high-speed processor used in AI.
C) The ability of a machine to think for itself.
D) A mathematical constant similar to the Golden Ratio.

25. What is the author's main argument regarding the future of AI?

A) Data quality is just as important as logical code for fair outcomes.
B) Boolean logic should be replaced by more complex systems.
C) All AI training data is naturally flawed and cannot be fixed.
D) Humanity should stop using algorithms altogether.