



# 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

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### 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, [www.languagecert.org](http://www.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 The LTE A1-C2 Writing examination

The LANGUAGECERT® Test of English (LTE) A1-C2 Writing examination consists of high quality, reliable test content that uses a variety of authentic tasks to assess a candidate's writing skills across six CEFR levels (A1-C2).

The candidate is required to complete a single, long writing task. The writing task assesses the candidate's ability to write for a wide variety of work-related purposes. The candidate will be expected to write to demonstrate control of grammatical forms, display knowledge and use of a wide range of vocabulary and show the ability to perform a range of functions in English.

### 3.1 '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 (W) A1 – CEFR A1	<ul style="list-style-type: none"><li>Can give information in writing about matters of personal relevance (e.g. likes and dislikes, job, family) using simple words and basic expressions.</li><li>Can write simple isolated phrases and sentences in documents such as forms, lists, emails and messages.</li><li>Can ask questions about personal details such as possessions, job, address and people known.</li></ul>
LTE (W) A2 – CEFR A2	<ul style="list-style-type: none"><li>Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'.</li><li>Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.</li><li>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.</li></ul>
LTE (W) B1 – CEFR B1	<ul style="list-style-type: none"><li>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.</li><li>Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.</li><li>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.</li><li>Can convey information, feelings and opinions on familiar topics, using appropriate formality and adapting to the intended audience.</li></ul>
LTE (W) B2 – CEFR B2	<ul style="list-style-type: none"><li>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.</li><li>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.</li><li>Can communicate with a degree of fluency that makes comprehension possible for the reader without strain.</li><li>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.</li></ul>

LTE Writing and CEFR levels	Descriptors
LTE (W) C1 – CEFR C1	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Can produce clear well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices</li> <li>Can communicate ideas and opinions effectively, using length, format and style appropriate to purpose, content and audience.</li> </ul>
LTE (W) C2 – CEFR C2	<ul style="list-style-type: none"> <li>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.</li> <li>Can produce clear, smoothly flowing, complex reports, articles or essays which present a case, or give critical appreciation of proposals.</li> <li>Can set out multiple perspectives on complex academic or professional topics, clearly distinguishing his/her own ideas and opinions from those in the sources.</li> <li>Can express him/herself very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</li> </ul>

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

## 4 Test structure

### 4.1 Overview

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

The LTE A1-C2 Writing test		
Duration	Number of tasks	Task type
30 mins	1 task	Long piece of writing (report, article, review) 200-250 words

### 4.2 Description of the writing task

The LTE Writing test consists of a single task. The task is designed to assess a wide range of writing skills and to determine the CEFR level of the individual candidate.

Overview	Candidates are required to produce an extended piece of writing in the form of a report, article or review, with a word count of 200-250 words.
Testing focus	The task assesses the candidate's ability to produce extended writing in a workplace-related context. It provides an opportunity to demonstrate advanced grammatical control, appropriate vocabulary use, and coherent organisation of ideas.
Task type	Report, article or review.

The LTE 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.

## 5 Assessment and Marking

All markers 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 Assessment criteria

In the LTE Writing test, candidates are assessed against **four** assessment criteria:

Criteria	Descriptions
Task Fulfilment	A measure of how fully and appropriately the candidate has addressed the task, including whether the content is relevant, the tone is appropriate, and the target reader is sufficiently informed.
Accuracy and range of grammar	A measure of the candidate's control, range, and appropriacy of grammatical forms, including the ability to use both simple and complex structures.
Accuracy and range of vocabulary	A measure of the candidate's range, accuracy and appropriacy of vocabulary, including spelling accuracy.
Organisation	A measure of how clearly and coherently ideas are organised, including the use of cohesive devices, paragraphing, and punctuation.

### 5.2 Marking

A maximum of **6 marks** may be awarded per criterion, resulting in a total of **24 marks**. The levels of performance are as follows:

The LTE Writing Levels of Performance	
Marks per criterion	CEFR Level
0	<b>Below A1</b>
1	<b>A1</b>
2	<b>A2</b>
3	<b>B1</b>
4	<b>B2</b>
5	<b>C1</b>
6	<b>C2</b>

**N.B.** Candidates do not receive any marks for off-topic responses.

### 5.3 Grading

Out of a total of **24 marks**, CEFR levels are indicated by the following cut-offs:

The LTE A1-C2 Writing Cut-offs	
Marks	CEFR Level
0 – 1	<b>Below A1</b>
2 – 5	<b>A1</b>
6 – 9	<b>A2</b>
10 – 13	<b>B1</b>
14 – 17	<b>B2</b>
18 – 21	<b>C1</b>
22 – 24	<b>C2</b>

### 5.4 Results

Results are provided as an overall score out of 100. This LTE A1-C2 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).

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

## 5.5 Markscheme

Marks	Task Fulfilment	Accuracy and range of grammar	Accuracy and range of vocabulary	Organisation
<b>6 (C2)</b>	<ul style="list-style-type: none"> <li>- fully and appropriately satisfies the demands of the task</li> <li>- target reader is wholly informed</li> <li>- genre and tone are totally appropriate</li> <li>- no intrusive irrelevance</li> </ul>	<ul style="list-style-type: none"> <li>- use is fully controlled, sophisticated and assured</li> <li>- very few errors which only occur as slips</li> </ul>	<ul style="list-style-type: none"> <li>- uses a wide range of vocabulary, including less common items, with fluency and sophistication, and to give style</li> <li>- very few errors which only occur as slips</li> </ul>	<ul style="list-style-type: none"> <li>- text is organised impressively and is fully coherent using a wide range of cohesive devices with flexibility</li> <li>- organisation is fully appropriate to text type</li> </ul>
<b>5 (C1)</b>	<ul style="list-style-type: none"> <li>- satisfies the demands of the task</li> <li>- target reader is well-informed</li> <li>- genre and tone almost always appropriate</li> <li>- no intrusive irrelevance</li> </ul>	<ul style="list-style-type: none"> <li>- uses a wide range of simple and complex forms with control and flexibility</li> <li>- few errors which do not impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>- uses a range of vocabulary, including less common items, effectively and precisely</li> <li>- few errors which do not impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>- text is well-organised and coherent using a variety of cohesive devices with flexibility</li> <li>- organisation appropriate to text type</li> </ul>
<b>4 (B2)</b>	<ul style="list-style-type: none"> <li>- mainly satisfies the demands of the task</li> <li>- target reader is mostly informed</li> <li>- genre and tone usually appropriate</li> <li>- no intrusive irrelevance</li> </ul>	<ul style="list-style-type: none"> <li>- uses simple forms accurately and can attempt, and have some success with, complex forms</li> <li>- a few errors which normally do not impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>- uses a range of vocabulary, using simple forms accurately and attempting more complex forms</li> <li>- a few errors which normally do not impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>- text is organised and coherent employing a variety of cohesive devices, usually successfully</li> <li>- organisation mostly appropriate to text type</li> </ul>
<b>3 (B1)</b>	<ul style="list-style-type: none"> <li>- partially satisfies the demands of the task</li> <li>- target reader is somewhat informed</li> <li>- genre and/or tone sometimes inappropriate</li> <li>- some intrusive irrelevance may be present</li> </ul>	<ul style="list-style-type: none"> <li>- uses a range of simple forms with control, but cannot handle, or does not attempt, complex forms</li> <li>- many errors which sometimes impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>- uses a range of basic vocabulary accurately, but cannot handle, or does not attempt, to use more complex and fully appropriate vocabulary</li> <li>- errors which sometimes impede meaning</li> </ul>	<ul style="list-style-type: none"> <li>- text is organised and usually coherent, using a limited range of cohesive devices</li> <li>- there may be some inappropriate paragraphing and punctuation errors</li> </ul>
<b>2 (A2)</b>	<ul style="list-style-type: none"> <li>- attempts the task in a limited way</li> <li>- target reader is minimally informed</li> <li>- genre and/or tone are frequently inappropriate</li> <li>- significant intrusive irrelevance may be present</li> </ul>	<ul style="list-style-type: none"> <li>- basic repertoire with frequent errors</li> <li>- errors impede communication</li> </ul>	<ul style="list-style-type: none"> <li>- basic repertoire with frequent errors</li> <li>- errors impede communication</li> </ul>	<ul style="list-style-type: none"> <li>- little evidence of organisation</li> <li>- very basic linking devices</li> </ul>
<b>1 (A1)</b>	<ul style="list-style-type: none"> <li>- attempts the task in a very limited way</li> <li>- text is under length or incomplete, with significant irrelevance</li> </ul>	<ul style="list-style-type: none"> <li>- very basic repertoire</li> <li>- errors which impede communication</li> </ul>	<ul style="list-style-type: none"> <li>- very basic repertoire</li> <li>- errors which impede communication</li> </ul>	<ul style="list-style-type: none"> <li>- very little, or no, organisation or coherence</li> </ul>
<b>0 (below A1)</b>	<ul style="list-style-type: none"> <li>- does not satisfy demands of the task and text is seriously under length</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 organisation or coherence</li> </ul>

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 examples of assessed writing performance along with indicative marks and comments.

### Writing sample task:

The company you work for wants to sell its local sports drink product to the international market. Write a report for the Marketing Director with your ideas, including the following:

- information about the sports drink
- what market research should be done
- how to set prices in different markets
- how to promote the product in new markets.

Write a report of **200-250** words.

### 6.1 A2 level

*Dear Sir or Madam,*

*I'm writing about our Supercool sports drink because you want to sell it to the international market.*

*Supercool is a fruit drink and very delicious. It has seven different tastes and young and older people like it a lot. Basketball and football famous players drink it in Instagram and Tik-Tok all time.*

*I think you will do market research. This is like we see what people drink in strange countries. Then you can ask the people to try Supercool and tell us their opinion. If they like we're sending them our bottles to sell.*

*The product must not be expensive because the people will buy it. And, young people, which have no jobs, can not pay many euros for this. Some people feel sad about it.*

*If we do these things, the Supercool drink will often become famous in all over the earth.*

*I wish you good luck.*

*Best regards,  
Frank Mann*

Assessment of sample performance		
Criteria	Mark	Examiner comments
Task Fulfilment	3	The response partially satisfies the demands of the task. The target reader is somewhat informed. The tone and genre are not always appropriate. Some intrusive irrelevance may be present, e.g. "Some people feel sad about it."
Accuracy and range of grammar	2	Candidate employs a basic repertoire, e.g. "The product must not be expensive because..." or "Then you can ask people to try...". There are frequent errors, some of which may obscure meaning, e.g., "This is like we see what people drink...".
Accuracy and range of vocabulary	2	The candidate's range is basic and some of the errors might cause momentary confusion, e.g., "I think you will do market research", "...what people drink in strange countries", or "...will become famous in all over the earth".
Organisation	2	There is little evidence of organisation with very basic use of linking devices and punctuation.
<b>Total score</b>	<b>9 out of 24 (A2)</b>	

## 6.2 B1 level

Dear Sir,

I am writing to give my ideas about selling our products in the international market. I think the idea is so good but we should discuss about some very important issues.

We have a tasteful sports drink with many different flavours like strawberry, melon, apple, etc. and it is made of real fruit. Young people prefer it a lot in our country – my niece and nephew are crazy for it!

If you want to sell it abroad and we need to make market research. Why don't you share questionnaires and samples to supermarkets everywhere to learn people's likes. Also, we will learn about our competitors.

It must be cheap so all the people buy it. First find out how much people pay on other sports drinks after decide for the prices. I think one euro and a half is fair price.

For advertisement, we can ask famous sports people to use our products and post it on Instagram or Tik Tok. It's the best way because everyone has a profile there. We must also say, that it is healthy and has less calories than others. Getting fat is not a good idea.

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

Thank you,

Lian Zhang

Assessment of sample performance		
Criteria	Mark	Examiner comments
Task Fulfilment	3	The candidate does not fully satisfy the demands of the task, but the target reader is, on the whole, informed. The genre and tone are sometimes inappropriate while intrusive irrelevance is present, e.g. "my niece and nephew are crazy for it!" or "Getting fat is not a good idea."
Accuracy and range of grammar	3	There is a range of simple forms used with control, but complex forms are either not handled confidently or not attempted, e.g. "Why don't you send questionnaires and samples to supermarkets everywhere...?", or "First find out... after decide...".
Accuracy and range of vocabulary	3	A range of simple vocabulary is used accurately, e.g. "important issues", "different flavours", "famous sports people", while less common items are not always handled effectively, e.g. "...why don't we share questionnaires...". Errors might occasionally convey meaning inaccurately, e.g. "tasteful sports drink".
Organisation	3	The text is organised and coherent, using a limited range of cohesive devices. Punctuation errors are noticeable.
Total score	12 out of 24 (B1)	

### 6.3 B2 level

Dear Director,

*I would like to share my ideas concerned with our international market entering and the steps we need to take.*

*The product we plan to sell abroad is our sports drink 'Supercool'. It launched five years ago, and since then it is extremely popular in the local market, especially because it is produced by real fruit. It comes in seven different tastes in bottles made of recycling plastic.*

*First we ought to carry out the market research which will show us which society groups in which countries would be the most interested in our product. We can send samples to supermarkets and do client surveys. Basing on the outcomes we can direct our campaign to these teams of people.*

*In terms of pricing in the different markets, prices should be low and same everywhere due to the fact that availability of our products for all people can make them more popular and bring higher incomes.*

*Promotion is currently one of the most important factors of selling. We can use influencer marketing to create a new trend on Tik-Tok platform and we can also cooperate with commonly known sportspeople, like Coco Gauff and Adam Peaty. Advertising should focus on the high quality of our drink and that it has only few calories.*

*I believe my suggestions could work well. Let me know what you think.*

Yours sincerely,

Philip Marceau

Assessment of sample performance		
Criteria	Mark	Examiner comments
Task Fulfilment	4	The response mainly satisfies the demands of the task, and the target reader is mostly informed. The genre and tone are usually appropriate while there's no intrusive irrelevance.
Accuracy and range of grammar	4	A range of simple forms is used accurately while more complex forms are also attempted, with some success, e.g., "First, we ought to carry out the market research which will show us which society groups in which countries would be..." Errors do not impede meaning, e.g. "especially because it is produced by real fruit", "...since then it is extremely popular in the local market."
Accuracy and range of vocabulary	4	The candidate uses a range of simple vocabulary accurately and attempts less common items with some success, including some topic-specific vocabulary e.g. "We can send samples... and do client surveys..." or "...we can direct our campaign...". Errors are few and do not impede communication, e.g. "...we can also cooperate with commonly known sportspeople...".
Organisation	4	The text is organised and coherent, using a limited range of cohesive devices, e.g. "First we ought to carry out...", "In terms of pricing in the different markets...". Some paragraphing is not fully appropriate for the text type.
<b>Total score</b>	<b>16 out of 24 (B2)</b>	

## 6.4 C1 level

### INTRODUCTION

*The aim of this report is to make some suggestions about introducing our sports drink to the international market.*

### THE PRODUCT

*The product is our 'Supercool' sports drink, which comes in seven different fruit flavours and colours. It is a healthy, low-calorie beverage as it constitutes mainly of fresh fruit, and it is sold in transparent recyclable bottles.*

### MARKET RESEARCH

*Recent worldwide trends indicate that mostly young people, ages 18-30 have a great interest on energy and sports drinks, therefore, this should be our target group. We can use questionnaires and samples to record their habits and behaviour. Beside, we should be aware of similar products available on the market as it is important to have a clear icon of our products advantages over the competitors.*

### PRICING IN DIFFERENT MARKETS

*The price of our product cannot be the same in all markets. The people's buying power differs between economies and not all consumers are equally able to afford a fixed price.*

### PROMOTION

*We must rely on an online advertising campaign so to reach a wide international audience. Additionally, we could ask some famous athletes to post videos on their social media accounts while using our products. Although, this will increase our budget and may affect on the final price.*

### CONCLUSIONS

*Extending to international markets may insure ways of selling a higher volume of our 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.*

Assessment of sample performance		
Criteria	Mark	Examiner comments
Task Fulfilment	5	The candidate satisfies the demands of the task, and the target reader is well informed. The genre and tone are almost always appropriate.
Accuracy and range of grammar	4	Uses a range of simple forms accurately and attempts complex forms with some success. There are a few errors, which do not impede meaning. Examples include, "It is a healthy, low-calorie beverage as it constitutes mostly of...", "Although, this will increase our budget and may affect on the final price."
Accuracy and range of vocabulary	5	Uses a range of vocabulary, including less common items, effectively and precisely, e.g. "...to reach a wide international audience...", "Recent worldwide trends indicate...", or "afford a fixed price". There are also some good examples of topic-specific vocabulary, such as 'a solid marketing strategy' or 'business risks'. There are a few errors, which do not impede meaning.
Organisation	5	The text is well-organised and coherent, using a variety of cohesive devices with flexibility. A new idea is wrongly introduced in the conclusion.
<b>Total score</b>	<b>19 out of 24 (C1)</b>	

## 6.5 C2 level

### 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.

### PRODUCT CONSIDERED

The product considered is our “Supercool” series of sports drinks, which comes in seven different fruit flavours. Their high content in natural fruit juice, low calorie count, and recyclable packaging have already meant a great success in the domestic market.

### MARKET RESEARCH

Despite the guaranteed quality, market research is imperative before attempting penetrating the highly competitive sports drink market. Considering international trends, sales volume, and average consumer age is instrumental in identifying countries to launch the campaign. Shoppers will sample our drinks at supermarket and mall stands before completing a questionnaire that compares our products with existing ones.

### PRICING

Pricing requires examining economic factors including average wages, purchasing power, and prices of competitive products. Aided by market research, we will 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 about the most affordable and competitive price for each market.

### PROMOTION

Our excellent quality is already a unique selling point, that appeals to wider audiences. This along with a strong presence on social media, featuring endorsements by famous personalities who advocate an energetic and healthy lifestyle, will enhance product visibility and generate sales.

### CONCLUSION

In brief, 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.

Assessment of sample performance		
Criteria	Mark	Examiner comments
Task Fulfilment	6	The candidate fully and appropriately satisfies the demands of the task, and the target reader is wholly informed. The genre and tone are consistently appropriate for the task.
Accuracy and range of grammar	5	The candidate uses a wide range of simple and complex forms with control and flexibility, e.g. “This along with a strong presence on social media, featuring endorsements by famous personalities who advocate...” There are few errors, which do not impede meaning, e.g. “It discusses the steps to be taken as well as suggest...”.
Accuracy and range of vocabulary	6	A wide range of vocabulary is used with control, sophistication and precision, including less common items, such as ‘penetrate’, ‘instrumental’ or ‘visibility’. There is also effective use of topic vocabulary, such as ‘purchasing power’, ‘profit margin’, ‘venture’ or ‘business risk’.
Organisation	6	The text is impressively organised and fully coherent, featuring a string of effectively connected utterances and the precise use of a variety of cohesive devices. The organization is fully appropriate to the text type.
<b>Total score</b>	<b>23 out of 24 (C2)</b>	

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