



PROVIM I MATURËS SHTETËRORE 2025

SKEMA E VLERËSIMIT

Lënda: Gjuhë Angleze (Niveli B2)

Varianti B

READING SECTION

For the open-ended questions, answers may be brief or may be written in full sentences. **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	<ul style="list-style-type: none"> - These texts are about some famous/influential movies of the 1980s. - These texts are about some of the best movies of the 1980s. - These texts are about movies/films. - Movies/Films. 	1
2	It explores examples/instances of prejudice and conflict in NY City.	1
3	It focusses on the issue of racism.	1
4	Because he teaches his pupils to get passionate about learning and inspires them with a rebellious spirit.	1
5	<ul style="list-style-type: none"> - Because in this movie Robin Williams proves that he can do much more than comedy. - Because it shows he could take on serious, emotional roles and not just comedy. 	1
6	<ul style="list-style-type: none"> - It is a special family movie because it is enjoyable to all ages. - It appeals to both children and adults. 	1
7	Because there's a warmth and a sense of wonder to it that's essentially unparalleled/incomparable.	1
8	The events take place during Christmas time.	1
9	<ul style="list-style-type: none"> - It never slows down and remains engaging for every second. - It keeps you engaged all the time. 	1
10	deep love / respect / admiration / worship	1
11	A	1
12	C	1
13	B	1
14	B	1
15	C	1
16	A	1
17	C	1
18	C	1
19	A	1
20	A	1

21	<i>g</i>	1
22	<i>h</i>	1
23	<i>i</i>	1
24	<i>j</i>	1
25	<i>f</i>	1
26	<i>e</i>	1
27	<i>d</i>	1
28	<i>c</i>	1
29	<i>b</i>	1
30	<i>a</i>	1

USE OF ENGLISH SECTION

Question	Answer	Points
31(a)	<i>interested</i>	1
31(b)	<i>fill</i>	1
31(c)	<i>seem/appear</i>	1
31(d)	<i>with</i>	1
31(e)	<i>forward</i>	1
32(a)	<i>C</i>	1
32(b)	<i>D</i>	1
32(c)	<i>A</i>	1
32(d)	<i>B</i>	1
32(e)	<i>C</i>	1
32(f)	<i>B</i>	1
32(g)	<i>A</i>	1
32(h)	<i>C</i>	1
32(i)	<i>D</i>	1
32(j)	<i>A</i>	1

WRITING SECTION

Task 1 (10 points)

The first part of the writing section is scored out of a total of ten 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 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 ten.

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	Task completion	Organisation	Grammar	Vocabulary	Mechanics
0	Below minimum B2 level	Text is often irrelevant to the task Text is much too short The topic is not sufficiently developed	Ideas are inadequately organised, which may cause confusion for the reader. Only very simple connectors are used, e. g. and, but There is no introduction and conclusion or they are not relevant	A limited range of grammar structures Very frequent errors which lead to misunderstanding and confuse the reader Frequent errors occur in both simple and complex structures	A limited range of vocabulary is usually used in attempting to fulfil the task There is often frequent repetition Inadequate word choice hinders communication	Frequent errors in the spelling of words which may cause confusion to the reader Sentences may lack full stops, commas, question marks, exclamation marks etc. and capitalisation is absent or inappropriately used
1	At minimum B2 level	Text is mostly relevant to the task The topic is sufficiently developed, but without much supporting detail	Ideas are usually adequately organised Linking words are used, often appropriately There is an introduction and conclusion, but they may not be completely relevant	A sufficient use of grammar structures Errors occasionally occur in basic structures, but may sometimes occur in more complex structures	A sufficient range of vocabulary is used in order to fulfil the task Incorrect word choice sometimes hinders communication Vocabulary resources are often used appropriately	Well-formed sentences; generally accurate expression Possibly a number of orthographic errors but they do not impede communication
2	Above minimum B2 level	Text is fully relevant to the task The topic is fully developed and has appropriate supporting details	Ideas are clearly organised Linking devices are mostly used appropriately and effectively The introduction and conclusion are relevant and effective	Errors mostly do not occur in basic structures Errors in more complex structures do not usually impede communication	A broad range of vocabulary is mostly used Lexical accuracy is generally high Can vary formulation to avoid frequent repetition, but lexical gaps can sometimes cause hesitation	Spelling and punctuation are reasonably accurate Very few errors in the spelling of basic words, but errors sometimes appear in more complex words

Task 2 (5 points)

The first part of the writing section is scored out of a total of five points. There are five criteria, each of which receives one point.

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 ability for a criterion is considered to be above the minimum level for B2 receive 1 point for that criterion. The number of points for each criterion is added together to give a total score out of five.

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.
- ✓ Can write a letter of application for a job, a letter of complaint or recommendation.

Writing Descriptors

Points	Description	Task completion	Organisation	Grammar	Vocabulary	Mechanics
0	Below minimum B2 level	Text is often irrelevant to the task Text is much too short The topic is not sufficiently developed	Ideas are inadequately organised, which may cause confusion for the reader. Only very simple connectors are used, e. g. and, but There is no introduction and conclusion or they are not relevant	A limited range of grammar structures Very frequent errors which lead to misunderstanding and confuse the reader Frequent errors occur in both simple and complex structures	A limited range of vocabulary is usually used in attempting to fulfil the task There is often frequent repetition Inadequate word choice hinders communication	Frequent errors in the spelling of words which may cause confusion to the reader Sentences may lack full stops, commas, question marks, exclamation marks etc. and capitalisation is absent or inappropriately used
1	Above minimum B2 level	Text is fully relevant to the task The topic is fully developed and has appropriate supporting details	Ideas are clearly organised Linking devices are mostly used appropriately and effectively The introduction and conclusion are relevant and effective	Errors mostly do not occur in basic structures Errors in more complex structures do not usually impede communication	A broad range of vocabulary is mostly used Lexical accuracy is generally high Can vary formulation to avoid frequent repetition, but lexical gaps can sometimes cause hesitation	Spelling and punctuation are reasonably accurate Very few errors in the spelling of basic words, but errors sometimes appear in more complex words