

Language
Cert

International English for Speakers of Other Languages

Assessing Writing Performance

Version 2.0



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 exams. For more detailed information, please consult the Qualification Handbooks available online.

Assessing Writing Performance

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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 and emails 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.



**for levels
A1-C2**



MARKSCHEME

**Preliminary
Level**

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



Write an email to your friend. He/she wants to meet you. Tell him/her:

- when to meet and
- where to meet

Write between 20 and 30 words.

Candidate: Paolo

Hi Erika

I'm writing this email to tell you about we meet. I'm in a Palermo hotel at this weekend.

We meet in my flat.

Thats all for now.

See you soon.

Love

Paolo

Candidate: Jivika

Hey Arseniy

Hi! how are you? I meet you on the Saturday. We can meet in a central squear or in a open air market.

See you soon

Jivika



Marking Criteria

1

Task Fulfilment

The message is attempted but not successfully communicated. The meeting location is not clear, and the weekend requires further clarification which is not provided.

2

Grammar

A1 grammar is used with a few errors, but meaning is still clear.

2

Vocabulary

Meaning is clear despite limited range of vocabulary.

3

Organisation

Punctuation is largely accurate and organisation appropriate.

8

Pass

2

Task Fulfilment

Both content points are covered and the message is largely communicated with some difficulty for the reader, and a need for more correspondence.

3

Grammar

Mostly accurate use of A1 grammar.

3

Vocabulary

A suitable range of basic vocabulary to transmit the message.

3

Organisation

Appropriate text organisation and largely accurate use of punctuation.

11

High Pass

MARKSCHEME

A2

**Access
Level**

| Task Fulfilment | Accuracy and range of grammar | Accuracy and range of vocabulary | Organisation |
|---|--|--|---|
| <p>3</p> <ul style="list-style-type: none"> covers all three content points, message is clear for recipient | <ul style="list-style-type: none"> mostly accurate use of A2 grammar when language above level is attempted, errors occur | <ul style="list-style-type: none"> adequate range of A2 vocabulary and spelling to clearly transmit meaning when vocabulary above level is attempted, errors occur | <ul style="list-style-type: none"> text organization is appropriate i.e. in sentences coherent text accurate basic punctuation |
| <p>2</p> <ul style="list-style-type: none"> covers 3 content points, message is mainly clear for recipient or covers 2 content points and these are clearly communicated | <ul style="list-style-type: none"> A2 grammar used, but with some serious errors meaning is still usually clear despite errors | <ul style="list-style-type: none"> meaning usually clear despite limited range of vocabulary and/or spelling some serious errors with A2 vocabulary and spelling | <ul style="list-style-type: none"> text organization mostly appropriate i.e. mainly uses sentences correctly mostly coherent mostly accurate punctuation |
| <p>1</p> <ul style="list-style-type: none"> covers 2 content points, message is mainly clear for recipient or covers 1 content point | <ul style="list-style-type: none"> many serious errors often difficult to understand meaning | <ul style="list-style-type: none"> range and/or spelling so limited that it is often difficult to understand meaning many serious errors with A2 vocabulary and spelling | <ul style="list-style-type: none"> a series of phrases, not sentences mostly incoherent little correct punctuation |
| <p>0</p> <ul style="list-style-type: none"> doesn't communicate or off topic | <ul style="list-style-type: none"> grammar so poor that message cannot be understood | <ul style="list-style-type: none"> vocabulary usage and/or spelling so poor that message cannot be understood | <ul style="list-style-type: none"> no organization or coherence |



You want to join a cooking class. Write a letter to the teacher.

- Ask when the class is
- Ask about the cost
- Tell her why you want to learn to cook.

Do not write an address. Write 30-50 words.

Candidate: Riya

Dear Miss Brown,

I decided to join in this cooking class and I want to tell me some information. So, when the class is? Could you tell me the cost about this. I like to learn to cook because I love to make tasty foods.

Yours faithfully,
Riya

Candidate: Abdulaziz

Dear Miss Smith,

I'm writting this letter because I would like to join a cooking class. I love coocking and I would be very happy if I would join in a cooking class. What is it cost? When the class is?

Best regards Miss Brown. Thank you,
Abdulaziz



Marking Criteria

3

Task Fulfilment

The candidate successfully transmits the three content points.

2

Grammar

A2 grammar is used and meaning is largely clear with some errors which do not impair meaning.

3

Vocabulary

There is an adequate range of A2 vocabulary and spelling, to clearly transmit meaning.

3

Organisation

The text organisation is fully appropriate with correct use of sentences and accurate basic punctuation.

11

High Pass

3

Task Fulfilment

All three content points are covered and the message is clear for the recipient.

2

Grammar

Although there are some errors with A2 grammar ('What is it cost?', 'When the class is?'), the message is clearly communicated.

2

Vocabulary

Meaning is clear despite some errors with A2 vocabulary.

2

Organisation

The text is mostly coherent with appropriate use of sentences and accurate punctuation.

9

Pass

MARKSCHEME

B1

**Achiever
Level**

| Task Fulfilment | | Accuracy and range of grammar | Accuracy and range of vocabulary | Organisation |
|---|---|---|---|---|
| 3 Task 1 <ul style="list-style-type: none"> communication of all three content points is fully achieved | Task 2 <ul style="list-style-type: none"> communication of both content points is fully achieved | <ul style="list-style-type: none"> mostly accurate use of B1 grammar when language above level is attempted, errors occur | <ul style="list-style-type: none"> adequate range of very basic vocabulary to transmit meaning when vocabulary above level is attempted, errors occur | <ul style="list-style-type: none"> text is generally well-organised and coherent, using a variety of linkers and cohesive devices very few punctuation errors |
| | <ul style="list-style-type: none"> covers 3 content points and communication is mainly achieved or communication of 2 content points is fully achieved | <ul style="list-style-type: none"> covers both content points and communication is mainly achieved | <ul style="list-style-type: none"> some errors with B1 grammar, but generally good control meaning is usually clear despite errors | <ul style="list-style-type: none"> meaning usually clear despite a more limited range of vocabulary and/or spelling errors |
| 1 <ul style="list-style-type: none"> covers 2 content points and communication is mainly achieved or communication of one content point or three content points attempted, but minimal communication is achieved | <ul style="list-style-type: none"> covers both content points, but communication often breaks down or communication of one content point | <ul style="list-style-type: none"> many serious errors with B1 grammar means message often difficult to understand range of grammar below that expected at B1 | <ul style="list-style-type: none"> range and/or spelling too limited for B1 so that message often difficult to understand many serious errors with B1 vocabulary and spelling | <ul style="list-style-type: none"> mostly incoherent, with little use of cohesive devices organization and punctuation errors make text difficult to follow |
| | <ul style="list-style-type: none"> communication fails or off topic | <ul style="list-style-type: none"> communication fails or off topic | <ul style="list-style-type: none"> errors so serious that communication fails | <ul style="list-style-type: none"> vocabulary usage and/or spelling so poor that message cannot be understood |
| 0 | | | | |

Write an email to your friend about a book or story you like. Explain why you like it and why he/she should read it too.

Write between 100 and 120 words.

Candidate: Omid

Dear friend Hava,

Hi, how are you? I hope you are well. I want to tell my favorite book. This story is with a boy and a dream when he saw was like true. It's very excellent and educational. I know that book you like. I hope to get this book in your home and tell me if you like. It tell for a little boy who see a dream one night with him and his mum and her tell him to hear daddy granny when they love him. The boy don't see also that dream he see and other dream that night but I don't tell you!

Bye-Bye

Omid your
friend

Marking Criteria

1

Task Fulfilment

Two content points attempted, but minimal communication is achieved, as meaning often breaks down.

1

Grammar

There are serious errors ('It tell for a little boy who see a bream one night with him bried mum and her tell him to hear dady granny whely love him. '), with a range below the expected at B1 level.

1

Vocabulary

Range and spelling are limited and the message is often difficult to understand.

2

Organisation

It is reasonably organised, uses basic linkers and is mainly coherent.

5

Fail



Write an email to your friend about a book or story you like. Explain why you like it and why he/she should read it too.

Write between 100 and 120 words.

Hey Maria

I thought that I should tell you about my favorite book and why you should read it.

My favorite book is called «mysteries in the town». The book is about five teenagers that have a dream of being detectives one day. These five teenagers made a team and they solve mysteries together. But one day a mini market gets robbed by two thieves. Finally the team solves the mystery of the robbery.

I think you should read it without a doubt because it has action and plot twists. I think that you will love it once you read it.

love,
Chiara



Marking Criteria

3

Task Fulfilment

Both content points successfully communicated.

3

Grammar

Accurate use of B1 grammar with control ('I thought that I should tell you about...').

3

Vocabulary

Some impressive vocabulary is used accurately, and in spite of a couple of spelling errors near the end that cause re-reading, meaning is conveyed.

3

Organisation

The text is generally well-organised and coherent, using linkers appropriately.

12

High Pass

MARKSCHEME

B2

**Communicator
Level**

| Task Fulfilment | | Accuracy and range of grammar | Accuracy and range of vocabulary | Organisation |
|-----------------|--------|--|--|--|
| 3 | Task 1 | <ul style="list-style-type: none"> fully addresses and confidently communicates all 3 content points genre and tone appropriate | <ul style="list-style-type: none"> uses a range of simple and complex forms with control and flexibility errors do not impede communication | <ul style="list-style-type: none"> text is well-organised and coherent, using a variety of cohesive devices organization is fully appropriate to text type few, if any, punctuation errors |
| | Task 2 | <ul style="list-style-type: none"> fully addresses and communicates both content points genre and tone appropriate | <ul style="list-style-type: none"> uses a range of everyday vocabulary accurately, with occasional misuse of less common items errors do not impede meaning, but may cause re-reading | <ul style="list-style-type: none"> text is generally well-organised and coherent using a variety of linking words and cohesive devices organization mainly appropriate to text type some punctuation errors that don't impede communication |
| 2 | Task 1 | <ul style="list-style-type: none"> covers at least 2 content points with some expansion and communication is mainly achieved genre and tone mostly appropriate | <ul style="list-style-type: none"> uses simple and some complex forms with a good degree of control errors do not impede meaning, but may cause re-reading | <ul style="list-style-type: none"> text is connected using basic linking words and a limited range of cohesive devices organization and/or paragraphing inappropriate punctuation errors |
| | Task 2 | <ul style="list-style-type: none"> covers both content points with some expansion and communication is mainly achieved genre and tone mostly appropriate | <ul style="list-style-type: none"> uses everyday vocabulary generally appropriately, while overusing certain common items some serious basic errors with vocabulary and/or spelling which may impede meaning | <ul style="list-style-type: none"> little, or no, organization or coherence |
| 1 | Task 1 | <ul style="list-style-type: none"> communication of 2/3 content points is minimally achieved or communication of only one content point | <ul style="list-style-type: none"> uses limited range of simple forms with control some serious basic errors which may impede meaning | |
| | Task 2 | <ul style="list-style-type: none"> communication is minimally achieved or communication of only one content point | <ul style="list-style-type: none"> errors so serious that communication fails | |
| 0 | Task 1 | <ul style="list-style-type: none"> communication fails or off topic | <ul style="list-style-type: none"> errors so serious that communication fails | |
| | Task 2 | <ul style="list-style-type: none"> communication fails or off topic | <ul style="list-style-type: none"> vocabulary usage and/or spelling so poor that communication fails | |

You've seen the advertisement below. Write an email to the magazine. Mention:

- your writing qualifications and experience
- the kinds of food you like
- why you'd be good at the job

Write between 100 and 150 words.

*Can you write? Do you like to eat out? Would you like to get paid to eat out? Our magazine, Taste Bud, is looking for a restaurant reporter. This means travelling, tasting and reviewing – and **we** pay! If you like the idea, why not write to us?*

Show us you can write and we'll consider you for the job.

Dear Sirs

I am writing this email to you to tell you about the job of a restaurant reporter.

First of all, I have an experience of this job. I worked for 2 years like a restaurant reporter in a little town. But it hadn't many restaurants in this town so I get fired. After that I would like to say that I have finished the university and I am a chef. So if I got the job I could understand many things about the food that they cook.

Secondly, I like all the kinds of food, I don't have favourite. But I don't eat pineapple because I am allergic.

Thirdly, I think that I would be good at the job because I have experience of this job and also I am a chef. In addition to I love travelling and I don't be sick of it. Also, I love eat food!

Thank you for your time and I hope to like my email.

I am looking forward to hearing from you.

With faith
Alexander



Marking Criteria

2

Task Fulfilment

All content points are addressed and communication is mainly achieved. The genre and tone are mostly appropriate.

1

Grammar

There is a limited range and some serious errors which may impede meaning ('But it hadn't many restaurants in this town so I get fired.').

1

Vocabulary

There are errors with vocabulary and spelling. Some everyday vocabulary is not used accurately. ('In addition to I love travelling and I don't be sick of it.')

2

Organisation

The email is well-organised and mainly appropriate. There are some punctuation and sentence-construction errors and there is an odd closing mechanism.

6

Pass

You've seen the advertisement below. Write an email to the magazine. Mention:

- your writing qualifications and experience
- the kinds of food you like
- why you'd be good at the job

Write between 100 and 150 words.

*Can you write? Do you like to eat out? Would you like to get paid to eat out? Our magazine, Taste Bud, is looking for a restaurant reporter. This means travelling, tasting and reviewing – and **we** pay! If you like the idea, why not write to us?*

Show us you can write and we'll consider you for the job.

Dear Sirs,

I am writing with regard to your article about a restaurant reporter which was published in the "Taste Bud". I believe that this job will be perfect for me.

First of all, I believe that this job is very interesting and I think that I will be very good because I like writing and I have won a lot of competitions of writing. Furthermore I have gone abroad a lot of times and I have tasted different foods. My favourite kind of food is the Greek food but I have no problem with the other kinds of food. Finally it will be an amazing experience.

I would like to thank you for your attention. I hope my email will be taken into account.

Yours faithfully
Anasztazia



Marking Criteria

3

Task Fulfilment

The candidate confidently deals with the content points which are fully communicated.

2

Grammar

There is a reasonable range of grammar and it is largely accurate.
Errors do not impede meaning.

2

Vocabulary

The range of vocabulary is a bit informal at times and has a couple of basic spelling errors ('restaurand reporter', 'my favour kind') but with some good use of 'set pieces' ('with regard to', 'gone abroad', 'will be taken into account').

3

Organisation

The text is well-organised and the style fully appropriate.
There is good use of formal letter/email job application conventions.

10

High Pass



**Expert
Level**

MARKSCHEME

| Task Fulfilment | Accuracy and range of grammar | Accuracy and range of vocabulary | Organisation |
|--|---|--|--|
| <p>3</p> <ul style="list-style-type: none"> fully and appropriately satisfies the demands of the task target reader wholly informed genre and tone totally appropriate | <ul style="list-style-type: none"> uses a wide range of simple and complex forms with full control and flexibility errors, if present, are slips and with complex forms | <ul style="list-style-type: none"> effectively and precisely uses a range of vocabulary, including less common items errors, if present, are with less common items | <ul style="list-style-type: none"> text is well-organised and fully coherent using a variety of cohesive devices with flexibility to very good effect organization is fully appropriate to text type |
| <p>2</p> <ul style="list-style-type: none"> mainly satisfies the demands of the task target reader is on the whole informed genre and tone mostly appropriate | <ul style="list-style-type: none"> uses a range of simple and complex forms with control and flexibility occasional errors which do not impede meaning | <ul style="list-style-type: none"> uses a range of vocabulary, including less common items, appropriately occasional errors which do not impede meaning | <ul style="list-style-type: none"> text is well-organised and coherent using a variety of cohesive devices to good effect organization mainly appropriate to text type |
| <p>1</p> <ul style="list-style-type: none"> partially satisfies the demands of the task reader is partially informed genre and/or tone mostly appropriate | <ul style="list-style-type: none"> uses a range of simple and some complex forms with a good degree of control errors occasionally impede meaning | <ul style="list-style-type: none"> uses everyday vocabulary appropriately, with occasional inappropriate use of less common items errors with vocabulary and/or spelling occasionally impede meaning | <ul style="list-style-type: none"> text is generally well-organised and coherent, using a basic range of linking words and cohesive devices some inappropriate paragraphing or punctuation errors |
| <p>0</p> <ul style="list-style-type: none"> does not satisfy the demands of the task or off topic | <ul style="list-style-type: none"> basic grammar repertoire errors noticeably impede communication | <ul style="list-style-type: none"> basic vocabulary repertoire errors with vocabulary and/or spelling noticeably impede communication | <ul style="list-style-type: none"> little, or no, organization or coherence |

You are visiting a well-known tourist site with your friends and something unexpected has happened. Write an email to your parents telling them what has happened and say what you are planning to do now.

Write between 250 and 300 words.

Candidate: Nastya

Hello mum,

I write this email for you to explain a unexpected moment that happen during our holidays in Barcelona.

First of all, when we arrived at the hotel we left our suitcases and we went for a walk in a beach near from our hotel. We saw some people and we went with them for fishing. When we arrived we waited to caught any fish. After one hour with no fish my friend Nick had the good idea to swimed and to saw if there is any fish in the sea. He fell in the sea and after few minutes he started to screamed and to called for help.

In this time I understood that we wanted help and I with my fiends fell in the sea to help him. When we took him from the sea he said to us that a poisonous fish have hurt him. In this time he took Nick from the beach and we transported him in the nearest hospital. The nurses said to us that he is good and that he staid in the hospital for few days. It was a difficult moment for us and we calmed down when nurse said that Nick is good and healthy.

To conclude, I would say to you that all are good and we'll come in Madrid very soon.

Your daughter
Nastya



Marking Criteria

2

Task Fulfilment

The target reader is mostly informed, and the tone is mostly appropriate with some noticeable exceptions.

1

Grammar

There are many serious basic errors, particularly with infinitives and prepositions (for example, 'we went with them for fishing', 'we waited to caught', 'we had the good idea to swimed', 'he started to screamed').

1

Vocabulary

Vocabulary range is limited for C1 and there are errors with basic items, for example 'my fiends fell in the sea to help him', 'he staid in the hotel'.

1

Organisation

The text has some organisation and coherence, but it is limited. Some linkers are inappropriate for the text type.

5

Fail

You are visiting a well-known tourist site with your friends and something unexpected has happened. Write an email to your parents telling them what has happened and say what you are planning to do now.

Write between 250 and 300 words.

Candidate: Marta

Dear Dad,

Mam, Dad I have something to tell you. Well do you remember that I told about a trip that we were going with my friends? So we went to North Antarctic just to stay and have some kind of adventure for 5-6 hours. When we arrived there something horrible happened.

Chris fell into the cold freezing water and we couldn't pull him up because we were travelling on a really large boat, so one of us had to dive in the sea with an umbrella. I know that sounds crazy but we didn't have any other equipment to pull him up so as they both grabbed the umbrella they were both trying to get on the boat. Chris and Andrew got out of the water but they both collapsed from Hypothermia so we had to find a way to get them warmed.

Then someone showed up from the inside of the boat saying that he had been in the same situation and then he told us we need to light up a fire but first we had to sail the boat somewhere.

After two hours of trying to warm them they finally opened their eyes without even knowing what had happened.

And that was one of the craziest adventures in my life. I'm fine so don't worry.

Yours,
Marta



Marking Criteria

2

Task Fulfilment

The candidate mainly satisfies the demands of the task. Genre and tone is appropriate.

2

Grammar

There is some good control, even of complex forms (for example, 'after two hours of trying to warm them they finally opened their eyes without even knowing what had happened'). There are also some relatively basic errors, for example 'I told about a trip', but these occasional errors do not impede meaning.

2

Vocabulary

The candidate uses a range of vocabulary, including less common items such as 'collapsed' and 'grab', appropriately. Occasional errors do not impede meaning.

2

Organisation

The text organisation is mainly appropriate to text type, coherent, using relatively straightforward linkers.

8

Pass



MARKSCHEME

**Mastery
Level**

| Task Fulfilment | Accuracy and range of grammar | Accuracy and range of vocabulary | Organisation |
|--|---|---|--|
| <p>3</p> <ul style="list-style-type: none"> fully and appropriately satisfies the demands of the task target reader wholly informed genre and tone totally appropriate | <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 organization is fully appropriate to text type |
| <p>2</p> <ul style="list-style-type: none"> mainly satisfies the demands of the task target reader is on the whole informed genre and tone almost always appropriate | <ul style="list-style-type: none"> uses a wide range of simple and complex forms with full 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 organization mostly appropriate to text type |
| <p>1</p> <ul style="list-style-type: none"> partially satisfies the demands of the task reader is partially informed genre and/or tone mostly appropriate | <ul style="list-style-type: none"> uses a range of simple and complex forms with control occasional errors but these very rarely impede meaning | <ul style="list-style-type: none"> uses a range of vocabulary, including less common items, appropriately occasional errors but these very rarely impede meaning | <ul style="list-style-type: none"> text is well-organised and coherent, using a range of cohesive devices some inappropriate paragraphing or punctuation errors |
| <p>0</p> <ul style="list-style-type: none"> does not satisfy the demands of the task or off topic | <ul style="list-style-type: none"> basic repertoire errors which impede communication | <ul style="list-style-type: none"> basic repertoire errors which impede communication | <ul style="list-style-type: none"> little, or no, organization or coherence |

You've been discussing communication in your English class. Your teacher has asked you to write an article for a college magazine based on the following: 'We live in an age of instant communication. How does this impact positively and negatively on you and your peer group?'

Write between 250 and 300 words.

The Impact of Instant Communication

Instant communication is a very important thing that affects my peer group and me. But as we get into this new world, I have to say that we have to recognize that it brings both positive and negative consequences in our tech-demanding time.

The positive aspects are quite remarkable. Social media platforms allow us to time connect with like-minded individuals and share thoughts and experiences instantly. It creates a sense of community among our peer group. Instant SMS apps make group projects and study sessions very easy! We can exchange ideas and collaborate effectively, improving our academic performance.

However, instant communication also has its negative side. It can be a major distraction, which often makes focus and productivity become less and less. Our personal information is at risk and it's so difficult to see the accuracy of online information. Also, the pressure to maintain a perfect online face can give anxiety and self-esteem issues. Online bullying has created real concerns that impact our mental health and well-being.

In conclusion, instant communication has transformed the way I connect with peer groups. While it has its negatives it also has positive sides, for example increased connectivity and convenience, which have become necessary in our every day lives. We are now in what is called "the digital age" so we need to keep a balance between enjoying the benefits instead of mitigating the faults of instant communication in order to create healthy relationships and maintaining our mental well-being in this digital age.



Marking Criteria

2

Task Fulfilment

The candidate mainly satisfies the demands of the task, and the target reader is on the whole informed. Genre and tone are almost always appropriate.

1

Grammar

The candidate uses a range of simple forms with control, but only a few complex forms are attempted. Occasional errors generally do not hinder communication: "Social media platforms allows us"; "the accuracy on online information"; "we need keep a balance"; "balance between enjoy the benefits instead to mitigate the faults."

2

Vocabulary

A range of lexical items, including less common ones, are used effectively and precisely. Spelling and vocabulary errors do not impede meaning: "major distraxion"; "bulling"; "negative consequenses."

2

Organisation

The text is well-organised and generally coherent using a variety of cohesive devices. Organisation is appropriate to text type.

7

Pass

You've been discussing communication in your English class. Your teacher has asked you to write an article for a college magazine based on the following: 'We live in an age of instant communication. How does this impact positively and negatively on you and your peer group?'

Write between 250 and 300 words.

The Effect of Instant Communication on Our Lives

In today's rapidly evolving world, the phenomenon of instant communication deeply influences both my peer group and me, bringing both advantageous and disadvantageous consequences.

On the bright side, instant communication has completely changed my ability to connect and collaborate. The digital reality allows me to erase geographical boundaries, while creating global friendships and giving me more opportunities for cultural exchange. With just a few clicks, I can start meaningful discussions with individuals from various backgrounds, while broadening my horizons and cultivating a new perspective of the world. Not to mention that instant communication offers a lot more convenience in my life. The ease of access to information enables me to stay informed about current events, as well as find out about cultural happenings related to my interests. It has also transformed how I organise my social life for it becomes way simpler to arrange my meetings with friends and peers, enhancing my social life.

However, instant communication also has its negative effects. The constant connectivity usually leads me to feelings of burnout and information overload. The pressure to respond immediately to messages violates my personal space and disrupts any moments of relaxation. Moreover, the dominance of social media platforms has raised concerns about their impact on me and my peers' mental health. The never-ending chasing of likes, shares, and comments makes me proceed to unhealthy comparisons and a sense of inadequacy, negatively affecting my self-esteem.

In conclusion, the age of instant communication has both opportunities and risks for my peer group and me. We embrace the convenience and connectivity it offers while trying to find a balance, being careful not to fall into its potential traps. As we navigate this digital realm, we constantly try to adapt to different contexts and convey our ideas, hoping that the positives of instant communication will eventually surpass the negatives.



Marking Criteria

2

Task Fulfilment

The candidate mainly satisfies the demands of the task, and the target reader is on the whole informed. Genre and tone are almost always appropriate.

3

Grammar

The candidate uses a wide range of vocabulary, including less common items, with fluency and sophistication, and to give style.

1

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.

11

High Pass

Language Cert

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