

Please Note:

This trial test is **not** a live Cambridge English examination. The scores provided may not reflect the results your students receive in a live Cambridge English examination.

Candidate Feedback - Writing Trial Test			
Centre Name	College of Languages, Lodz, Poland	Exam	CAE
Pretesting Centre No.	1375	Version	TT627

The scores below should be understood with reference to the Assessment Scales at the end of this document and in the *Handbook for Teachers*.

Candidate Name	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
1. Z.KACZMAREK	5	3	2	2
COMMENTS: Well done for using logical paragraphs and a range of linking expressions. This helps the reader follow your argument. Next steps: check articles eg 'on a daily basis', 'a successful language learner', 'The first point is'.				
2. A.PRZEDBORSKA	5	3	2	2
COMMENTS: Well done for using logical paragraphs and a range of linking expressions. Next, revise spelling eg 'foreign'.				
3. M.NOWICKI	5	3	2	2
COMMENTS: Well done for using logical paragraphs and a range of linking expressions. Next, review countable and uncountable nouns so that you can use words like 'research' correctly.				
4. K.KORPECKI	5	3	2	2
COMMENTS: Well done for organising your essay using logical paragraphs and a range of linking expressions. Next, revise spelling eg 'horizons', 'systematic'.				
5. P.WELFLE	5	2	2	2
COMMENTS: Well done for organising your essay using logical paragraphs and for putting forward a number of ideas. Next, check articles eg 'In a variety of situations in life other languages can help.'				
6. W.BORKOWSKI	1	2	1	1
COMMENTS: Well done for discussing some of the issues and for writing a relevant introduction. Next, read the question again and reconsider the issues from the appropriate point of view.				

Candidate Name	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
7. W. KLEMINSKI	5	3	2	2
COMMENTS: Well done for identifying two factors and choosing one final factor. Next, use more formal language eg 'acquire new information', and avoid contractions eg 'I am motivated'.				
8. P.KOPALA	5	3	2	2
COMMENTS: Well done for identifying two factors and for choosing one. Next, revise the difference between 'There are few reasons for' and 'There are a few reasons for'				
9. J.KRZYSIAK	5	3	2	2
COMMENTS: Well done for using logical paragraphs. Next, develop ways of using linking words to join sentences instead of relying on commas.				
10. J.MOLL	5	3	3	2
COMMENTS: Well done for developing your argument clearly through four paragraphs. Next, revise articles eg 'Having the ability'.				
11. I.ANDRZEJEWSKI	5	3	2	2
COMMENTS: Well done for developing your argument clearly using four paragraphs. Next, check agreement eg 'every single one of them needs'.				
12. A.BUJNOWICZ	5	2	2	2
COMMENTS: Well done for using logical paragraphs and for choosing one factor out of two. Next, check verbs eg 'will not succeed' or 'will not have success in'.				

Assessment Scales

C1	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		