



REPUBLIKA E SHQIPËRISË

MINISTRIA E ARSIMIT
SPORTIT DHE RINISË

QENDRA E SHERBIMEVE ARSIMORE

PROVIM I MATURËS SHTETËRORE 2025

I DETYRUAR – SESIONI I

Lënda: Gjuhë angleze - Niveli A2

03 qershor 2025

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	A	1
2	C	1
3	C	1
4	D	1
5	A	1
6	B	1
7	B	1
8	A	1
9	C	1
10	A	1
11	Paris, France.	1
12	Eight days.	1
13	Many tourist places.	1
14	Lots of breaks and sat in cafes.	1
15	A balcony with a wonderful view.	1
16	It was beautiful.	1
17	Because he was walking around the museum.	1
18	Henry said "Enough! I need to take a break and rest."	1
19	The food was delicious and the wines were tasty.	1
20	He enjoyed eating croissants.	1
21-30	21) jam 22) baseball 23) postcards 24) a journalist 25) stamps 26) a pilot 27) magazines 28) hockey 29) sugar 30) golf	10

USE OF LANGUAGE SECTION

31 (a-j)	a) B b) C c) B d) C e) C f) B g) C h) A i) C j) A	10
32 (a-e)	a) PLAYER b) SINGER c) DANCER d) BEAUTIFUL e) HEALTHY	5

A2 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 A2 level receive zero points for that criterion. Candidates whose writing ability is judged to be at the **minimum** standard for A2 level receive one point for that criterion, while candidates whose ability for a criterion is considered to be above the minimum level for A2 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 A2 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 A2 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 A2 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 A2 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.

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 A2 level receive zero points for that criterion. Candidates whose writing ability is judged to be above the minimum standard for A2 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 A2 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 A2 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.