



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

**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.

Question	Answer	Points
1	A	1
2	a) <i>From Dublin / From Ireland / Dublin</i> b) <i>It is not an easy job. / Not easy / Hard</i>	1 1
3	a) <i>In the city center</i> b) <i>Her boss</i>	1 1
4	a) <i>(Because) she has to smile at clients all time and pay attention to what they say.</i> b) <i>Dublin</i>	1 1
5	a) <i>She couldn't speak Greek / She didn't know a word of Greek</i> b) <i>A musical band / A famous band / A band/ Her favourite band</i>	1 1
6	D	1
7	A	1
8	a) <i>Advertisement1 / The first advertisement / 1</i> b) <i>Advertisement 2 / The second advertisement / 2</i>	1 1
9	a) <i>Advertisement1 / The 1st advertisement / 1</i> b) <i>He / She will correct tests</i>	1 1
10	a) <i>Advertisement 2 / The 2nd advertisement / 2</i> b) <i>Advertisement 3 / The 3rd advertisement / 3</i>	1 1
11	a) <i>Advertisement 3 / The 3rd advertisement / 3</i> b) <i>Advertisement1 / The 1st advertisement / 1</i>	1 1
12	C	1

## USE OF LANGUAGE SECTION

13		D	1		
14		C	1		
15		C	1		
16		A	1		
17		B	1		
18		C	1		
19		D	1		
20		B	1		
21		C	1		
22	a) <i>doing</i>	b) <i>Why</i>	c) <i>on</i>	3	
23	a) <i>nice</i>	b) <i>suit</i>	c) <i>exactly</i>	d) <i>cheap</i>	4
24	a) <i>For</i>	b) <i>respect</i>	c) <i>so</i>	d) <i>before</i>	4

## B1 Level Examination Writing Section

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 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	<b>Below</b> minimum B1 level	Text is often irrelevant to the task	No beginning or end to the text. Text often jumps	Very frequent errors often impede	Lack of vocabulary resources often	Frequent errors in the spelling of words which may

		Text is much too short  The topic is not sufficiently developed and little or no supporting detail is provided	from topic to topic  Very few or no connectors used	communication, confusing the reader	impedes communication	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