

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 Poland | Exam | FCES |
| Pretesting Centre No. | 1375 | Version | TTW2112 |

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. Maja Sokolowska | 5 | 4 | 3 | 3 |
| Examiner Comments: All content is relevant and you have described a special day in an appropriate way in a letter to a friend. The register is friendly and polite and you use a range of everyday language to express your ideas. The text is connected with a variety of cohesive devices and there is a good closing paragraph. | | | | |
| 2. Sandra Gadutcka | 5 | 3 | 3 | 3 |
| Examiner Comments: All the content is relevant and your friend would be informed about the special day in Poland. You communicate straightforward ideas in an appropriate way and you use the conventions of letter writing. The text is generally well organised and coherent and there is a range of everyday vocabulary used appropriately. | | | | |
| 3. Julia Motolepsza | 5 | 3 | 3 | 3 |
| Examiner Comments: All the content is relevant and your friend would know what happens on Christmas Day in Poland and be able to use the information in their project. The tone and register of the letter are appropriate and you communicate straightforward ideas using a range of everyday vocabulary. The text is connected with a variety of linking devices. | | | | |
| 4. Julia Sadulska | 5 | 4 | 3 | 3 |
| Examiner Comments: You have covered all the aspects in the question and developed them in an appropriate way to your friend. The text is generally well organised moving through the day in a chronological sequence which makes it very clear to the reader, explaining what happens and why. There is a range of everyday vocabulary and the grammatical forms are used with a good degree of control. | | | | |
| 5. Olga Peterson | 5 | 2 | 2 | 2 |
| Examiner Comments: All content is relevant and the reader would be informed. You try to describe a day which is well-known in Poland but less so around the world. You have to make it clear what the day is about and why it is important and you cannot assume that people will know the origins of the day. The text needs stronger linking to make the connections between the different aspects of the day clearer. There is a range of everyday vocabulary but there are also a number of errors. | | | | |

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|--|-----------------------------|---|----------------------------------|------------------------------|
| 6. Amanda Ostrowska | 5 | 3 | 2 | 3 |
| Examiner Comments: All content is relevant and you have communicated your ideas in a straightforward way to the reader. You talk about what happens at Christmas in Poland using a range of everyday vocabulary and using an informal register, appropriate for talking to a friend. The linking is quite simple in places, and you could look at using more cohesive devices to increase the length of some of your sentences by connecting them with conjunctions. | | | | |
| 7. Klaudia Swiatek | 5 | 3 | 2 | 3 |
| Examiner Comments: All content is relevant and you communicate straightforward ideas in an appropriate way to the reader. The tone is informal and friendly and you use a range of simple and some more complex grammatical structures. Everyday vocabulary is used well. The text is organised but there is not much variety of linking words and the sentences seem to be disconnected. Try to use more conjunctions to make the text more cohesive between sentences. | | | | |
| 8. Malgorzata Sarzala | 5 | 3 | 3 | 3 |
| Examiner Comments: All content is relevant and the reader would be informed. You discuss what happens on Christmas day in Poland in a way which would inform your friend in a polite and friendly tone. There is a range of everyday language used appropriately and a mix of simple and some more complex grammatical forms. The text is generally well organised and there is a range of cohesive devices to link the ideas through the text. | | | | |
| 9. Anna Talar | 4 | 3 | 2 | 2 |
| Examiner Comments: Although you tell your friend about Stefan's day, you do not explain when it is or explicitly say why it is celebrated in Poland. We can guess that it is connected with Christmas, but it is a good idea to give the reader some reference points. The tone and register are suitable and the text is organised. There is an attempt to use a range of language but there are a number of errors, and the linking could be more cohesive at times. | | | | |
| 10. Ignacy Andrzejewski | 5 | 3 | 2 | 3 |
| Examiner Comments: All content is relevant and the reader would be informed. The tone is suitable for the task and the informal register is fine. There is a range of everyday vocabulary which is used effectively to describe what happens on this particular day. Although it is generally well organised, you could try to use more linking words to make the connections between sentences more cohesive. | | | | |
| 11. Jakub Mrugasiewicz | 5 | 3 | 2 | 2 |
| Examiner Comments: All content is relevant and you communicate your ideas in an appropriate way to a friend. The letter is informal, friendly and positive. You discuss two special days, but it might be a better idea to focus on one and then you can organise the information more carefully and choose the expressions which are suitable for that context. | | | | |
| 12. Tomek Kalina | 5 | 2 | 3 | 2 |
| Examiner Comments: All content is relevant and you communicate your ideas using a range of simple grammatical forms and everyday vocabulary. The tone of the letter is polite, but the errors and the simplistic language affect the overall communicative achievement. The text is generally well organised and there is a range of linking devices used. | | | | |

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|---|--------------------------|--|-------------------------------|---------------------------|
| 13. Jan Majewski | 5 | 2 | 2 | 3 |
| Examiner Comments: All the content is relevant but the presentation of the ideas is not always clear. There is a lot of text crossed out and lines which attempt to tell the reader what comes next. It might be a good idea for you to do a rough copy first or make some notes to try and avoid the untidy presentation. The language is used with a good degree of control. | | | | |
| 14. Jeremi Andrzejewski | 5 | 4 | 4 | 4 |
| Examiner Comments: All the content is relevant and you communicate both simple and more complex ideas in an appropriate way, using the conventions of an informal letter where appropriate. There is a range of simple and more complex grammatical forms used with control and the text is well organised, using a variety of cohesive devices to connect the ideas through the text, | | | | |
| 15. Michal Sniady | 5 | 4 | 3 | 3 |
| Examiner Comments: All content is relevant and the letter communicates the message effectively. We learn about women's day and why it is important and your friend would be able to use the information in their school project. The conventions of informal letters are also used to good effect. The text is generally well organised and there is a range of everyday language used to communicate the ideas. There are a few errors, but these do not impede. | | | | |
| 16. Karol Staniewicz | 5 | 4 | 4 | 4 |
| Examiner Comments: You have written a letter which communicates the main ideas in the question effectively to the reader. You have chosen a date which is particular to Poland and explain in detail, but also in straightforward terms what happened and why it is important to Polish people. The text is well organised and there is a range of vocabulary which is used appropriately. Well done. | | | | |
| 17. Weronika Przywarska | 5 | 3 | 3 | 3 |
| Examiner Comments: All content is relevant and you communicate your ideas clearly to the reader. The tone and register of the letter are suitable, friendly and polite. The text is generally well organised, a few paragraphs might help to separate the ideas to make your points more distinct, but there is a range of everyday vocabulary and you show some control over a range of simple and some more complex grammatical forms. | | | | |
| 18. Barbara Pycio | 4 | 3 | 3 | 3 |
| Examiner Comments: All the content is relevant, but you discuss two days instead of one and so you don't go into as much detail as you could do if you had discussed only one. The letter is informal and uses the conventions of letter writing to a friend appropriately. The text is generally well-organised and uses a variety of linking words and some cohesive devices to connect the ideas and there is a range of everyday vocabulary and grammatical forms used with a good degree of control. | | | | |
| 19. Katarzyna Rowinska | 5 | 4 | 3 | 3 |
| Examiner Comments: All the content is relevant and the reader would be fully informed. The letter communicates both straightforward and more complex ideas effectively to the reader in an appropriate tone. We get a clear idea of what happens on Independence day in Poland. The text is generally well organised using a variety of linking words and cohesive devices and there is a good degree of control over a range of grammatical forms. | | | | |

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|--|-----------------------------|---|----------------------------------|------------------------------|
| 20. Natalia Kowalska | 5 | 3 | 3 | 3 |
| Examiner Comments: All content is relevant and the ideas are communicated in an appropriate friendly tone to the reader. Easter is described clearly and the reader would be able to use this information in their project. The text is generally well organised and a range of everyday vocabulary is used appropriately. There are a few errors, but these do not impede. Try to check spellings and check verb endings. | | | | |
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Assessment Scales

| B2 | 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 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. |
| 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 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. |
| 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 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. |
| 0 | Content is totally irrelevant. Target reader is not informed. | <i>Performance below Band 1.</i> | | |