



REPUBLIKA E SHQIPËRISË
MINISTRIA E ARSIMIT
QENDRA E SHËRBIMEVE ARSIMORE

PROVIM I MATURËS SHTETËRORE 2026
I DETYRUAR - SESIONI I
GJUHË E HUAJ

SKEMË VLERËSIMI

Gjuhë angleze – Niveli B2

VARIANTI B

2 qershor 2026

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	- To inform readers about the invention and development of the bicycle. - To explain the history and development of the bicycle and its importance today.	1
2	Because of the growing concerns about the climate crisis/change/concerns.	1
3	It refers to the bicycle/two-wheeler/velocipede.	1
4	Because it had no steering or brakes.	1
5	- It proved that his bicycle design worked over long distances. - He demonstrated that the bicycle could be used for real travel.	1
6	- His bicycle didn't have rubber tyres or springs. - The roads were rough and bumpy and his bicycle had no rubber tyres or springs.	1
7	He designed and patented the first bicycle with rotary pedals/pedal-powered bicycle.	1
8	He added the chain drive. / The chain drive.	1
9	The basic design has remained the same, even with new features.	1
10	It is environmentally friendly/non-polluting, cheap (inexpensive), and easy to ride.	1
11-20	11-e 12-g 13-k 14-j 15-i 16-h 17-a 18-b 19-c 20-d	10
21	A	1
22	A	1
23	A	1
24	D	1
25	D	1
26	C	1
27	A	1
28	B	1
29	C	1
30	C	1

USE OF ENGLISH SECTION

Question	Answer	Points
31(a)	<i>why</i>	1
31(b)	<i>record</i>	1
31(c)	<i>even</i>	1
31(d)	<i>start / beginning</i>	1
31(e)	<i>ways / aspects / forms / situations / areas</i>	1
32(a)	<i>B</i>	1
32(b)	<i>C</i>	1
32(c)	<i>B</i>	1
32(d)	<i>D</i>	1
32(e)	<i>B</i>	1
32(f)	<i>A</i>	1
32(g)	<i>C</i>	1
32(h)	<i>A</i>	1
32(i)	<i>D</i>	1
32(j)	<i>A</i>	1

WRITING SECTION**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 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, etc. There are 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 are 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.

34. Task 2**5 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, etc. There are 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.