

Candidate Feedback - Writing Trial Test			
<b>Centre Name:</b>	College of Languages	<b>Exam:</b>	FCE for Schools
<b>Pretesting Centre No:</b>	1375	<b>Version:</b>	W2092

**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)
1.	A Fondacaro	5	3	3	2
	<i>This writer uses the conventions of the communicative task to generally hold the target reader's attention and communicate mainly straightforward ideas. Errors are non-impeding.</i>				
2.	M Middek	5	2	2	2
	<i>The text is generally well-organised and coherent using a limited variety of cohesive devices and linking expressions. The target reader would be fully informed</i>				
3.	A Krawczyk	5	3	2	2
	<i>This response uses mainly everyday vocabulary generally appropriately with less appropriate use of some lexis. Errors are somewhat noticeable but do not impede communication.</i>				
4.	W Kardas	5	3	3	2
	<i>The text communicates straightforward ideas using mainly simple grammatical forms with a reasonable degree of control and including non-impeding errors</i>				

<b>5.</b>	R Kuc	<b>5</b>	<b>2</b>	<b>2</b>	<b>2</b>
	<i>Despite a number of basic errors, the target reader's attention is held by a generally well-organised and cohesive text using a range of simple and sometimes more complex grammatical forms.</i>				
<b>6.</b>	W Szczecinski	<b>5</b>	<b>3</b>	<b>2</b>	<b>2</b>
	<i>The writer uses a range of simple grammatical forms with control and a degree of flexibility. Rather frequent errors do not impede communication.</i>				
<b>7.</b>	K Topolska	<b>5</b>	<b>3</b>	<b>3</b>	<b>3</b>
	<i>Quite creative. The writer uses a range of everyday vocabulary appropriately with some inappropriate use of less common lexis. The target reader would be fully informed in spite of non-impeding errors</i>				
<b>8.</b>	J Szepielak	<b>5</b>	<b>2</b>	<b>2</b>	<b>2</b>
	<i>Over paragraphed. The response uses simple grammatical forms with a good degree of control. While errors are quite noticeable, meaning can still be determined.</i>				
<b>9.</b>	A Dubiel	<b>5</b>	<b>3</b>	<b>3</b>	<b>2</b>
	<i>All content is relevant to the communicative task. A range of everyday vocabulary and mainly simple grammatical forms with a good degree of control. Non-impeding errors</i>				
<b>10.</b>	W Grzelewska	<b>5</b>	<b>4</b>	<b>3</b>	<b>3</b>
	<i>Text holds the target reader's attention and communicates straightforward and sometimes more complex ideas as appropriate. Errors do not impede communication</i>				

11.	A Iwanowska	5	2	2	2
	<i>A slightly confusing response. The writer uses everyday vocabulary generally appropriately while sometime overusing or misusing certain lexical items. While errors are apparent, meaning can still be determined.</i>				
12.	M Krauze	5	3	3	3
	<i>The text is generally well-organised and coherent using a limited variety of linking words and cohesive devices, Simple grammatical forms are employed with non-impeding errors.</i>				
13.	K Jowiak	5	3	2	3
	<i>Paragraphing is advised. Effectively uses the conventions of the communicative written task to hold the target reader's attention employing a range of everyday vocabulary generally appropriately</i>				
14.	L Borowski	5	3	2	3
	<i>This response holds the targets reader's attention and communicates straightforward and sometimes more complex ideas as appropriate. Errors are in evidence but do not impede.</i>				
15.	W Krzyzanska	5	4	3	3
	<i>The writer informs the target reader through a limited range of mainly simple grammatical forms used with some control. Errors are obvious but are non-impeding.</i>				
16.	A Karkosik	5	4	2	3
	<i>The text is connected and coherent using basic linking and a rather limited number of cohesive devices. There is a range of simple language used with a degree of control.</i>				

<b>17.</b>	H Bartkiewicz	<b>5</b>	<b>3</b>	<b>2</b>	<b>2</b>
	<i>The writer manages to use mainly everyday vocabulary generally appropriately but sometimes overuses certain lexis. Errors are noticeable but do not impede the reader.</i>				
<b>18.</b>	M Maciejewska	<b>5</b>	<b>3</b>	<b>2</b>	<b>2</b>
	<i>The text uses the conventions of the communicative task in mainly appropriate ways to communicate generally straightforward ideas. Errors are quite noticeable but do not impede communication</i>				
<b>19.</b>	M Kadula	<b>5</b>	<b>3</b>	<b>3</b>	<b>3</b>
	<i>The writer uses a range of simple and very occasionally more complex grammatical forms with a good degree of control. The text is connected using basic linking words and expressions and good paragraphing.</i>				
<b>20.</b>	A Kukuc	<b>5</b>	<b>3</b>	<b>3</b>	<b>2</b>
	<i>The response communicates mainly straightforward ideas using mainly simple grammatical forms with good control. Errors are noticeable but meaning can still be determined.</i>				
<b>21.</b>	H Swierad	<b>5</b>	<b>4</b>	<b>2</b>	<b>3</b>
	<i>Though mainly using dialogue, the candidate holds the target reader's attention and communicates straightforward and sometimes more complex ideas as appropriate. Errors are apparent but do not impede.</i>				
<b>22.</b>	J Litynski	<b>5</b>	<b>3</b>	<b>2</b>	<b>3</b>
	<i>The text is connected and coherent using basic linking words and a limited number of cohesive devices. While errors are noticeable, meaning can still be determined.</i>				

<b>23.</b>	M Jaros	<b>5</b>	<b>3</b>	<b>3</b>	<b>3</b>
	<i>Despite only really being two paragraphs, the text is generally well organised and coherent using a variety of linking words and cohesive devices. Errors do not impede communication.</i>				
<b>24.</b>	Z Wosik	<b>5</b>	<b>3</b>	<b>2</b>	<b>2</b>
	<i>A solid response with a good range of language. The grammatical content is not always accurate but the reader would be informed</i>				
<b>25.</b>	K Czubinska	<b>5</b>	<b>3</b>	<b>3</b>	<b>2</b>
	<i>A fairly strong response which uses a good range of language accurately. Linking and cohesion are a little limited but generally effective.</i>				
<b>26.</b>	W Jarecki	<b>5</b>	<b>2</b>	<b>3</b>	<b>2</b>
	<i>The range of language used is limited but generally effective. There a number of errors but although they distract they do not impede.</i>				
<b>27.</b>	M Bednarek	<b>5</b>	<b>2</b>	<b>2</b>	<b>2</b>
	<i>The narrative is not always easy to follow and some of the language includes a number of non-impeding errors. Nevertheless, these do not distract and the target reader would be informed.</i>				
<b>28.</b>	M Bednarek	<b>5</b>	<b>5</b>	<b>4</b>	<b>4</b>
	<i>A very effective response using generally accurate language. The grammatical structures are used effectively and there is a good range of vocabulary.</i>				

### Assessment Scales

B2	Content	Communicative Achievement	Organisation	Language
<b>5</b>	All content is relevant to the task. Target reader is fully 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.
<b>4</b>	<i>Performance shares features of Bands 3 and 5.</i>			
<b>3</b>	Minor irrelevances and/or omissions may be present. Target reader is on the whole 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.
<b>2</b>	<i>Performance shares features of Bands 1 and 3.</i>			
<b>1</b>	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
<b>0</b>	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		