



REPUBLIKA E SHQIPËRISË
MINISTRIA E ARSIMIT
DHE SPORTIT

QENDRA E SHERBIMEVE ARSIMORE

PROVIMI I MATURËS SHTETËRORE 2022

I DETYRUAR

SKEMA E VLERËSIMIT

SESIONI I

GJUHË ANGLEZE (Niveli B1)

Varianti A

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. For Reading Comprehension questions, accept answers which are similar in meaning to those given in the key.

Question	Answer	Points
1	B	1
2	A	1
3	A	1
4	B	1
5	C	1
6	D	1
7	A	1
8	D	1
9	B	1
10	B	1
11	<i>As the largest passenger steamship ever built.</i>	1
12	<i>It hit an iceberg.</i>	1
13	<i>– Just five days. – Five days.</i>	1
14	<i>– He found the ruins of Titanic /the ship. – He found the wreck of Titanic /the ship.</i>	1
15	<i>He was in secret mission./ He was looking for submarines.</i>	1
16	<i>– Held a ceremony to remember someone who has died – Held a commemorative/remembrance ceremony</i>	1
17	<i>He felt as living the experience of the people there at that time./ He felt as if the people who had died there were speaking to him.</i>	1
18	<i>Because a salvage company/firm had legally removed thousands/lots of of objects from the site.</i>	1
19	<i>By a Russian submarine.</i>	1
20	<i>"Her" refers to Titanic/the ship/the ruins of Titanic/shipwreck.</i>	1
21-30	<i>21) real name 22) be translated 23) twenty-eight 24) while 25) in contrast to 26) as a lovely man 27) personality 28) no evidence 29) group of colonists 30) three years</i>	10

USE OF LANGUAGE SECTION

31a-j	a) A b) C c) D d) B e) A f) B g) C h) D i) B j) A	10
32a-e	a) SAFETY b) TRANSPORTATION/TRANSPORT c) EDUCATIONAL d) INTRODUCTION e) ADVERTISEMENTS	5

B1 Level Examination Writing Section

The writing section is scored out of a total of 15 points.

33. Task 1

10 points

There are five criteria, each of which receives two points.

Candidates whose writing ability for a criterion is considered to be below the minimum acceptable standard for B1 level receive zero points for that criterion. Candidates whose writing ability is judged to be at the **minimum** standard for B1 level receive one point for that criterion, while candidates whose ability for a criterion is considered to be above the minimum level for B1 receive two points for that criterion.

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

A successful candidate at minimum B1 level can:

- ✓ *Can convey simple information of immediate relevance, getting across the point he/she feels to be important*
- ✓ *Can produce continuous writing, which is generally intelligible throughout.*
- ✓ *Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.*
- ✓ *Can write personal letters describing experiences, feelings and events in some detail.*
- ✓ *Spelling, punctuation and layout are accurate enough to be followed most of the time.*

Writing Descriptors

Points	Description	Task Completion	Organization	Grammar	Vocabulary	Mechanics
0	Below minimum B1 level	Text is often irrelevant to the task. Text is much too short. The topic is not sufficiently developed and little or no supporting detail is provided.	No beginning or end to the text. Text often jumps from topic to topic. Very few or no connectors used.	Very frequent errors often impede communication, confusing the reader.	Lack of vocabulary resources often impedes communication.	Frequent errors in the spelling of words which may cause confusion for the reader. Sentences may lack full stops and capitalization is used inappropriately or is absent.
1	At minimum B1 level	Text is relevant to the task in parts. The topic is sufficiently developed, but without much supporting detail.	A beginning and end is provided. Topics in the text are sometimes grouped together. Some connectors are sometimes used appropriately.	Errors sometimes occur in basic structures, but only sometimes impede communication. Errors may often occur in more complex structures	Vocabulary resources are often used appropriately to convey communication. Errors may often occur in more advanced vocabulary.	Few errors in the spelling of basic words, but errors may often appear in more complex words. Sentences have a full stop and are followed by capitalization. Commas are sometimes used appropriately.

2	Above minimum B1 level	Text is mostly relevant to the task. The topic is fully developed and has appropriate supporting details.	An introduction and conclusion is provided. Topics are mostly grouped together. Connectors are mostly used appropriately.	Errors mostly do not occur in basic structures. Errors in more complex structures may occasionally impede communication.	Sufficient vocabulary resources are mostly used appropriately. Some more advanced vocabulary is sometimes used appropriately.	Very few errors in the spelling of basic words, but errors sometimes appear in more complex words. Punctuation is usually used appropriately. Commas are often used appropriately.
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34. Task 2

5 points

There are five criteria, each of which receives 1 point. Candidates whose writing ability for a criterion is considered to be below the minimum acceptable standard for B1 level receive zero points for that criterion. Candidates whose writing ability is judged to be above the minimum standard for B1 level receive one point for that criterion.

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

Writing Descriptors

Points	Description	Task Completion	Organization	Grammar	Vocabulary	Mechanics
0	Below minimum B1 level	Text is often irrelevant to the task. Text is much too short. The topic is not sufficiently developed and little or no supporting detail is provided.	No beginning or end to the text. Text often jumps from topic to topic. Very few or no connectors used.	Very frequent errors often impede communication, confusing the reader.	Lack of vocabulary resources often impedes communication.	Frequent errors in the spelling of words which may cause confusion for the reader. Sentences may lack full stops and capitalization is used inappropriately or is absent.
1	Above minimum B1 level	Text is mostly relevant to the task. The topic is fully developed and has appropriate supporting details.	An introduction and conclusion is provided. Topics are mostly grouped together. Connectors are mostly used appropriately.	Errors mostly do not occur in basic structures. Errors in more complex structures may occasionally impede communication.	Sufficient vocabulary resources are mostly used appropriately. Some more advanced vocabulary is sometimes used appropriately.	Very few errors in the spelling of basic words, but errors sometimes appear in more complex words. Punctuation is usually used appropriately. Commas are often used appropriately.