

**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			
<b>Centre Name</b>	College of languages	<b>Exam</b>	CAE
<b>Pretesting Centre No.</b>	1375	<b>Version</b>	TT513

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.	Marlena Tomczak	5	3	3	3
	Well done for addressing all the content points. You have a good range of vocabulary. Work on sentence structure now.				
2.	Aleksandra Urbanek	5	3	3	2
	Well done for organising your ideas into clear paragraphs. Try using more complex grammatical structures and linking devices.				
3.	Lena Kijewska	5	3	3	2
	Well done for addressing all the content points and explaining the values of living abroad. To improve your writing work on grammatical structures, more advanced linking devices and the correct use of articles				
4.	Oliwia Majsterek				
	No response				
5.	Klaudia Swiatek	5	3	3	2
	Well done for addressing all the content points and organising your ideas into clear paragraphs. Make sure you use longer more complex sentences to show a range of verb forms and linking devices.				
6.	Zuzana Wadolowska	5	3	2	3
	Well done for addressing all the content points and explaining the values of living abroad. To improve your writing work on grammatical structures, more advanced linking devices and the correct use of articles				
7.	Weronika Bartlomiuk	5	4	3	3
	Well done, for addressing all the content points. Try to use even more complex linking words and grammar.				

No.	Candidate Name	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
8.	Piotr Zasada	4	3	3	3
	Well done for organising your ideas into clear paragraphs. Make sure you address all the content points – you did not say which benefit is more significant and why. Also try to use more complex grammar, vocabulary and linking words. Watch out for basic mistakes of subject verb agreement.				
9.	Aleksandra Lobka	5	3	2	2
	Well done for maintaining a neutral tone to present your ideas. To improve your writing, work on language complexity and word formation.				
10.	Sandra Gadulka	5	3	3	2
	Well done for addressing all the content points. Make sure you proofread your work for basic mistakes, such as the correct use of articles or subject verb agreement.				
11.	Adrian Ostrowski	5	3	2	2
	Well done for producing clear and cohesive paragraphs. Work on even more complex grammar and linking devices.				
12.	Michal Sniady	5	4	3	3
	Well done for addressing all content points and organising your ideas into well-structured paragraphs. Work on the use of definite and indefinite articles.				
13.	Julia Madej	5	3	2	2
	You have organised your ideas into clear paragraphs- well done. To improve your writing watch out for basic grammar mistakes such as subject verb agreement and word formation.				
14.	Krzysztof Klimek	5	3	2	2
	You have organised your ideas into clear paragraphs- well done. To improve your writing watch out for basic grammar mistakes such as subject verb agreement and word formation.				
15.	Maja Sokolowska	5	3	3	3
	Well done for addressing all the content points and maintaining a neutral tone. Try adding some more grammatical complexity into your writing.				

## 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>		