



REPUBLIKA E SHQIPËRIË
MINISTRIA E ARSIMIT
SPORTIT DHE RINISË
QENDRA E SHËRBIMEVE ARSIMORE

PROVIMI ME ZGJEDHJE I MATURËS SHTETËRORE 2018
SESIONI I

SKEMA E VLERËSIMIT

VARIANTI A

Lënda: Gjuhë Angleze (Niveli B2)

READING SECTION

For the open-ended questions, answers may be brief or may be written in full sentences. Accept either provided the information in the key is included. Do not take marks off for incorrect grammar or spelling in a longer answer. Do not accept answers which are too long and contain irrelevant information.

Questions	Answers	Points
1	C	1
2a	<i>Because he caught dengue fever.</i>	1
2b	<ul style="list-style-type: none">- <i>It stands for the dog / Smoky.</i>- <i>Smoky / the dog</i>	1
3a	<ul style="list-style-type: none">- <i>Smoky would pick up the large cut-out letters in her mouth as Wynne called them out to her.</i>- <i>She would pick out cut-out letters as Wynne called them out to her.</i>	1
3b	<ul style="list-style-type: none">- <i>There was a complete change when Smokey would enter the room; they all smiled.</i>- <i>They would smile. / They smiled.</i>	1
4a	<ul style="list-style-type: none">- <i>The dog had a remarkable effect on the patient, completely changing his mental outlook.</i>- <i>It completely changed his mental outlook.</i>- <i>It changed his mental outlook.</i>	1
4b	<ul style="list-style-type: none">- <i>By volunteering their pets to serve as hospital dogs.</i>- <i>They volunteered their pets to serve as hospital dogs.</i>	1
5	A	1
6	C	1
7a	<i>Narrative</i>	1
7b	<i>Descriptive</i>	1
8a	<i>Expository</i>	1
8b	<i>Narrative</i>	1
9a	<i>Persuasive</i>	1
9b	<i>Expository</i>	1
10	B	1

USE OF LANGUAGE SECTION

Questions	Answers	Points
11	B	1
12	C	1
13	A	1
14	D	1
15	B	1
16	C	1
17a	unavoidable	1
17b	existence	1
17c	availability	1
18a	<i>Kate wanted to know if I had been in the concert on Saturday.</i>	1
18b	<i>Due to bad weather, the game has been called off by the football association.</i>	1
18c	<i>If the student hadn't missed the deadline, she would have been able to register for her courses.</i>	1
19a	the	1
19b	by	1
19c	so	1
19d	it	1

WRITING SECTION

The writing section is scored out of a total of eight points. There are four criteria, each of which receives two points.

Candidates whose writing ability for a criterion is considered to be *below the minimum acceptable standard for B2 Level* receive **0 points** for that criterion.

Candidates whose writing ability is judged to be *at the minimum standard for B2 Level* receive **1 point** for that criterion.

Candidates whose ability for a criterion is considered to be *above the minimum level for B2* receive **2 points** for that criterion.

The number of points for each criterion is added together to give a total score out of eight.

A successful student at minimum B2 level:

- ✓ Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.
- ✓ Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.
- ✓ Can write a review of a film, book or play.

Writing Descriptors

Points	Description	Topic Development	Organization	Range	Accuracy
0	Below minimum B2 level	<p><i>Text is often irrelevant to the task.</i></p> <p><i>Text is much too short.</i></p> <p><i>The topic is not sufficiently developed and little or no supporting detail is provided.</i></p>	<p><i>Ideas are inadequately organized, which may cause confusion for the reader.</i></p> <p><i>Only very simple connectors are used, e.g. and, but</i></p> <p><i>There is no introduction and conclusion or they are not relevant.</i></p>	<p><i>A limited range of grammar and vocabulary is usually used in attempting to fulfil the task.</i></p>	<p><i>Frequent errors occur in both simple and complex structures, and often impede communication.</i></p> <p><i>Vocabulary is sometimes used inappropriately.</i></p>
1	At minimum B2 level	<p><i>Text is mostly relevant to the task.</i></p> <p><i>The topic is sufficiently developed, but without much supporting detail.</i></p>	<p><i>Ideas are usually adequately organized.</i></p> <p><i>Linking devices are used, often appropriately.</i></p> <p><i>There is an introduction and conclusion, but they may not be completely relevant.</i></p>	<p><i>A sufficient range of grammar and vocabulary is used in order to fulfil the task.</i></p>	<p><i>Errors only occasionally occur in basic structures, but may sometimes occur in more complex structures.</i></p> <p><i>Vocabulary resources are often used appropriately.</i></p>
2	Above minimum B2 level	<p><i>Text is fully relevant to the task.</i></p> <p><i>The topic is fully developed and has appropriate supporting details.</i></p>	<p><i>Ideas are clearly organized.</i></p> <p><i>Linking devices are mostly used appropriately and effectively.</i></p> <p><i>The introduction and conclusion are relevant and effective.</i></p>	<p><i>A broad range of grammatical structures and vocabulary is mostly used.</i></p>	<p><i>Errors mostly do not occur in basic structures. Errors in more complex structures do not usually impede communication.</i></p> <p><i>Vocabulary resources are usually used appropriately.</i></p>