

Aptis
Teachers

Practice Test – Answer Key

January 2024



Aptis for Teachers – Writing Practice Test

Part One

Areas assessed: task fulfilment and communicative competence

3: Above A1	Fully intelligible responses for all five questions. Test-taker completely achieves the task.
2: A1.2	Three or four of the responses are intelligible. Errors impede understanding in one or two responses.
1: A1.1	One or two of the responses are intelligible. Errors impede understanding in two or three responses.
0: A0	No intelligible responses.

Part Two

Areas assessed: task fulfilment / topic relevance, grammatical range and accuracy, punctuation, vocabulary range and accuracy, cohesion.

5: B1 (or above)	Likely to be above A2 level.
4: A2.2	<ul style="list-style-type: none">• On topic.• Uses simple grammatical structures to produce writing at the sentence level. Errors with basic structures common. Errors do not impede understanding of the response.• Mostly accurate punctuation and spelling.• Vocabulary is sufficient to respond to the question(s). Some attempts at using simple connectors and cohesive devices to link sentences.
3: A2.1	<ul style="list-style-type: none">• On topic.• Uses simple grammatical structures to produce writing at the sentence level.• Errors with basic structures common. Errors impede understanding in parts of the response.• Punctuation and spelling mistakes are noticeable.• Vocabulary is mostly sufficient to respond to the question(s) but inappropriate lexical choices are noticeable.• Response is a list of sentences with no use of connectors or cohesive devices to link sentences
2: A1.2	<ul style="list-style-type: none">• Not fully on topic.• Grammatical structure is limited to words and phrases. Errors in basic patterns and simple grammar structures impede understanding.• Little or no use of accurate punctuation. Spelling mistakes common.

	<ul style="list-style-type: none"> • Vocabulary is limited to very basic words related to personal information and is not sufficient to respond to the question(s). • No use of cohesion
1: A1.1	<ul style="list-style-type: none"> • Response limited to a few words or phrases. • Grammar and vocabulary errors so serious and frequent that meaning is unintelligible.
0: A0	No meaningful language or all responses are completely off-topic (e.g. memorised script, guessing)

Part Three

Areas assessed: task fulfilment / topic relevance, punctuation, grammatical range and accuracy, vocabulary range and accuracy, cohesion.

5: B2 (or above)	Likely to be above A2 level
4: B1.2	<p>Responses to all three questions are on topic and show the following features:</p> <ul style="list-style-type: none"> • Control of simple grammatical structures. Errors occur when attempting complex structures. • Punctuation and spelling mostly accurate. Errors do not impede understanding. • Vocabulary is sufficient to respond to the questions. • Uses simple cohesive devices to organise responses as a linear sequence of sentences
3: B1.1	<p>Responses to two questions are on topic and show the following features:</p> <ul style="list-style-type: none"> • Control of simple grammatical structures. Errors occur when attempting complex structures. • Punctuation and spelling mostly accurate. Errors do not impede understanding. • Vocabulary is sufficient to respond to the questions. • Uses simple cohesive devices to organise responses as a linear sequence of sentences.
2: A2.2	<p>Responses to at least two questions are on topic and show the following features:</p> <ul style="list-style-type: none"> • Uses simple grammatical structures to produce writing at the sentence level. Errors with simple structures common and sometimes impede understanding. • Punctuation and spelling mistakes are noticeable. • Vocabulary is not sufficient to respond to the question(s). Inappropriate lexical choices are noticeable and sometimes impede understanding. • Responses are lists of sentences and not organised as cohesive texts
1: A2.1	<p>Response to one question is on topic and shows the following features:</p> <ul style="list-style-type: none"> • Uses simple grammatical structures to produce writing at the sentence level. Errors with simple structures common and sometimes impede understanding. • Punctuation and spelling mistakes are noticeable.

	<ul style="list-style-type: none"> • Vocabulary is not sufficient to respond to the question(s). Inappropriate lexical choices are noticeable and sometimes impede understanding. • Responses are lists of sentences and not organised as cohesive texts.
0	Performance below A2, or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing)

Part Four

Areas assessed: task fulfilment / topic relevance, grammatical range and accuracy, vocabulary range and accuracy, punctuation, fluency and cohesion.

6: C2	Likely to be above C1 level
5: C1	<p>Response shows the following features:</p> <ul style="list-style-type: none"> • Response on topic and task fulfilled in terms of appropriateness of register. • Two clearly different registers. • Range of complex grammar constructions used accurately. Some minor errors occur but do not impede understanding. • Range of vocabulary used to discuss the topics required by the task. Some awkward usage or slightly inappropriate lexical choices. • A range of cohesive devices is used to clearly indicate the links between ideas.
4: B2.2	<p>Response on topic and task fulfilled in terms of appropriateness of register: appropriate register used consistently in both responses. Response shows the following features:</p> <ul style="list-style-type: none"> • Some complex grammar constructions used accurately. Errors do not lead to misunderstanding. • Minor errors in punctuation and spelling occur but do not impede understanding. • Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding. • A limited number of cohesive devices are used to indicate the links between ideas.
3: B2.1	<p>Response partially on topic and task partially fulfilled in terms of appropriateness of register: appropriate register used consistently in one response. Response shows the following features:</p> <ul style="list-style-type: none"> • Some complex grammar constructions used accurately. Errors do not lead to misunderstanding. • Minor errors in punctuation and spelling occur but do not impede understanding. Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not lead to misunderstanding. • A limited number of cohesive devices are used to indicate the links between ideas.
2: B1.2	<p>Response partially on topic and task not fulfilled in terms of appropriateness of register: appropriate register not used consistently in either response. Response shows the following features:</p> <ul style="list-style-type: none"> • Control of simple grammatical structures. Errors occur when attempting complex structures.

	<ul style="list-style-type: none"> ● Punctuation and spelling is mostly accurate. Errors do not impede understanding. ● Limitations in vocabulary make it difficult to deal fully with the task. Errors impede understanding in parts of the text. ● Uses only simple cohesive devices. Links between ideas are not always clearly indicated.
1: B1.1	<p>Response not on topic and task not fulfilled in terms of appropriateness of register. No evidence of awareness of register. Response shows the following features:</p> <ul style="list-style-type: none"> ● Control of simple grammatical structures. Errors occur when attempting complex structures. ● Punctuation and spelling is mostly accurate. Errors do not impede understanding. ● Limitations in vocabulary make it difficult to deal fully with the task. Errors impede understanding in most of the text. ● Uses only simple cohesive devices. Links between ideas are not always clearly indicated
0: A1/A2	<p>Performance below B1, or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing)</p>