

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	Exam	CAE
Pretesting Centre No.	1375	Version	TT512

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.	Jeremi Andrejewsk	5	3	3	3
	All content is relevant to the task. All the points in the task are addressed. The style and tone are consistently appropriate. It communicates straightforward ideas and some complex ones. There are errors but they don't impede communication. The introduction doesn't sound connected although later on your reader might see that you are actually introducing the main points you will discuss later on. Next time – show a wide range of complex grammatical forms with full control, flexibility and sophistication. Also, work on your introduction and connect ideas better.				
2.	Jza Kuch	5	2	3	2
	All content is relevant. All the points in the task are addressed. It communicates straightforward ideas. The grammatical forms are simple. There are errors and sometimes it is not clear what you are trying to say. The ideas are quite simple too. You tend to use very simple linkers and linking devices. Next time – show a wide range of complex grammatical forms with full control, flexibility and sophistication and use more complex ideas and connect them in a sophisticated way using more complex linking devices.				
3.	Weronica Przywarska	5	2	3	2
	All content is relevant. All the points in the task are addressed. However, there are a lot of errors and sometimes it is not clear what you are trying to say and this affects the flow of the discussion quite in a negative way. Next time – show a wide range of complex grammatical forms with full control, flexibility and sophistication.				
4.	Michal Sniady	5	3	3	3
	All content is relevant. All the points in the task are addressed. However, there are a few parts in your essay lifted from the rubric. There are errors, but they don't impede communication. Next time – use your own words and show a wide range of complex grammatical forms with full control, flexibility and sophistication.				
5.	Damian Kolczywski	5	3	3	3
	All content is relevant. All the points in the task are addressed. However, there are some irrelevant points in your essay. There are also errors, but they don't usually impede communication. You need to connect the ideas better. Next time – show a wide range of complex grammatical forms and linking devices with full control, flexibility and sophistication. Also, make sure your supporting details and examples are relevant.				
6.	Janusz Jagietto	5	5	5	4
	All content is relevant and all the points in the task are included and addressed fully. The tone and style are consistent and appropriate all throughout. The paragraphs develop with relevant supporting details and examples. The ideas are connected and the argument flows naturally and with ease. There are occasional errors but they don't impede communication. Next time – make sure your essay is error free.				

No.	Candidate Name	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
7.	Agata Estemberg	5	3	3	2
	All content is relevant and all the points are included and addressed. The tone and style are appropriate. However, it communicates straightforward ideas. You tend to use simple linking words and devices. There are errors, even with simple structures. The choice of vocabulary sometimes is not right. There are also some spelling errors. Next time – make sure you include complex ideas connected with more sophisticated linking devices and complex grammatical forms.				
8.	Gabriela Szubera	4	4	4	3
	All content is relevant; however, the second content element (which one is more important) is not addressed. There are examples of complex grammatical forms, but they do not always sound quite right; consequently, they distract the reader from the message time to time. Some sentences in your essay are lifted from the rubric. Next time – make sure you use your words only. Some verbs are used incorrectly (learn-teach). Despite this, there is an attempt to communicate complex ideas and grammatical forms. Next time – make sure you include all content elements in your essay.				
9.	Adrianna Urbanska	5	4	3	4
	All content is relevant. All the points in the task are addressed, but not so explicitly. There are examples of complex ideas and grammatical forms. However, there are errors and the connection between ideas is not always smooth. The tone and style are consistent and appropriate. Next time – make sure you include and address all content elements fully.				
10.	Zuzanna Wadotowska	5	3	3	3
	All content is relevant. All the points in the task are addressed, but not so explicitly. There are examples of complex ideas and grammatical forms, but mostly it communicates straightforward ideas. There are few errors, but they don't impede communication. Next time – use your own words and show a wide range of complex grammatical forms with full control, flexibility and sophistication.				
11.	Paulina Barteomiejczyk	5	2	2	2
	All content is relevant. All the points in the task are addressed. However, the ideas in the essay are not very well connected, so the argument doesn't flow smoothly and naturally. There are errors even with basic structures. The tone and style are not appropriate sometimes. It communicates straightforward ideas. Next time – make sure you include complex ideas and complex grammatical forms which are well connected.				
12.	Kamila Stanczaic	5	3	3	3
	All content is relevant. All the points in the task are addressed. There are errors, but they do not impede communication. The ideas are straightforward. You tend to use simple grammatical forms and simple linking devices. Next time – make sure you include complex ideas, more sophisticated vocabulary and complex grammatical forms, connected with sophisticated linking devices.				
13.	Julia Fiedorowicz	5	3	3	3
	All content is relevant. All the points in the task are addressed. The tone/style appropriate and consistent. There is evidence of complex ideas although it mainly communicates straightforward ideas. There are some complex grammatical forms. There are errors, but they do not impede communication. Next time – make sure you use complex ideas and complex grammatical forms with control, flexibility and sophistication.				
14.	Julia Kujawa	5	3	3	2
	All content elements are include and addressed, however there are some ideas that are not relevant. It communicates straightforward ideas and they are not very well connected. The grammatical forms are simple. There are errors. Next time – make sure you include only the relevant details and use more complex ideas and grammatical forms.				

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15.	Piotr Dyrdowski	4	3	3	3
	All content is relevant, but the second point (which one is more important) is not included. The tone and style consistent and appropriate. There are few errors, but they don't impede communication. Next time – make sure you include all content elements and connect the ideas with more complex linking devices.				
16.	Sylwia Skoneczna	5	4	4	3
	All content is relevant and all the content elements are included and addressed. There is a good vocabulary choice. There are errors but they don't impede communication, There is evidence of complex ideas and complex grammatical forms. The ideas are well connected. Next time – make sure you use complex ideas and complex grammatical forms with control, flexibility and sophistication.				
17.	Piotr Tomaszewski	5	2	3	3
	All content is relevant and all the content elements are included and addressed. You use some impressive and sophisticated vocabulary but the use is not always appropriate, which makes the tone and style inappropriate sometimes. Next time – make sure you use appropriate vocabulary, tone and style for the purpose.				
18.	Malgorzta Sarzala	5	3	3	3
	All content is relevant and all the content elements are included and addressed. The tone and style are consistent and appropriate. It communicates straightforward ideas and some complex ones as well. There is evidence of complex grammatical forms and linking devices. However, there are some errors - sometimes with even simple structures. Next time – make sure your essay is free from all sort of errors.				
19.	Julia Sadulska	4	3	3	3
	All content is relevant, but not all points are included. You did not address the second point (which one is more important) in your essay. You repeat “in my opinion”, “from my point of view” a lot. Your essay communicates straightforward ideas, and there is evidence of some complex grammatical forms, but you tend to repeat the same format and structure. Next time – make sure you include all content elements and show a variety of complex grammatical forms.				
20.	Igor Miller	4	3	3	3
	All content in relevant, but not all content points are included. You did not address the second point (which one is more important) in your essay. There are quotes cited in your essays, but there are not any other examples or details to support your reasons. Next time – make sure you include and address all the content elements fully with relevant details and examples. Also, do not add any new information in your conclusion.				
21.	Beata Jaworska	5	3	3	3
	All content is relevant and all the content elements are included and addressed. The tone and style are not always consistent although it is appropriate most of the time. There are errors, but they do not impede communication although they sometimes distract the reader. There is evidence of some complex structures, but not with full control. . Next time – make sure you use complex ideas and complex grammatical forms with control, flexibility and sophistication.				
22.	Ewa Ktadcinska	5	3	3	3
	All content is relevant and all the content elements are included and addressed. It communicates straightforward ideas and simple grammatical forms. There are errors but they do not impede communication. Next time - make sure you use a variety of complex grammatical forms, linking devices and more sophisticated vocabulary.				

No.	Candidate Name	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
23.	Maya Sokotowska	4	3	3	2
	All content points are included, but not all content is relevant. There are irrelevant supporting details, i.e., the details and examples do not support your first point. What you are saying in the conclusion is not clear, either, and your conclusion includes new information. There are errors and it is sometimes difficult to understand what you are saying. It also communicates simple straightforward ideas. Next time – make sure your message is clear. Do not add anything irrelevant.				

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>		