



REPUBLIKA E SHQIPËRISË
MINISTRIA E ARSIMIT
DHE SPORTIT
QENDRA E SHERBIMEVE ARSIMORE

PROVIMI I MATURËS SHTETËRORE 2024

I DETYRUAR – SESIONI I

SKEMA E VLERËSIMIT

GJUHË ANGLEZE Niveli B2

Varianti B

READING COMPREHENSION

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.**

Item	Answer	Points
1	C	1
2	D	1
3	A	1
4	D	1
5	C	1
6	C	1
7	B	1
8	B	1
9	B	1
10	B	1
11-20	11) – e 12) – a 13) – j 14) – b 15) – d 16) – i 17) – f 18) – h 19) – c 20) – g	10
21	<i>They are about small initiatives led by teenagers. / They are about young people (who are) trying to help make a better world / make a difference / bring positive change in their community. / They are about incredible acts of kindness.</i>	1
22	<i>fight / struggle (with) / battle</i>	1
23	<i>Liam / Liam Hannon - Lunches of Love</i>	1
24	<i>Isabel and Melati / Isabel and Melati Wijzen - Bye-Bye Plastic Bags</i>	1
25	<i>They don't have birthday parties because of affordability. / They can't afford to have a birthday party. / They don't have enough money for a party. / Because it is very expensive / costs a lot to organise a birthday party.</i>	1
26	<i>Max / Max Bobholz - Angels at Bat</i>	1
27	<i>Liam and his dad / father</i>	1
28	<i>Because he wanted to honour his former baseball coach. / To honour his former baseball coach. / To show respect and admiration for his former baseball coach.</i>	1
29	<i>By working with students to build river booms. / By building river booms.</i>	1
30	<i>Sonika / Sonika Menon - The Birthday Giving Program</i>	1

USE OF LANGUAGE SECTION

<i>Item</i>	<i>Answer</i>	<i>Points</i>
31	a) <i>What</i> b) <i>single / other</i> c) <i>after</i> d) <i>in</i> e) <i>ready / prepared</i>	5
32a	A	1
32b	C	1
32c	C	1
32d	D	1
32e	D	1
32f	B	1
32g	C	1
32h	C	1
32i	A	1
32j	B	1

WRITING

B2 Level Examination Writing Section

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

Task 1

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 B2 level receive zero points for that criterion. Candidates whose writing ability is judged to be at the **minimum** standard for B2 level receive one point for that criterion, while candidates whose ability for a criterion is considered to be above the minimum level for B2 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 B2 level can:

- ✓ *Can write clear and detailed text on a wide range of subjects related to students, interests.*
- ✓ *Can write an essay or report passing information or giving reasons in support of or against a particular point of view.*

Writing Descriptors

Points	Content	Organization	Grammar	Vocabulary	Mechanics
0	<p>The content is totally inadequate.</p> <p>There is a very limited relevance; hardly any information included.</p>	<p>No apparent organization of content.</p> <p>Ideas confuse and disconnected, basic linking words, no paragraphs.</p>	<p>Many serious mistakes, almost no communication.</p> <p>Numerous serious mistakes, communication very difficult.</p>	<p>Vocabulary inappropriate to the task, communication very difficult.</p> <p>Very restricted vocabulary, communication is very limited.</p>	<p>Numerous errors, communication very difficult.</p> <p>Numerous errors, communication very difficult.</p>
1	<p>Limited relevance, most of information missing.</p> <p>Mostly relevant, adequately developed, a few pieces of information missing.</p>	<p>Linear sequence of ideas, limited number of linking words, paragraphing inappropriate.</p> <p>Clear relationship between main ideas, limited use of linking words, paragraph developed restricted to main ideas.</p>	<p>Major mistakes, communication difficult.</p> <p>A few major mistakes, but a lot of minor errors, mostly simple sentences.</p>	<p>Restricted vocabulary, communication quite difficult.</p> <p>Vocabulary sometimes restricted, do not interfere significantly with communication.</p>	<p>Several errors, some words had to recognize, interfere with communication.</p> <p>Several errors, do not interfere significantly with communication, the length of the task is under what is required.</p>
2	<p>Relevant, well-developed, little information missing.</p> <p>Relevant, fully developed and comprehensive.</p>	<p>Clear, well-structured, good use of linking devices, some hesitation in paragraph development.</p> <p>Coherent text, a wide range of linking devices, proper paragraph development.</p>	<p>A few minor mistakes only, mostly complex sentences.</p> <p>Accurate use of grammatical structures appropriate to the task.</p>	<p>Good use of vocabulary appropriate to the task.</p> <p>A wide range of vocabulary appropriate to the task.</p>	<p>Three or four minor errors only, the length of the task is slightly under what is required.</p> <p>No errors, appropriate length of the task.</p>

Task 2

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 B2 level receive zero points for that criterion. Candidates whose writing ability is judged to be above the minimum standard for B2 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.

A successful candidate at minimum B2 level can:

- ✓ *Can write formal correspondence such as letters of enquiry, request, application and complaint with proper register, structure and conventions.*
- ✓ *Can write a forceful but polite letter of complaint, including supporting details and a statement of the desired outcome.*
- ✓ *Can in most cases understand idiomatic expressions and colloquialisms in correspondence and other written communications and use the most common ones him/herself as appropriate to the situation.*

Writing Descriptors

Points	Task Completion	Organization	Grammar	Vocabulary	Mechanics
0	<p>The content is totally inadequate.</p> <p>A very limited relevance; hardly any information included or most of information missing.</p>	<p>No apparent organization of content.</p> <p>Ideas confused and disconnected, basic linking words, no paragraphs.</p> <p>Linear sequence of ideas, limited number of linking words, paragraphing inappropriate.</p>	<p>Many serious mistakes, communication very difficult or no communication at all.</p> <p>Major mistakes which make the communication difficult.</p>	<p>Vocabulary inappropriate to the task, communication very difficult.</p> <p>Very restricted vocabulary, communication is very limited.</p> <p>Restricted vocabulary, communication quite difficult.</p>	<p>Numerous errors, communication very difficult.</p> <p>Numerous errors, communication very difficult.</p> <p>Several errors, some words had to recognize, interfere with communication.</p>
1	<p>Mostly relevant, adequately developed, very little information missing.</p> <p>Relevant, well-developed, Relevant, fully developed and comprehensive.</p>	<p>Clear relationship between main ideas, limited use of linking words, paragraph developed restricted to main ideas.</p> <p>Clear, well-structured, good use of linking devices, some hesitation in paragraph development.</p> <p>Coherent text, a wide range of linking devices, proper paragraph development.</p>	<p>A few major mistakes, but a lot of minor errors, mostly simple sentences.</p> <p>A few minor mistakes only, mostly complex sentences.</p> <p>Accurate use of grammatical structures appropriate to the task.</p>	<p>Vocabulary sometimes restricted, do not interfere significantly with communication.</p> <p>Good use of vocabulary appropriate to the task.</p> <p>A wide range of vocabulary appropriate to the task.</p>	<p>Few errors, do not interfere significantly with communication, the length of the task is under what is required.</p> <p>Three or four minor errors only, the length of the task is slightly under what is required.</p> <p>No errors, appropriate length of the task.</p>