

Candidate Feedback - Writing Trial Test			
<b>Centre Name:</b>	College of Languages	<b>Exam:</b>	CAE
<b>Pretesting Centre No:</b>	1375	<b>Version:</b>	W118

**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.

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

No.	Candidate Name	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
<b>1.</b>	Agata Cisto	<b>5</b>	<b>2</b>	<b>3</b>	<b>2</b>
<p><i>You cover the points in the question and use an appropriate layout for a report. Check that you write enough according to the word count as this seems under length, it is important that you develop your ideas fully and show a good range of language. Check your work carefully for errors, for example the University of Philadelphia, possessive pronoun (its benefits - no apostrophe), use of although/despite (despite having worked with..., although I worked with...) etc.</i></p>					
<b>2.</b>	Michat Cisto	<b>5</b>	<b>2</b>	<b>3</b>	<b>3</b>
<p><i>You cover the points in the question and use an appropriate layout for a report but check that you meet the word count as this seems rather short of the minimum required 220 words. Avoid making 'lists' in the recommendations, show that you are able to link ideas effectively in English. Check your work carefully for minor errors, for example articles (an enormous influence), set phrases (taking everything into account) etc.</i></p>					
<b>3.</b>	Beata Jackowska	<b>5</b>	<b>3</b>	<b>3</b>	<b>3</b>
<p><i>You cover the points in the question fully and use an appropriate layout for a report using subheadings for each paragraph. You use a suitably formal style and there is a good range of language. You write with a good degree of accuracy but proof read for minor errors, for example articles (a Polish company), word order (the selection is too small)</i></p>					

4.	Maria Dubec	5	3	3	3
<p><i>You cover the points in the question fully and use an appropriate layout for a report using subheadings for paragraphs. You use a suitably formal style and there is a good range of language and vocabulary. You write with a high level of accuracy but check for minor errors, for example spelling (program), use of 'so as' (in order to),</i></p>					

### Assessment Scales

CI	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>		