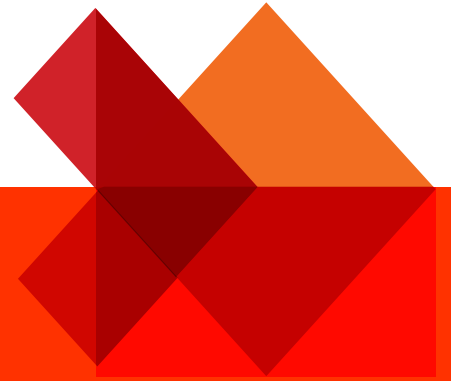


Language  
Cert



# International ESOL for Schools

Assessing Writing Performance

Sample Scripts



LanguageCert is an Ofqual-regulated Awarding Organisation responsible for the development and award of language qualifications. LanguageCert's mission is to offer high-quality language qualifications that are fit-for-purpose for the candidates they serve.

The aim of this handbook is to provide teachers and candidates with a practical overview of the assessment arrangements for the Writing section of the LanguageCert International ESOL for Schools exams. For more detailed information, please consult the Qualification Handbooks available online.



# Assessing Writing Performance

## Contents

CEFR Writing descriptors p. 8

---

Marking the Writing tasks p. 7

---

**A1** p. 10-15

---

**A2** p. 16-21

---

**B1** p. 22-27

---

**B2** p. 28-33

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## CEFR Writing descriptors

The Common European Framework of Reference (CEFR) 'can do' statements for writing are shown below:

Level	Can do statements
A1	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.
A2	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter or email for example thanking someone for something.
B1	I can write a simple connected text on topics which are familiar or of personal interest. I can write personal letters and emails describing experiences and impressions.
B2	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.
C1	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an email, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.
C2	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, emails, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

## Marking the Writing tasks

In the Writing section, candidates are assessed against four assessment criteria. Each writing task is assessed separately. Candidates may be awarded 0-3 marks per criterion – or up to 12 marks in total per writing task. Writing tasks are evaluated through the use of task-specific markschemes. Each level has its own task-specific markscheme with detailed descriptors for Task Fulfilment, Grammar, Vocabulary, and Organisation. Brief definitions of the assessment criteria follow in the table below.

Criteria	Description
Task Fulfilment	The extent to which the response produced by the candidate addresses the task in a direct and convincing manner, provides an answer that is relevant and meaningful, and satisfies task and genre specifications (e.g. word count).
Accuracy and range of grammar	The extent to which the response produced by the candidate is grammatically accurate, appropriate and adequate for the level and genre required.
Accuracy and range of vocabulary	The extent to which the response produced by the candidate is lexically accurate, appropriate and adequate for the level and genre required.
Organisation	The extent to which the response produced by the candidate is organized in an appropriate and coherent manner, in terms of paragraphing, cohesion and punctuation, as dictated by the level and genre required.

### Spelling

American or British English spelling is accepted.

### Over and under length answers

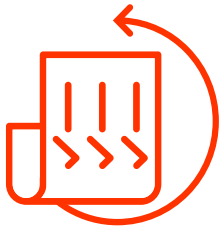
Where an answer fails to reach the minimum word length, this will be taken into account when awarding marks for Task Fulfilment.

Where an answer obviously exceeds the maximum word length, a candidate is bound to have produced a text of lower quality (i.e. to have made more mistakes) due to time constraints. No explicit penalty is to be imposed on over-length responses.

### Off-topic answers

Candidates do not receive any credit for off-topic answers.





Markschemes



Sample  
Scripts



Examiner's  
Comments

**for levels  
A1-B2**



Preliminary  
Level

MARKSCHEME

Task Fulfilment		Accuracy and range of grammar	Accuracy and range of vocabulary	Organisation	
Task 1	Task 2			Task 1	Task 2
<p><b>3</b></p> <ul style="list-style-type: none"> <li>four complete sentences on topic</li> </ul>	<ul style="list-style-type: none"> <li>both content points covered and communicated</li> </ul>	<ul style="list-style-type: none"> <li>mostly accurate use of A1 grammar (only simple present tense is expected)</li> <li>when language above level is attempted, errors occur</li> </ul>	<ul style="list-style-type: none"> <li>adequate range of very basic vocabulary to transmit meaning</li> <li>when vocabulary above level is attempted, errors occur</li> </ul>	<ul style="list-style-type: none"> <li>text organization is appropriate i.e. in sentences</li> <li>appropriate punctuation i.e. capital letters and full stops</li> </ul>	<ul style="list-style-type: none"> <li>text organization is appropriate, with sentences, salutation and close</li> <li>basic punctuation used correctly e.g. capital letters and full stops</li> </ul>
<p><b>2</b></p> <ul style="list-style-type: none"> <li>three complete sentences on topic or</li> <li>three/four points in extended text on topic (i.e. not four complete sentences)</li> </ul>	<ul style="list-style-type: none"> <li>both content points covered and message is communicated, but with some difficulty</li> </ul>	<ul style="list-style-type: none"> <li>A1 grammar is used, but some serious errors occur</li> <li>meaning is still usually clear</li> </ul>	<ul style="list-style-type: none"> <li>meaning usually clear, despite limited range</li> <li>some serious errors with A1 vocabulary usage and spelling</li> </ul>	<ul style="list-style-type: none"> <li>text organization mostly appropriate i.e. mostly in sentences</li> <li>some accurate punctuation</li> </ul>	<ul style="list-style-type: none"> <li>text organization mostly appropriate</li> <li>some correct use of punctuation</li> </ul>
<p><b>1</b></p> <ul style="list-style-type: none"> <li>two separate sentences/points on topic</li> </ul>	<ul style="list-style-type: none"> <li>mentions one content point or both content points with unsuccessful communication</li> </ul>	<ul style="list-style-type: none"> <li>many serious errors</li> <li>difficult to understand meaning</li> </ul>	<ul style="list-style-type: none"> <li>range too limited, difficult to understand meaning</li> <li>many serious errors with A1 vocabulary and spelling</li> </ul>	<ul style="list-style-type: none"> <li>a series of phrases, not sentences</li> <li>little correct punctuation</li> </ul>	<ul style="list-style-type: none"> <li>a series of phrases, not sentences</li> <li>little correct punctuation</li> </ul>
<p><b>0</b></p> <ul style="list-style-type: none"> <li>one or zero sentences/points on topic</li> </ul>	<ul style="list-style-type: none"> <li>off topic</li> </ul>	<ul style="list-style-type: none"> <li>very little or no coherent usage</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary usage or spelling so poor that it is impossible to follow</li> </ul>	<ul style="list-style-type: none"> <li>no structure</li> <li>no punctuation</li> </ul>	<ul style="list-style-type: none"> <li>no structure</li> <li>no punctuation</li> </ul>

Write four sentences about your family.

Write about 30 words.

Candidate: Paolo

*A gramma good.*

*Have fun fish.*

*My Cousin my gived toy.*

*He have litle garben flowers.*



## Marking Criteria

1

**Task Fulfilment**

The candidate has produced two points on topic.

1

**Accuracy and Range of Grammar**

There is very little accurate use of A1 grammar. Many serious errors impede meaning.

2

**Accuracy and Range of Vocabulary**

Meaning is usually clear despite limited range and some serious errors with A1 vocabulary and spelling ("little garben").

2

**Organisation**

The candidate has produced a series of phrases and some sentences. Basic punctuation is accurate

6

**Total: 6/12**

Write a letter to your friend. He/she wants to visit your town.

Tell him/her about:

- the weather
- what he/she can see

Write between 20-30 words.

Candidate: Paolo

*Hi Jennie,*

*The weather is bright and sunny. You can see beautiful flowers in the park and there is a zoo next to my house. I can't wait you visit!*

*See you,*

*Carlos*

## Marking Criteria

3

### **Task Fulfilment**

The candidate covers and communicates both points.

3

### **Accuracy and Range of Grammar**

The candidate uses A1-level grammar accurately. Errors occur when language above the level is attempted: "I can't wait you visit!"

3

### **Accuracy and Range of Vocabulary**

An adequate range of basic vocabulary is used to transmit meaning. There is only one spelling error which does not impede communication: "biutiful".

3

### **Organisation**

The candidate has produced a text that is organized appropriately, with sentences, salutation and close. Basic punctuation is used correctly.

12

Total: 12/12

**A2**

**Access  
Level**

**MARKSCHEME**



Task Fulfilment	Accuracy and range of grammar	Accuracy and range of vocabulary	Organisation
<ul style="list-style-type: none"> <li>covers all three content points, message is clear for recipient</li> </ul>	<ul style="list-style-type: none"> <li>mostly accurate use of A2 grammar</li> <li>when language above level is attempted, errors occur</li> </ul>	<ul style="list-style-type: none"> <li>adequate range of A2 vocabulary and spelling to clearly transmit meaning</li> <li>when vocabulary above level is attempted, errors occur</li> </ul>	<ul style="list-style-type: none"> <li>text organization is appropriate i.e. in sentences</li> <li>coherent text</li> <li>accurate basic punctuation</li> </ul>
<ul style="list-style-type: none"> <li>covers 3 content points, message is mainly clear for recipient</li> <li>or</li> <li>covers 2 content points and these are clearly communicated</li> </ul>	<ul style="list-style-type: none"> <li>A2 grammar used, but with some serious errors</li> <li>meaning is still usually clear despite errors</li> </ul>	<ul style="list-style-type: none"> <li>meaning usually clear despite limited range of vocabulary and/or spelling</li> <li>some serious errors with A2 vocabulary and spelling</li> </ul>	<ul style="list-style-type: none"> <li>text organization mostly appropriate i.e. mainly uses sentences correctly</li> <li>mostly coherent</li> <li>mostly accurate punctuation</li> </ul>
<ul style="list-style-type: none"> <li>covers 2 content points, message is mainly clear for recipient</li> <li>or</li> <li>covers 1 content point</li> </ul>	<ul style="list-style-type: none"> <li>many serious errors</li> <li>often difficult to understand meaning</li> </ul>	<ul style="list-style-type: none"> <li>range and/or spelling so limited that it is often difficult to understand meaning</li> <li>many serious errors with A2 vocabulary and spelling</li> </ul>	<ul style="list-style-type: none"> <li>a series of phrases, not sentences</li> <li>mostly incoherent</li> <li>little correct punctuation</li> </ul>
<ul style="list-style-type: none"> <li>doesn't communicate or</li> <li>off topic</li> </ul>	<ul style="list-style-type: none"> <li>grammar so poor that message cannot be understood</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary usage and/or spelling so poor that message cannot be understood</li> </ul>	<ul style="list-style-type: none"> <li>no organization or coherence</li> </ul>

3

2

1

0

Read the email from your friend, Nick. Write an email in reply.

Write between 30-50 words.

Hi!

Poor you! Sorry you hurt your leg. What happened?  
How long were you in hospital? I'd like to send you  
something as a present. Is there anything you would  
really like?

Let me know.

Get better soon!

Nick



Hi Nick,

I was very happy when I read your message. I fell down in school and I hurt my leg.  
I was in hospital a week and now I'm home. I want stickers and comic book please.  
You're so kind friend!

Bye,

John

### Marking Criteria

3

**Task Fulfilment**

The candidate covers all three content points and message is clearly communicated.

2

**Accuracy and Range of Grammar**

There are some errors with A2 grammar, but meaning is usually clear: "I fall down in school"; "I was in hospital a week".

3

**Accuracy and Range of Vocabulary**

An adequate range of A2 vocabulary is used to transmit meaning. Errors may occur, but these do not impede meaning: "stikers".

3

**Organisation**

The candidate has produced a text that is organized appropriately, with sentences, salutation and close. Basic punctuation is used correctly.

11

**Total: 11/12**

You want to study English. Write a letter to the director of a summer school.

- Ask her about the courses.
- Tell her when you want to study.
- Tell her the kind of accommodation you want.

Write between 30-50 words.

*Dear Miss Director*

*I want to study English on the August. Can I ask about the courses?*

*I want accommodation to grammar and to know many words.*

*Thank you very much*

*Annitta*

### Marking Criteria

2

#### **Task Fulfilment**

The candidate clearly communicated two content points.

2

#### **Accuracy and Range of Grammar**

There are some errors with A2-level grammar, but meaning is usually clear: "on the August".

2

#### **Accuracy and Range of Vocabulary**

Meaning is usually clear despite the limited range of vocabulary or spelling errors: "gramar and to know many words".

2

#### **Organisation**

Text organisation is mostly appropriate, with sentences, salutation and close. Basic punctuation is used mostly accurately.

8

**Total: 8/12**

**B1**

**Achiever  
Level**

**MARKSCHEME**

Task Fulfilment		Accuracy and range of grammar	Accuracy and range of vocabulary	Organisation	
3	Task 1	<ul style="list-style-type: none"> <li>communication of all three content points is fully achieved</li> </ul>	<ul style="list-style-type: none"> <li>mostly accurate use of B1 grammar</li> <li>when language above level is attempted, errors occur</li> </ul>	<ul style="list-style-type: none"> <li>adequate range of very basic vocabulary to transmit meaning</li> <li>when vocabulary above level is attempted, errors occur</li> </ul>	<ul style="list-style-type: none"> <li>text is generally well-organised and coherent, using a variety of linkers and cohesive devices</li> <li>very few punctuation errors</li> </ul>
	Task 2	<ul style="list-style-type: none"> <li>communication of both content points is fully achieved</li> </ul>	<ul style="list-style-type: none"> <li>covers both content points and communication is mainly achieved</li> </ul>	<ul style="list-style-type: none"> <li>meaning usually clear despite a more limited range of vocabulary and/or spelling errors</li> </ul>	<ul style="list-style-type: none"> <li>text is mainly coherent, using basic linkers and some cohesive devices</li> <li>some punctuation errors that don't impede communication</li> </ul>
2	<ul style="list-style-type: none"> <li>covers 3 content points and communication is mainly achieved</li> <li>or</li> <li>communication of 2 content points is fully achieved</li> </ul>	<ul style="list-style-type: none"> <li>covers both content points, but communication often breaks down</li> <li>or</li> <li>communication of one content point</li> </ul>	<ul style="list-style-type: none"> <li>many serious errors with B1 grammar means message often difficult to understand</li> <li>range of grammar below that expected at B1</li> </ul>	<ul style="list-style-type: none"> <li>range and/or spelling too limited for B1 so that message often difficult to understand</li> <li>many serious errors with B1 vocabulary and spelling</li> </ul>	<ul style="list-style-type: none"> <li>mostly incoherent, with little use of cohesive devices</li> <li>organization and punctuation errors make text difficult to follow</li> </ul>
	<ul style="list-style-type: none"> <li>covers 2 content points and communication is main-ly achieved</li> <li>or</li> <li>communication of one content point</li> <li>or</li> <li>three content points attempted, but minimal communication is achieved</li> </ul>	<ul style="list-style-type: none"> <li>communication fails</li> <li>or</li> <li>off topic</li> </ul>	<ul style="list-style-type: none"> <li>errors so serious that communication fails</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary usage and/or spelling so poor that message cannot be understood</li> </ul>	<ul style="list-style-type: none"> <li>no organization or coherence</li> </ul>
1	<ul style="list-style-type: none"> <li>communication of all three content points is fully achieved</li> </ul>	<ul style="list-style-type: none"> <li>communication of both content points is fully achieved</li> </ul>	<ul style="list-style-type: none"> <li>communication fails</li> <li>or</li> <li>off topic</li> </ul>	<ul style="list-style-type: none"> <li>communication fails</li> <li>or</li> <li>off topic</li> </ul>	<ul style="list-style-type: none"> <li>communication fails</li> <li>or</li> <li>off topic</li> </ul>
	<ul style="list-style-type: none"> <li>covers 2 content points and communication is main-ly achieved</li> <li>or</li> <li>communication of one content point</li> <li>or</li> <li>three content points attempted, but minimal communication is achieved</li> </ul>	<ul style="list-style-type: none"> <li>communication fails</li> <li>or</li> <li>off topic</li> </ul>	<ul style="list-style-type: none"> <li>communication fails</li> <li>or</li> <li>off topic</li> </ul>	<ul style="list-style-type: none"> <li>communication fails</li> <li>or</li> <li>off topic</li> </ul>	<ul style="list-style-type: none"> <li>communication fails</li> <li>or</li> <li>off topic</li> </ul>
0	<ul style="list-style-type: none"> <li>communication of all three content points is fully achieved</li> </ul>	<ul style="list-style-type: none"> <li>communication of both content points is fully achieved</li> </ul>	<ul style="list-style-type: none"> <li>communication fails</li> <li>or</li> <li>off topic</li> </ul>	<ul style="list-style-type: none"> <li>communication fails</li> <li>or</li> <li>off topic</li> </ul>	<ul style="list-style-type: none"> <li>communication fails</li> <li>or</li> <li>off topic</li> </ul>
	<ul style="list-style-type: none"> <li>covers 2 content points and communication is main-ly achieved</li> <li>or</li> <li>communication of one content point</li> <li>or</li> <li>three content points attempted, but minimal communication is achieved</li> </ul>	<ul style="list-style-type: none"> <li>communication fails</li> <li>or</li> <li>off topic</li> </ul>	<ul style="list-style-type: none"> <li>communication fails</li> <li>or</li> <li>off topic</li> </ul>	<ul style="list-style-type: none"> <li>communication fails</li> <li>or</li> <li>off topic</li> </ul>	<ul style="list-style-type: none"> <li>communication fails</li> <li>or</li> <li>off topic</li> </ul>

Read the college notice about student representatives.

Write an email to the principal applying to be a class representative.

Say:

- why you're the best person to represent your class
- what you'd like to improve about the college
- how much time you have available

Write between 70 and 100 words.

CLASS REPRESENTATIVES NEEDED

Our college wants students' views and ideas.  
Representatives will attend weekly management meetings.

If you're interested in representing your class, please email  
your application to the principal by the end of the week!

To Principal

*I want represente my class causa care college. Next schools and week ends,  
much time I have.*

*Can give time this importante job.*

*By Ramon*



### Marking Criteria

0

**Task Fulfilment**

Two content points are attempted, but minimal communication is achieved. The candidate's response falls below the word limit.

0

**Accuracy and Range of Grammar**

Errors are so serious that communication fails.

0

**Accuracy and Range of Vocabulary**

Poor vocabulary use and spelling render the message incomprehensible.

0

**Organisation**

The response lacks organisation and coherence, with an absence of cohesive devices.

0

**Total: 0/12**



Write a letter to a friend about your favourite day in the year and suggest what you could do together on this day.

Write between 100 and 120 words.

Dear Tomas,

I was thinking about my favourite day of the year and it's the first day of the summer! It's the best because there is no school, only sunshine and fun.

I had an idea. What you think we plan together a super adventure? We can go for camping to the woods, can make a fire or can tell crazy stories in the dark.

Do you like waking up with songs of birds and smelly pancakes when they cook on the fire? We can do hiking, swimming in the lake, and all staff.

What do you think?

See you,

George

**Marking Criteria**

3

**Task Fulfilment**

The candidate communicates both content points successfully.

2

**Accuracy and Range of Grammar**

Although there are occasional errors with B1-level grammar, the candidate demonstrates generally strong control. The meaning remains clear despite errors: "What you think we plan"; "and all staff".

2

**Accuracy and Range of Vocabulary**

Meaning is usually clear despite a more limited range of B1-level vocabulary and spelling errors: "do haiking"; "smelly pancakes".

3

**Organisation**

Text is generally well-organised and coherent, using a variety of cohesive devices and punctuation to good effect.

10

**Total: 10/12**

**B2**

**MARKSCHEME**

**Communicative  
Level**

Task Fulfilment		Accuracy and range of grammar	Accuracy and range of vocabulary	Organisation
<p><b>Task 1</b></p> <ul style="list-style-type: none"> <li>fully addresses and confidently communicates all 3 content points</li> <li>genre and tone appropriate</li> </ul>	<p><b>Task 2</b></p> <ul style="list-style-type: none"> <li>fully addresses and communicates both content points</li> <li>genre and tone appropriate</li> </ul>	<ul style="list-style-type: none"> <li>uses a range of simple and complex forms with control and flexibility</li> <li>errors do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>uses a range of vocabulary, including less common items, appropriately</li> <li>errors do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>text is well-organised and coherent, using a variety of cohesive devices</li> <li>organization is fully appropriate to text type</li> <li>few, if any, punctuation errors</li> </ul>
<ul style="list-style-type: none"> <li>covers at least 2 content points with some expansion and communication is mainly achieved</li> <li>genre and tone mostly appropriate</li> </ul>	<ul style="list-style-type: none"> <li>covers both content points with some expansion and communication is mainly achieved</li> <li>genre and tone mostly appropriate</li> </ul>	<ul style="list-style-type: none"> <li>uses simple and some complex forms with a good degree of control</li> <li>errors do not impede meaning, but may cause re-reading</li> </ul>	<ul style="list-style-type: none"> <li>uses a range of everyday vocabulary accurately, with occasional misuse of less common items</li> <li>errors do not impede meaning, but may cause re-reading</li> </ul>	<ul style="list-style-type: none"> <li>text is generally well-organised and coherent using a variety of linking words and cohesive devices</li> <li>organization mainly appropriate to text type</li> <li>some punctuation errors that don't impede communication</li> </ul>
<ul style="list-style-type: none"> <li>communication of 2/3 content points is minimally achieved</li> <li>or</li> <li>communication of only one content point</li> </ul>	<ul style="list-style-type: none"> <li>communication is minimally achieved</li> <li>or</li> <li>communication of only one content point</li> </ul>	<ul style="list-style-type: none"> <li>uses limited range of simple forms with control</li> <li>some serious basic errors which may impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>uses everyday vocabulary generally appropriately, while overusing certain common items</li> <li>some serious basic errors with vocabulary and/or spelling which may impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>text is connected using basic linking words and a limited range of cohesive devices</li> <li>organization and/or paragraphing inappropriate</li> <li>punctuation errors</li> </ul>
<ul style="list-style-type: none"> <li>communication fails</li> <li>or</li> <li>off topic</li> </ul>	<ul style="list-style-type: none"> <li>communication fails</li> <li>or</li> <li>off topic</li> </ul>	<ul style="list-style-type: none"> <li>errors so serious that communication fails</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary usage and/or spelling so poor that communication fails</li> </ul>	<ul style="list-style-type: none"> <li>little, or no, organization or coherence</li> </ul>

3

2

1

0

You've seen part of an article in a music magazine. Write an email to the editor commenting on:

- the results
- the benefits of listening to music while studying
- your own personal preference

Write between 100 and 150 words.

*According to a new study, people listening to their favourite music while studying, seem to be focusing better on their tasks. The study evaluated 100 volunteers. Each was monitored over a one-week period. Classical music topped people's preferences for improving their concentration, with pop music coming second. Chat shows were also among the popular choices but significantly less preferred.*

*Dear Editor*

*My favourite article is this with the ways to improve studying while listening to music, and I am writing you this to tell you my opinion.*

*Like the article say classical and pop music help concentration. I believe that the difficult course they can make more easy to do. It is something I have also experienced as a student when I do my homework.*

*Personally, its rythm give me the power to work better during studying.*

*I will contrinew read the articles you do because they are very interesting and full of new things. Thank you very much!*

*With faith*

*Stephan*

### Marking Criteria

- 1 **Task Fulfilment**  
The candidate communicates two content points with limited expansion.
- 1 **Accuracy and Range of Grammar**  
A limited range of simple forms is used with control. Some serious basic errors may impede meaning. "Like the article say"; "the difficult course they can make more easy to do".
- 1 **Accuracy and Range of Vocabulary**  
Everyday vocabulary is generally used appropriately, but basic errors with spelling and vocabulary may hinder comprehension: "I will contrinew"; "and I am writing"; "I believe".
- 1 **Organisation**  
The text exhibits punctuation and paragraphing errors alongside a dearth of a variety of cohesive devices, impacting its overall coherence and organisation.

4 **Total: 4/12**

You recently had a surprising experience. Write a letter to your friend in England, explaining why you were surprised, and saying how you felt about it afterwards.

Write between 150 and 200 words.

Hey there,

*Guess what! The other day, when shopping at the mall, I met my all time favourite singer, Ted Meeran! I was walking at the street with my headphones and was listening to his latest song when I saw him there just casually drinking iced tea. I couldn't believe my eyes! I mean, Ted Meeran in our little town?!*

*So, I approached him and I asked for a photo. To my surprise, he was incredibly kind and sweet. We talked for a bit about music, and he even gave some advice for new musicians like me. It felt like a dream come true!*

*After that, I was extremely happy. To meet Ted was like a dream, and it made me admire him even more. He's not only an amazing singer but also a genuinely nice person. It's an experience I won't forget.*

See you soon,

Emmanuel



### Marking Criteria

- 3 **Task Fulfilment**  
The candidate fully addresses and communicates both content points. Genre and tone are appropriate.
- 3 **Accuracy and Range of Grammar**  
A range of simple and complex forms is used with control and flexibility. Occasional errors do not hinder communication: "I was walking at the street with my headphones"; "my all time favourite singer".
- 3 **Accuracy and Range of Vocabulary**  
The candidate uses a range of vocabulary, including less common items, appropriately.
- 3 **Organisation**  
The candidate effectively employs a range of cohesive devices, resulting in a well-structured and coherent text. Punctuation is nearly error-free. Organisation is appropriate to text type.

12

Total: 12/12

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