

**Language
Cert**

**LanguageCert Test
of English (LTE)
A1-C2 Writing**

**Assessing Writing
Performance:**

**A guide for teachers
and learners**

Sample scripts included

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1. About LanguageCert

LanguageCert is a business name of PeopleCert Qualifications Ltd, UK company number 0962026, subsidiary of PeopleCert Group (PeopleCert).

LanguageCert is an awarding organisation regulated by Ofqual and offers language qualifications that are globally recognised and aligned to the Common European Framework of Reference (CEFR) at levels A1 to C2. LanguageCert delivers language qualifications through a network of approved test centres worldwide.

LanguageCert combines language qualification heritage with unparalleled exam administration systems and processes, and excellent customer service. For the dissemination and delivery of high-quality language qualifications, LanguageCert relies on the capabilities and systems developed and deployed by its sister companies within PeopleCert.

About PeopleCert

Established in 2000, PeopleCert is one of the leading players in the global certification industry, partnering with educational institutions, multinational organisations and governmental bodies for the development and management of globally recognised qualifications and the delivery of their related exams.

Equal opportunities

PeopleCert fully supports the principle of equal opportunities and is committed to satisfying this principle in all its activities and published material.

The aim of LanguageCert is to produce assessments that are based solely on the requirements of the qualification, and that do not discriminate against any group of learners. No group of learners should be put at a disadvantage by encountering questions or tests which are biased or might cause offence. Assessment material should not discriminate against any group on the grounds of culture, gender, age, disability, ethnic background, nationality, religion and belief, marital status, gender identification, social class or employment status.

Please refer to LanguageCert's Equality and Diversity Policy on LanguageCert's official website, languagecert.org.

2. Purpose of the Guide

The purpose of this guide is to provide teachers and learners with a comprehensive overview of the assessment criteria for the LanguageCert Test of English (LTE) Writing examination. It includes sample scripts demonstrating candidate performance, along with indicative marks and comments to aid understanding. Additionally, this guide serves as a reference for test centres and other stakeholders involved in administering LTE Writing exams.

3. Introduction to the LTE A1-C2 Writing examination

3.1 General overview

The LTE A1-C2 Writing examination consists of high-quality, reliable test content that employs a variety of authentic tasks to assess a test taker's writing skills across six CEFR levels (A1-C2). The test taker is required to complete two writing tasks: a short task and a longer task. These tasks assess the test taker's ability to write for a wide range of work-related purposes. The test taker is expected to demonstrate control of grammatical forms, display knowledge and use of a wide range of vocabulary and show the ability to perform various functions in English.

3.2 'Can Do' level descriptors

The LTE A1-C2 Writing examination is developed according to the CEFR descriptors of language competency for each CEFR level (A1-C2). A selection of CEFR Can-Do descriptors that apply to the skill of Writing are provided below for illustrative purposes.

LTE Writing and CEFR levels	Descriptors
LTE Writing A1 – CEFR A1	<ul style="list-style-type: none">• Can give information in writing about matters of personal relevance (e.g. likes and dislikes, job, family) using simple words and basic expressions.• Can write simple isolated phrases and sentences in documents such as forms, lists, emails and messages.• Can ask questions about personal details such as possessions, job, address and people known.
LTE Writing A2 – CEFR A2	<ul style="list-style-type: none">• Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'.• Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.• Can give his/her impressions and opinions in writing about topics of personal interest (e.g. lifestyles and culture, job) using basic everyday vocabulary and expressions.
LTE Writing B1 – CEFR B1	<ul style="list-style-type: none">• Can write straightforward connected texts on a range of familiar subjects within his/her field of interest/work by linking a series of shorter discrete elements into a linear sequence.• Can write very brief reports to a standard conventionalised format,

	<p>which pass on routine factual information and state reasons for actions.</p> <ul style="list-style-type: none"> • Can summarise, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence. • Can convey information, feelings and opinions on familiar topics, using appropriate formality and adapting to the intended audience.
LTE Writing B2 – CEFR B2	<ul style="list-style-type: none"> • Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources. • 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 communicate with a degree of fluency that makes comprehension possible for the reader without strain. • Can communicate clearly and in detail on a wide range of subjects and explain a viewpoint varying format and style appropriate to purpose and audience.
LTE Writing C1 – CEFR C1	<ul style="list-style-type: none"> • Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion. • Can employ the structure and conventions of a variety of written genres, varying the tone, style and register according to addressee, text type and theme. • Can produce clear well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. • Can communicate ideas and opinions effectively, using length, format and style appropriate to purpose, content and audience.
LTE Writing C2 – CEFR C2	<ul style="list-style-type: none"> • Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points. • Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals. • Can set out multiple perspectives on complex academic or professional topics, clearly distinguishing his/her own ideas and opinions from those in the sources. • Can express him/herself very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

The above descriptors are adapted from the global description of the Common European Framework of Reference for Languages.

4. The LTE Writing test structure

4.1 Overview

The chart below shows the structure and the duration of the LTE A1-C2 Writing test.

The LTE A1-C2 Writing Paper-based and Computer-based test	
Duration	Total number of items
60 mins Task 1: approx. 15-20 mins Task 2: approx. 40-45 mins	2 tasks

4.2 Description of writing tasks

The LTE A1-C2 Writing test is an international English test. Different varieties of 'standard' English e.g. American English, British English are acceptable. The emphasis is on communication.

The LTE A1-C2 Writing test comprises two tasks. Both tasks are compulsory for test takers to complete.

Writing Task 1

Overview	Test takers must write a short communicative message of about 60-100 words.
Testing aim	The task tests the test taker's ability to produce a short piece of writing which successfully communicates the required information. Task 1 primarily targets test takers at A1-B2 CEFR levels.
Task type	Guided writing.

Writing Task 2

Overview	Test takers must produce an extended piece of writing in the form of a brief report, article or review of around 200-250 words.
Testing aim	The task tests the test taker's ability to produce extended writing. The context is a workplace matter. The task allows test takers to use advanced level grammar and vocabulary resource and show that they can organise coherently an extended piece of writing. Task 2 primarily targets candidates at B1-C2 CEFR levels.
Task type	Report, article or review writing.

5. Assessment of the LTE Writing examination

All examiners are approved by LanguageCert and undergo rigorous and frequent training and moderation, to ensure that grades are awarded strictly in accordance with the CEFR levels and LanguageCert examination requirements.

5.1 Marking the Writing tasks

In the LTE Writing test, test takers are assessed against four assessment criteria per writing task.

Criteria	Descriptions
Task Fulfilment	A measure of how far the candidate has achieved/addressed the task and whether or not the candidate has done what was asked.
Accuracy and range of grammar	A measure of the range, accuracy and appropriacy of grammar.
Accuracy and range of vocabulary	A measure of the range, accuracy and appropriacy of vocabulary as well as spelling accuracy.
Organisation	A measure of how coherently ideas are linked together in the text and how accurate the punctuation is.

In Task 1, there are 4 marking criteria (task fulfilment; grammar; vocabulary; organisation) with **4 marks** per criterion resulting in a total of **16 marks**. The levels of performance are:

Writing Task 1	
Marks per criterion	CEFR Level
0	Indecipherable, below A1
1	A1
2	A2
3	B1
4	B2 and above

In Task 2, there are 4 marking criteria (task fulfilment; grammar; vocabulary; organisation) with **5 marks** per criterion resulting in a total of **20 marks**. The levels of performance are:

Writing Task 2	
Marks per criterion	CEFR Level
0	A1
1	A2
2	B1
3	B2
4	C1
5	C2

5.2 Grading

Grades are established by adding together scores on the two Tasks. Out of a total of **36 marks**, CEFR levels are indicated by the following cut-offs:

The LTE Writing Cut-offs	
Marks	CEFR Level
0 – 3	Below A1
4 – 9	A1
10 – 16	A2
17 – 23	B1
24 – 28	B2
29 – 33	C1
34 – 36	C2

N.B. Test takers do not receive any credit for off-topic responses.

5.3 Results

Results are provided as an overall score out of 100. This LTE Writing test scale (0-100) is aligned to the six levels (A1-C2) of foreign language mastery as set out in the scale of the Common European Framework of Reference for Languages (CEFR).

LTE Writing Scaled Scores	
LTE Writing scaled score	CEFR Level
0 – 9	Below A1
10 – 19	A1
20 – 39	A2
40 – 59	B1
60 – 74	B2
75 – 89	C1
90 – 100	C2

5.4 Markschemes

LTE Writing Task 1 markscheme

Marks	Task Fulfilment	Accuracy and range of grammar	Accuracy and range of vocabulary	Organisation
4	- communication of all three points confidently achieved	- fully accurate use of grammar	- fully accurate use of a range of vocabulary and accurate spelling	- text is well-organised and fully coherent, using linking devices - no punctuation errors
3	- communication of all three points achieved	- mostly accurate use of grammar, with occasional errors which don't interrupt meaning	- mostly accurate use of vocabulary and mostly accurate spelling	- text is generally well-organised and coherent, using linking devices - very few punctuation errors
2	- covers 3 points and communication mainly achieved OR - communication of 2 points fully achieved	- some errors with grammar, but generally good control - meaning is usually clear despite errors	- meaning usually clear despite a limited range of vocabulary and/or spelling errors	- text is mainly coherent, using basic linkers - some punctuation errors that don't impede communication
1	- covers 2 points and communication mainly achieved OR - communication of one point OR - three points attempted, but minimal communication achieved	- many serious errors with grammar means message is often difficult to understand - range of grammar below that required to complete task	- range and/or spelling too limited so that message is often difficult to understand - many serious errors with vocabulary and spelling	- mostly incoherent, with little use of cohesive devices - organisation and punctuation errors make text difficult to follow
0	- communication fails OR - off topic	- errors so serious that communication fails	- vocabulary usage and/or spelling so poor that message cannot be understood	- no organisation or coherence

N.B. For answers that are completely off-topic, a score of 0 is awarded for all criteria.

Test takers who write answers that are below the required length may not meet the task requirements. For answers under 30 words, one mark will be deducted from the 'Task Fulfilment' criterion due to insufficient task completion. If a test taker receives a score of 0 in the 'Task Fulfilment' criterion and has also written fewer than 30 words, the score will remain at 0.

LTE Writing Task 2 markscheme

Marks	Task Fulfilment	Accuracy and range of grammar	Accuracy and range of vocabulary	Organisation
5	<ul style="list-style-type: none"> - fully and appropriately satisfies the demands of task - target reader wholly informed - genre and tone totally appropriate - no intrusive irrelevance 	<ul style="list-style-type: none"> - use is fully controlled, sophisticated and assured - very few errors which only occur as slips 	<ul style="list-style-type: none"> - uses a wide range of vocabulary, including less common items, with fluency and sophistication, and to give style - very few errors which only occur as slips 	<ul style="list-style-type: none"> - text is organised impressively and is fully coherent using a wide range of cohesive devices with flexibility - organisation is fully appropriate to text type
4	<ul style="list-style-type: none"> - satisfies the demands of the task - target reader is well-informed - genre and tone almost always appropriate - no intrusive irrelevance 	<ul style="list-style-type: none"> - uses a wide range of simple and complex forms with control and flexibility - few errors which do not impede meaning 	<ul style="list-style-type: none"> - uses a range of vocabulary, including less common items, effectively and precisely - few errors which do not impede meaning 	<ul style="list-style-type: none"> - text is well-organised and coherent using a variety of cohesive devices with flexibility - organisation appropriate to text type
3	<ul style="list-style-type: none"> - mainly satisfies the demands of the task - target reader is on the whole informed - genre and tone usually appropriate - no intrusive irrelevance 	<ul style="list-style-type: none"> - uses simple forms accurately and can attempt, and have some success with, complex forms - a few errors which normally do not impede meaning 	<ul style="list-style-type: none"> - uses a range of vocabulary, using simple forms accurately and attempting more complex forms - a few errors which normally do not impede meaning 	<ul style="list-style-type: none"> - text is organised and coherent employing a variety of cohesive devices, usually successfully - organisation mostly appropriate to text type
2	<ul style="list-style-type: none"> - partially satisfies the demands of the task - reader is minimally informed - genre and/or tone sometimes not appropriate - may be intrusive irrelevance 	<ul style="list-style-type: none"> - uses a range of simple forms with control, but cannot handle, or does not attempt, complex forms - many errors which sometimes impede meaning 	<ul style="list-style-type: none"> - uses a range of basic vocabulary accurately but cannot, or does not attempt to, use more complex and fully appropriate vocabulary - errors which sometimes impede meaning 	<ul style="list-style-type: none"> - text is organised and usually coherent, using a limited range of cohesive devices - there may be some inappropriate paragraphing or punctuation errors
1	<ul style="list-style-type: none"> - attempts task in a very limited way - may be significant intrusive irrelevance - text may be seriously under length 	<ul style="list-style-type: none"> - basic repertoire with frequent errors - errors impede communication 	<ul style="list-style-type: none"> - basic repertoire with frequent errors - errors impede communication 	<ul style="list-style-type: none"> - little evidence of organisation - very basic linking devices
0	<ul style="list-style-type: none"> - does not satisfy demands of the task and text is seriously under length OR - off topic 	<ul style="list-style-type: none"> - very basic repertoire - errors which impede communication 	<ul style="list-style-type: none"> - very basic repertoire - errors which impede communication 	<ul style="list-style-type: none"> - very little, or no, organisation or coherence

N.B. For answers that are completely off-topic, a score of 0 is awarded for all criteria.

6. Examples of assessed writing performance

This section includes some examples of assessed writing performance along with indicative marks and comments.

6.1 Writing Part 1

Writing Part 1

You have lost a book which you borrowed from your colleague, Sam. Write an email to Sam. You should:

- apologise to Sam
- explain how you lost the book
- offer to buy Sam a new one

Write about **60-100** words.

Candidate A

Hi Sam!

How are you? I'm writing to you about a book you borrowed me last week. I don't know how to say this to you but I lost it.

I'm really so sorry. I hope you beleive me that I didn't on purpose. I think it fell from my bag while I was with my friend Mei so I didn't realise it happened.

Forgive me for this. I promise to buy a new one for you tomorrow.

Hugs,

Lian

(80 words)

Candidate A – Task 1		
Criteria	Mark	Examiner comments
Task Fulfilment	3	All three points are communicated successfully.
Accuracy and range of grammar	3	Mostly accurate use of grammar, with occasional errors ('a book you borrowed me') which do not impede communication.
Accuracy and range of vocabulary	3	Mostly accurate use of vocabulary and accurate spelling. Some errors are present ('beleave'), but meaning is clear.
Organisation	3	Text is coherent, with basic linking words used accurately.
Total score	12 (out of 16)	

Candidate B

Hi Sam

How's it going?

I'm writing to you about a book I borrowed from you last month which I am sure you remember.

I don't know how to say it but...unfortunately I lost it while I was running down the street chasing a bus that I just missed.

I am terribly sorry and I promise, that in a matter of days I will get you a brand new one.

Once I have the new copy we'll arrange to meet.

I hope you'll forgive me.

See you,

Emre

(88 words)

Candidate B – Task 1		
Criteria	Mark	Examiner comments
Task Fulfilment	4	The candidate successfully transmits the three pieces of information, fulfilling the task confidently.
Accuracy and range of grammar	4	The grammar is fully accurate apart from ' <i>I just missed</i> ' which may have been better as 'I had just missed'. This is just OK for a 4.
Accuracy and range of vocabulary	3	There is a range of vocabulary successfully deployed e.g. ' <i>running down the street</i> ', ' <i>chasing</i> ' and ' <i>brand new</i> '; however, there is not always accurate spelling e.g. ' <i>barrowed</i> ' and ' <i>unfortuantly</i> '.
Organisation	3	The text is generally coherent and well-organised with very few punctuation errors.
Total score	14 (out of 16)	

Candidate C

Dear Sam,

How are you doing? I'm dropping a line to tell you that I feel terrible about something.

I'm ashamed to say that I lost the book I borrowed from you the other day. I know it was your favourite, and I'm awfully sorry.

To explain myself, I was reading it while on a train to my hometown, and I guess I must have left it behind when I got off.

It's all my fault, and I promise to buy you a new one right away. Just tell me when I can drop by and bring it to you.

Bye,

Alina

(102 words)

Candidate C – Task 1		
Criteria	Mark	Examiner comments
Task Fulfilment	4	Communication of all three points confidently achieved.
Accuracy and range of grammar	4	Fully accurate use of grammar, successfully incorporating a variety of simple and complex forms.
Accuracy and range of vocabulary	4	Fully accurate use of a broad range of vocabulary that conveys meaning and intention effectively.
Organisation	4	Text is well-organised and coherent, using linking devices, and contains no punctuation errors.
Total score	16 (out of 16)	

Candidate D

Hi Sam,

I hope you're doing well. I'm afraid I've got some bad news that, I hope, won't totally ruin your mood.

I hate to break it to you, but I've lost the book you lent me last week. I must have misplaced it while studying in the library, and it was probably removed together with other books. As soon as I realised it, I went back and looked for it, but it was nowhere to be found.

It goes without saying that I'm buying a new copy for you first thing tomorrow.

Again, I'm terribly sorry about this whole mishap.

See you soon,

Pierre

(105 words)

Candidate D – Task 1

Criteria	Mark	Examiner comments
Task Fulfilment	4	All three points are communicated with confidence and naturalness.
Accuracy and range of grammar	4	Grammar is used fully accurately in a variety of simple and complex structures.
Accuracy and range of vocabulary	4	Accurate use of a range of vocabulary e.g. ' <i>ruin</i> ', ' <i>lent</i> ', ' <i>misplaced</i> ', ' <i>mishap</i> ', as well as expressions like ' <i>I hate to break it to you</i> ', ' <i>it goes without saying</i> '.
Organisation	4	The text is well-organised and fully coherent. The flow is uninterrupted and there are no punctuation errors.
Total score	16 (out of 16)	

6.2 Writing Part 2

Writing Part 2

Your company wants to sell its local sports drinks products to the international market. Write a report for the Marketing Director with your ideas. You can include the following:

- the market research which should be carried out
- pricing in different markets
- how to promote the product in the new markets

Write about **200-250** words.

Candidate A

Dear Sir,

I am writing in order to tell you my ideas about selling our products in the international market. I think the idea is so good but we should discuss some very important issues. It's a great opportunity to us.

First of all, we need to make market research. We should understand what our customers need and also think about the competitors. We could send questionnaires and samples to supermarkets all over the world and this will help us make a list of people's habits.

Also, we should make sure that the sports drinks are healthy and cheap. Nobody wants a drink with many calories. Drinks with taste are popular too. Why? It is easy. Color and taste make a drink attractive to buy. For advertisement, we can ask famous sports stars to use our products and put it on Facebook or Instagram. It's the best way to show the drink internationally because everyone has a profile there.

I have hope that my report will be helpfull, and that you will think about my ideas.

Thank you,

Lian Zhang

(180 words)

Candidate A – Task 2		
Criteria	Mark	Examiner comments
Task Fulfilment	2	The candidate partially meets the task requirements as she does not address the second bullet point ('pricing in different markets'). The genre and tone are not appropriate, as an informal style is used throughout the report.
Accuracy and range of grammar	3	Uses simple forms accurately and attempts, with some success, to use complex forms. A few errors are present, but they do not usually impede meaning.
Accuracy and range of vocabulary	2	Uses a range of basic vocabulary accurately without attempting more complex and fully appropriate lexical items. There are some spelling errors, but they do not impede meaning.
Organisation	2	The text is coherent, featuring a limited range of cohesive devices. Organisation is not appropriate to the text type; it is not clearly arranged in sections, for example, by using section headings.
Total score	9 (out of 20)	

Candidate B

Dear Mr. Joshua,

Following the topic of selling our sports drink to the international market.

The first thing we should do is the market research. Most important aspect of it is to find out which countries have the higher demand for the sports drinks. With more demand we will be able to make a lot of money from selling our product there.

Another thing, we must to take into consideration any markets, where there is no supply for the sports drinks. Moving to those markets will make us pioneers of sports drinks over there, we will have no competition, and we will be most likely to succeed.

Obviously we should also consider pricing on different markets. I think that the best strategic for us is to sell our product with the smallest margin on the markets with high supply, and with the slightly higher margin at the markets where the supply is very low, or inexistent.

To promote our product we should attempt making TV advertisements with recongizable sportsmen. It is expensive definetly, but people will love it to drink the same thing as for example Usain Bolt, Tyson Fury, or Tiger Woods. We will see the effects of this campaign in no time.

I hope my report will be taken into consideration while making final decisions about expanding to the international market.

Best regards,
Emre Demir

(227 words)

Candidate B – Task 2		
Criteria	Mark	Examiner comments
Task Fulfilment	3	The candidate mainly satisfies the demands of the task, and the target reader is, on the whole, informed. The genre and tone are usually appropriate and, at times, very effective as for example in the closing statement <i>'I hope my report will be taken into consideration while...'</i> . Unfortunately, statements like <i>'Following the topic of...'</i> , <i>'Another thing,...'</i> or <i>'...it is expensive definitely...'</i> are not equally effective.
Accuracy and range of grammar	3	There is a range of simple and complex forms, with the latter used with relative flexibility. For example, <i>'With more demand we will be able to...'</i> , and <i>'Moving to these markets will make us pioneers...we will be most likely to succeed'</i> . However, use is not fully controlled, and there are some elementary errors, such as <i>'Most important aspect'</i> , <i>'no supply for the sports drinks'</i> , and <i>'higher margin at the markets'</i> .
Accuracy and range of vocabulary	3	A good range of simple vocabulary is used appropriately, while more complex forms are also attempted – for example, <i>'pioneers'</i> , <i>'taking into consideration'</i> and <i>'expanding...market'</i> . There are also a few errors, which do not impede communication, such as <i>'strategic'</i> , <i>'inexistent'</i> , <i>'attempt'</i> , along with a couple of misspellings, such as <i>'definetly'</i> , <i>'recongizable'</i> .
Organisation	3	The text is well-organised and coherent, using a range of cohesive devices. However, organisation is not appropriate to the text type.
Total score	12 (out of 20)	

Candidate C

GOING INTERNATIONAL – GLOBAL MARKET RESEARCH REPORT

The objective of this report is to make some suggestions about introducing our sports drinks to the international market.

MARKET RESEARCH

An analysis on the recent worldwide trends shows that mostly young people, ages 18-30 have a great interest on energy and sports drinks as they are frequently involved in many outdoor activities. Therefore, I believe that this should be our target group. Moreover, we can use questionnaires to learn more about their habits and behaviour. And we should also be aware of similar products available on the market. It is important to have a clear image of our products advantages over the competitors.

PRICING IN DIFFERENT MARKETS

The decision about pricing is not an easy one. Different markets are related to different economies, meaning that some consumers may not be equally able to afford a fixed price.

PROMOTION

In order to promote our sports drinks, we need a solid marketing strategy that reaches a wide international audience. Furthermore, why not ask some famous athletes to post a video on their personal profiles while using our products? Nonetheless, this approach will require a bigger budget and may take effect on the final price.

CONCLUSIONS

Expanding to the international markets may enable us to sell a higher volume of products. These potential benefits come together with crucial business risks. A careful market analysis should be conducted to help us create a solid marketing strategy. And one last idea: Let's not forget the extra costs that will occur when we hire more staff to operate in various countries.

(262 words)

Candidate C – Task 2

Criteria	Mark	Examiner comments
Task Fulfilment	3	The candidate mainly satisfies the demands of the task but does not always support her ideas with specific reasons or examples. The genre and tone are usually appropriate; however, there are occasions when an informal tone is mixed with a semi-formal tone, such as ' <i>why not ask some famous...</i> ' or ' <i>Let's not forget the extra costs...</i> '.
Accuracy and range of grammar	4	Uses a wide range of simple and complex forms with control and flexibility. There are a few errors, which do not impede meaning.
Accuracy and range of vocabulary	4	Uses a range of vocabulary, including less common items, effectively and precisely. There are also some good examples of topic-specific vocabulary, such as ' <i>a solid marketing strategy</i> ' or ' <i>business risks</i> '. There are a few errors, which do not impede meaning.
Organisation	4	The text is well-organised and coherent, using a variety of cohesive devices with flexibility. A new idea is wrongly introduced in the conclusion.
Total score	15 (out of 20)	

Candidate D

INTRODUCTION

The aim of this report is to investigate the possibility of launching our products in the global market. It discusses the steps to be taken as well as suggest some tried and tested courses of action.

MARKET RESEARCH

Market research is imperative before attempting to penetrate the highly competitive sports drink market. Considering the international trends, the quantities sold, and the average consumer age, it is instrumental in compiling a list of countries to start the campaign from. Potential customers will taste our drinks at special stands in supermarkets and malls before completing a questionnaire that focuses on comparing our products with existing ones.

PRICING

Pricing requires examining economic factors such as average wages, consumers' purchasing power, and prices of competitive products. With the aid of market research, we will be able to form a clear picture of the demand and the subsequently production costs. This will indicate a healthy profit margin and inform the company's decision as to the most affordable and competitive price for each market.

PROMOTION

The excellent product quality is a unique selling point, which must be highlighted as it can appeal to wider audiences. This can also be achieved by using a combination of traditional and digital means along with endorsements by famous personalities who advocate an energetic and healthy lifestyle. To bring celebrities in contact with consumers through personal videos or social media posts will enhance the visibility of the products.

CONCLUSION

I believe that the steps above are crucial to determine both the business risk and the potential gains involved in the venture. Careful implementation is likely to produce the desired results in target markets.

(273 words)

Candidate D – Task 2

Criteria	Mark	Examiner comments
Task Fulfilment	5	The candidate fully and appropriately satisfies the demands of the task, and the target reader is wholly informed. The genre and tone are appropriate and effective for the task, as in <i>'Market research is imperative before attempting to...'</i> or <i>'This can also be achieved by using a combination of...'</i>
Accuracy and range of grammar	4	A broad range of forms are used with control and flexibility. There are very few errors (e.g. <i>'...as well as suggest some...'</i> or <i>'...the subsequently production costs...'</i> ; <i>'are crucial to determine'</i>), which do not impede understanding but prevent the script from qualifying as a '5', as such errors are typically associated with lower-level candidates.
Accuracy and range of vocabulary	5	A wide range of vocabulary is used successfully, including less common items, such as <i>'penetrate'</i> , <i>'instrumental'</i> or <i>'endorsements'</i> . There is also effective use of topic vocabulary, such as <i>'purchasing power'</i> , <i>'profit margin'</i> , or <i>'business risk'</i> , which elevates the script to a clear '5'.
Organisation	5	The text is very well organised and fully coherent, featuring a string of effectively connected utterances. The organisation is fully appropriate for the text type.
Total score	19 (out of 20)	

6.3 Candidates' overall writing performance

Candidates' overall performance				
	Candidate A	Candidate B	Candidate C	Candidate D
Mark for Part 1	12 (out of 16)	14 (out of 16)	16 (out of 16)	16 (out of 16)
Mark for Part 2	9 (out of 20)	12 (out of 20)	15 (out of 20)	19 (out of 20)
Total marks for both parts	21 (out of 36)	26 (out of 36)	31 (out of 36)	35 (out of 36)
CEFR level achieved	B1 level	B2 level	C1 level	C2 level

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