

**Aptis**  
Advanced

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# Practice Test – Answer Key

January 2024



# Aptis Advanced – Writing Practice Test

## Part One

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

<b>5: B2 (or above)</b>	Likely to be above B1 level.
<b>4: B1.2</b>	<p>Responses to all three questions are on topic and show the following features:</p> <ul style="list-style-type: none"><li>• Control of simple grammatical structures. Errors occur when attempting complex structures.</li><li>• Punctuation and spelling mostly accurate. Errors do not impede understanding.</li><li>• Vocabulary is sufficient to respond to the questions.</li><li>• Uses simple cohesive devices to organize responses as a linear sequence of sentences</li></ul>
<b>3: B1.1</b>	<p>Responses to two questions are on topic and show the following features:</p> <ul style="list-style-type: none"><li>• Control of simple grammatical structures. Errors occur when attempting complex structures.</li><li>• Punctuation and spelling mostly accurate. Errors do not impede understanding.</li><li>• Vocabulary is sufficient to respond to the questions.</li><li>• Uses simple cohesive devices to organize responses as a linear sequence of sentences.</li></ul>
<b>2: A2.2</b>	<p>Responses to at least two questions are on topic and show the following features:</p> <ul style="list-style-type: none"><li>• Uses simple grammatical structures to produce writing at the sentence level.</li><li>• Errors with simple structures common and sometimes impede understanding.</li><li>• Punctuation and spelling mistakes are noticeable.</li><li>• Vocabulary is not sufficient to respond to the question(s). Inappropriate lexical choices are noticeable and sometimes impede understanding.</li><li>• Responses are lists of sentences and not organized as cohesive texts.</li></ul>
<b>1: A2.1</b>	<p>Response to one question is on topic and shows the following features:</p> <ul style="list-style-type: none"><li>• Uses simple grammatical structures to produce writing at the sentence level.</li><li>• Errors with simple structures common and sometimes impede understanding.</li><li>• Punctuation and spelling mistakes are noticeable.</li><li>• Vocabulary is not sufficient to respond to the question(s). Inappropriate lexical choices are noticeable and sometimes impede understanding.</li></ul> <p>Responses are lists of sentences and not organized as cohesive texts.</p>
<b>0</b>	Performance below A2, or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).

## Part Two

**Areas assessed:** task fulfilment, register, grammatical range & accuracy, vocabulary range & accuracy, punctuation and spelling, cohesion.

6: C2	<p>Response fully on topic and appropriate register used. Response shows the following features:</p> <ul style="list-style-type: none"><li>• Range of complex grammar constructions used accurately. No grammar errors occur.</li><li>• Range of vocabulary used. No awkward or inappropriate lexical choices.</li><li>• No more than two minor punctuation or spelling errors occur.</li><li>• Range of cohesive devices used to clearly indicate the links between ideas</li></ul>
5: C1	<p>Response fully on topic and appropriate register used. Response shows the following features:</p> <ul style="list-style-type: none"><li>• Range of complex grammar constructions used accurately. Minor grammar errors occur.</li><li>• Range of vocabulary used. Some awkward or slightly inappropriate lexical choices.</li><li>• Minor errors in punctuation and spelling occur.</li><li>• Range of cohesive devices used to clearly indicate the links between ideas.</li></ul>
4: B2.2	<p>Response fully on topic and appropriate register used. Response shows the following features:</p> <ul style="list-style-type: none"><li>• Some complex grammar constructions used accurately. Errors do not impede understanding.</li><li>• Sufficient range of vocabulary to discuss the topics required by the task.</li><li>• Inappropriate lexical choices do not impede understanding.</li><li>• Punctuation and spelling errors do not impede understanding.</li><li>• Limited number of cohesive devices are used to indicate the links between ideas.</li></ul>
3: B2.1	<p>Response partially on topic and/or appropriate register partially used. Response shows the following features:</p> <ul style="list-style-type: none"><li>• Some complex grammar constructions used accurately. Errors do not impede understanding.</li><li>• Sufficient range of vocabulary to discuss the topics required by the task. Inappropriate lexical choices do not impede understanding.</li><li>• Punctuation and spelling errors do not impede understanding.</li><li>• Limited number of cohesive devices are used to indicate the links between ideas.</li></ul>
2: B1.2	<p>Response partially on topic and/or appropriate register partially used. Response shows the following features:</p> <ul style="list-style-type: none"><li>• Control of simple grammatical structures. Errors occur when attempting complex structures.</li><li>• Limitations in vocabulary make it difficult to deal fully with the task. Errors impede understanding in parts of the text.</li><li>• Punctuation and spelling errors do not impede understanding.</li></ul>

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

## Part Three

**Areas assessed:** task fulfilment, grammatical range & accuracy, vocabulary range & accuracy, coherence and cohesion.

<b>6: C2</b>	<p>Response is informative and interesting. Clever use of the input with mostly original text. Response shows the following features:</p> <ul style="list-style-type: none"> <li>• Range of complex grammar constructions used accurately. Minor errors occur.</li> <li>• Range of vocabulary used accurately. No awkward or inappropriate lexical choices.</li> <li>• Minor errors in punctuation and spelling occur.</li> <li>• Range of cohesive devices used to clearly indicate the links between ideas.</li> </ul>
<b>5: C1</b>	<p>Response is not interesting. Correct use of the input with mostly original text. Response shows the following features:</p> <ul style="list-style-type: none"> <li>• Range of complex grammar constructions used accurately. Minor errors occur.</li> <li>• Range of vocabulary used. Some awkward or slightly inappropriate lexical choices.</li> <li>• Minor errors in punctuation and spelling occur.</li> <li>• Range of cohesive devices used to clearly indicate the links between ideas.</li> </ul>
<b>4: B2.2</b>	<p>Response is not interesting. Correct use of the input with mostly original text. Response shows the following features:</p> <ul style="list-style-type: none"> <li>• Some complex grammar constructions used accurately. Errors do not impede understanding.</li> <li>• Sufficient range of vocabulary to discuss the topic required by the task.</li> <li>• Inappropriate lexical choices do not impede understanding.</li> <li>• Punctuation and spelling errors do not impede understanding.</li> <li>• Limited number of cohesive devices are used to indicate the links between ideas.</li> </ul>

<b>3: B2.1</b>	<p>Response is not interesting or informative. Key parts of the input are missing with mostly original text. Response shows the following features:</p> <ul style="list-style-type: none"> <li>• Some complex grammar constructions used accurately. Errors do not impede understanding.</li> <li>• Sufficient range of vocabulary to discuss the topics required by the task.</li> <li>• Inappropriate lexical choices do not impede understanding.</li> <li>• Punctuation and spelling errors do not impede understanding.</li> <li>• Limited number of cohesive devices are used to indicate the links between ideas.</li> </ul>
<b>2: B1.2</b>	<p>Response is not interesting or informative. Key parts of the input are missing with mostly original text. Response shows the following features:</p> <ul style="list-style-type: none"> <li>• Control of simple grammatical structures. Errors occur when attempting complex structures.</li> <li>• Limitations in vocabulary make it difficult to deal fully with the task. Errors impede understanding in parts of the text.</li> <li>• Punctuation and spelling errors do not impede understanding.</li> <li>• Uses only simple cohesive devices. Links between ideas are not always clearly indicated.</li> </ul>
<b>1: B1.1</b>	<p>Response is not interesting or information. Input is not used correctly or text is mostly copied from the input. Response shows the following features:</p> <ul style="list-style-type: none"> <li>• Control of simple grammatical structures. Errors occur when attempting complex structures.</li> <li>• Limitations in vocabulary make it difficult to deal fully with the task. Errors impede understanding in most of the text.</li> <li>• Punctuation and spelling errors do not impede understanding.</li> <li>• Uses only simple cohesive devices. Links between ideas are not always clearly indicated.</li> </ul>
<b>0: A1/A2</b>	<p>Performance below B1, or no meaningful language or the responses are completely off-topic (e.g. memorised script, guessing).</p>