PROVIMI I MATURËS SHTETËRORE 2024

I DETYRUAR – SESIONI I

SKEMA E VLERËSIMIT

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	D	1
4	D	1
5	C	1
6	C	1
7	D	1
8	B	1
9	B	1
10	D	1
11	*Robots can replace teachers one day. / Teachers can be replaced by robots. The use of robots instead of teachers, etc.*	1
12	*Doctors and teachers.*	1
13	*"They" refers to robots. / Robots.*	1
14	*Because they might not like sharing personal information with real doctors. They might feel uncomfortable sharing personal information with real doctors. Patients might feel more comfortable sharing personal information with a machine than a person / real doctor.*	1
15	*They will assist (help). / They will be assistants.*	1
16	*By reading students' faces, movements and maybe even brain signals.*	1
17	*Empathy / human feelings / relations, etc.*	1
18	*In places/parts of the world where there aren't enough teachers.*	1
19	*Because it is a difficult job and they feel overworked.*	1
20	*Robots could cut the time teachers spend marking homework and writing reports. Robots could mark homework and write reports.*	1
21-30	*21) made from 22) form 23) Commercial 24) melting point 25) less 26) originally 27) since 28) useful 29) bitter 30) important*	10

USE OF LANGUAGE SECTION

31a	B	1
31b	A	1
31c	C	1
31d	A	1
31e	D	1
31f	C	1
31g	B	1
31h	D	1
31i	A	1
31j	B	1
32a	VARIETY	1
32b	IMPATIENT	1
32c	VIOLATION	1
32d	TENDENCY	1
32e	AGREEMENT	1

B1 Level Examination Writing Section

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

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.

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.