

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 | | | |
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| Centre Name | College of Languages | Exam | CAE |
| Pretesting Centre No. | 1375 | Version | TT505 |

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. | Karol Staniewicz 50% | 2 | 3 | 3 | 2 |
| | I'm afraid you don't adequately cover either of the required points in your report, though you do describe your experiences. Read the task carefully! Your text is quite well-organised, but you need to work on language accuracy: there are errors of tense and subject-verb agreement, determiners with countable and uncountable nouns, and vocabulary (e.g. 'self-thinking' = independent thought', and 'put', 'run' and 'stay' were all misused). | | | | |
| 2. | Sandra Gadułka 55% | 5 | 3 | 2 | 1 |
| | You cover the required points fully. The layout and tone are appropriate and most ideas clearly expressed. However, you need to work on accuracy and appropriacy of cohesive devices ('To sum up with, I ...' and 'An alternative to meet knew people makes me ...' are both puzzling and some pronouns are unclear). You also need to work on language accuracy: tenses, in particular | | | | |
| 3. | Natalia Kowalska 55% | 4 | 3 | 2 | 2 |
| | You deal well with the first of the required points but barely touch on the second. The report is written in an appropriate style and, overall, is well-organised. However, some linkers are quite inappropriate in their contexts ('moreover' & 'in that case – check what they mean) and the less common vocabulary tends to be inappropriate, too (check 'exhausting' and 'widen my wisdom'), so cohesion and vocabulary are the areas to concentrate on, now.. | | | | |
| 4. | Anna Talar 40% | 4 | 2 | 1 | 1 |
| | You don't cover the second required point correctly, only recommending this particular course instead of saying 'whether these study abroad programmes are useful for all students'. The area you need to work on is language accuracy: several linkers are distorted or don't have the meaning you intend (e.g. 'Inspite of' & 'in order of the fact'); more importantly, attempts at less common vocabulary result in errors of both spelling and meaning (e.g. 'cwalified', 'undubitablily', 'expertised', 'conformation' – check these words.) | | | | |
| 5. | Julia Kujawa 50% | 5 | 3 | 1 | 1 |
| | You deal with both required points fully, using a roughly appropriate format and style. One area to work on is cohesion: you need to link your ideas more carefully, using a wider range of devices and ensuring pronouns are clear. The other area is language range: try to expand your vocabulary and range of structures. | | | | |

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| 6. | Lena Kijewska 65% | 5 | 3 | 3 | 2 |
| | You deal with both the essential points adequately and use an appropriate style and format. The text is well-organised, but do check the difference between 'firstly' and 'at first'. The area to work on is language accuracy: article use and tenses, in particular. You could also try to extend your range of lexis a little. | | | | |
| 7. | Lukasz Iwanowski 30% | 4 | 2 | 0 | 0 |
| | You didn't really cover the second required point: do always read exam tasks carefully. The layout and style are reasonably appropriate and the ideas can be understood. However, both organisation and language need a lot of work: you use just a few basic linkers, omit some full stops and pronoun reference is not always clear; on the language front, you need to work on tenses, articles, spelling and word form. | | | | |
| 8. | Adrian Ostrowski 70% | 5 | 3 | 3 | 3 |
| | You cover both the necessary points and the layout and tone are appropriate. The text is also well-organised and fairly effectively linked. The language accuracy is also quite good, but do avoid 'stealing' the wording of the task (e.g. your introduction). A few points to review: the difference between the relative pronoun 'which' and 'what'; tenses in reported speech/ideas (e.g. after 'I noticed') and use of the present perfect v. past simple. | | | | |
| 9. | Iza Kuch 55% | 5 | 2 | 2 | 2 |
| | You cover the two necessary points adequately. The introduction is clumsy ('I am writing this for my college website ...') – the readers will know where they are reading it – so it might be useful to practise writing effective introductions that take account of the situation and reader. You could also usefully work on cohesion and linking and try to improve your use of tenses. | | | | |
| 10. | Piotr Dyrkowski 55% | 5 | 3 | 1 | 2 |
| | You cover the necessary points but tend to lapse into just describing the experience in parts. The style and format are roughly appropriate, but the introduction is rambling, confusing (did you study abroad twice?) and not effective. You could usefully practise introduction writing. Cohesion is another area to work on, as you use mainly a few basic linkers. Tenses also need work: you misuse both perfect and continuous forms. | | | | |
| 11. | Julia Sadulska 50% | 4 | 2 | 2 | 2 |
| | You recommend this particular course, instead of saying 'whether these study programmes are useful for all students'. Do read the task very carefully. The ranges of structures, lexis and linking devices are rather limited, and the ideas all quite straightforward, though expressed clearly. Try to be a little more ambitious and to expand these ranges. | | | | |
| 12. | Karolina Kietlinska 65% | 4 | 4 | 3 | 2 |
| | You deal very well with the first point, but then just recommend this particular course to others, rather than 'evaluating whether these study abroad programmes are useful for all students'. Do read the task very carefully. The text is well-organised and the ideas linked and communicated quite effectively. The area to work on most is vocabulary, as there are some serious errors ('complain' when you meant 'explain'; 'essume' – I'm not sure what you meant; 'learnt' for 'taught', etc.). | | | | |
| 13. | Janusz Jagiello 65% | 5 | 3 | 3 | 2 |
| | You deal with both essential points adequately, despite devoting much of the text just to describing the experience, which was not required. The tone and layout are fine and the ideas quite effectively linked. What you need to work on is language accuracy: e.g. review tense use and word order in reduced relative clauses. | | | | |

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| 14. | Beata Jaworska 60% | 5 | 3 | 2 | 2 |
| | You deal fully with both required points, using an appropriate format and style. Cohesion would benefit from a little work: review the punctuation of relative clauses; avoid omitting the second half of a comparison, and puzzling, incomplete sentences (e.g. 'The best was to compare my ways to remember new material.' – With what? 'Actually is better.' – What is? Than what?). Spelling and vocabulary also need care ('assimilate in' = 'adapt to'; 'find out' = 'settle in', 'themes' = 'subjects'; 'raport', 'succesfully', 'projekt', etc.).) | | | | |
| 15. | Weronika Przywarska 55% | 5 | 3 | 2 | 1 |
| | You deal adequately with both required points, but also devote much of this very long text to just describing life in Korea, which is unnecessary. Plan, so that you remain relevant, write less and save time for proof-reading, to correct errors. Inaccuracy is your main problem: verbs, especially auxiliary verbs are missing, tenses are incorrect, articles are missing or incorrect and there are many spelling slips or errors. Do focus on basic language accuracy, | | | | |
| 16. | Zuzanna Wadolowska 65% | 5 | 3 | 3 | 2 |
| | You cover both necessary points quite well and use an appropriate format and style in this mainly well-organised text. The end of the introduction, however, was very confusing and muddled: 'I was asked to write a report in addition to tell more details about my trip, whether it was useful or not' – do think about this. Apart from that, I can only recommend proof-reading even more carefully to find and correct errors of tense, spelling, omitted articles and pronouns. | | | | |
| 17. | Michal Sniady 60% | 4 | 3 | 3 | 2 |
| | You deal fairly well with the first necessary point but then just recommend 'this study trip', instead of 'evaluating whether these study abroad programmes are useful for all students'. Do read the task very carefully. The text is generally appropriate and well-organised. The next step is to expand your range of language a little and to improve your accuracy: review the sequence of tenses, word order in indirect questions, article use, and do learn the spelling of 'studying'. | | | | |
| 18. | Piotr Zasada 45% | 4 | 2 | 2 | 1 |
| | You describe what you did and saw but not what you gained from it. Read the task more carefully. The layout of the text is fine, but you do need to work on language accuracy: possessive pronouns (not 'their's smartphones' or 'ours food'), grammar related to uncountable nouns, tenses, missing subjects, etc. Work on your handwriting, too, as several words are illegible: 'loilions'? 'eratbar'? | | | | |
| 19. | Malgorzata Sarzala 55% | 4 | 3 | 2 | 2 |
| | You deal adequately with the first required point, but then only recommend 'this trip' instead of 'evaluating whether these study abroad programmes are useful for all students'. Do read the task carefully. It would also be useful to work on language accuracy (tenses, articles, quantifiers with countable & uncountable nouns, and spelling). Finally, check the use of 'other' & 'another' and remember to spell 'wich' correctly + 'which'. | | | | |
| 20. | Aleksandra Lobka 45% | 5 | 2 | 1 | 1 |
| | You cover both the necessary points, and use an appropriate layout and style. However, you need to work on both cohesion and general language accuracy. Specific problems here were: fragments punctuated as if they were sentences, inserting 'it' when you have already got a subject, incorrect or missing articles, subject-verb agreement and tense. Sometimes, your meaning is unclear, e.g. 'For some students it will be unable.' Ask your teacher about this. | | | | |

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| 21. | Krzysztof Klimek 55% | 4 | 3 | 2 | 2 |
| | You cover the first point, but then just recommend 'this course', rather than 'evaluating whether these study abroad programmes are useful for all students'. Do read the task very carefully. The layout and tone are fine, but you need to work on cohesion (e.g. better use of pronouns: here, you repeat 'the language' 3 times in 3 lines). You also need to check the use of 'other' and 'another'.and to review article use, generally. Proof-read, to find and correct spelling errors. | | | | |
| 22. | Norbert Przedborski 45% | 5 | 2 | 1 | 1 |
| | You cover both the necessary points. However, there are problems with cohesion and language accuracy. You should, for example, check how to use 'although', note that 'concluding' should be 'to conclude' or 'in conclusion', and remember that quotation marks are never placed below the line in English. Then, try to find more interesting adjectives than 'big', ensure verbs agree with their subjects and avoid meaningless combinations of words like 'psychological parts of body'. | | | | |
| 23. | Maja Sokolowska 45% | 3 | 2 | 2 | 2 |
| | Though you approach the two required topics, you don't explicitly deal with either, and the section on 'disadvantages' is irrelevant. You need to read exam tasks carefully and ensure you follow the instructions. The language and use of linkers are both generally rather awkward and you need to reduce the amount of errors: articles; spelling; 'how' v. 'what ... like'; 'what' v. relative pronouns 'which' & 'that'; use of 'many', etc. | | | | |
| 24. | Adam Ostrowski 60% | 4 | 3 | 2 | 3 |
| | You describe benefits students, in general, might gain, instead of telling us, as requested, what you gained. Do read the task carefully. The layout and register are fine, but you need to work on cohesion: your impersonal approach makes it difficult at times for the reader to follow how the ideas are connected to you and to each other. Practise clear and accurate use of pronouns (e.g. 'it' and 'there'), check the punctuation required by 'nevertheless' and the spelling of 'wheather' (= 'whether'). | | | | |
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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> | | |