

Candidate Feedback - Writing Trial Test			
<b>Centre Name:</b>	College of Languages, Lodz	<b>Exam:</b>	CAE
<b>Pretesting Centre No:</b>	1375	<b>Version:</b>	2108

**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.	Mikolaj Matuszewski	5	3	2	2
	<i>All content points were addressed and developed. Good use of discourse markers and opinion expressions. More work is needed on using a range of tenses accurately.</i>				
2.	Ernest Borkowski	5	3	3	3
	<i>All content points were addressed and developed. Good use of a range of tenses and opinion expressions. More work is needed on using articles and prepositions.</i>				
3.	Apolonia Kujawska	5	3	2	1
	<i>All content points were addressed and developed. Good use of simple conjunctions and linking words. More work is needed on using plural forms, 3rd person subject-verb agreement and a range of tenses.</i>				
4.	Inka Konieczna	5	3	1	2
	<i>All content points were addressed and developed. Good use of modal verbs to express opinions. More work is needed on organisation, especially paragraphs.</i>				

<b>5.</b>	Amelia Wasiak	<b>5</b>	<b>3</b>	<b>2</b>	<b>2</b>
	<i>All content points were addressed and developed. Good use of comparative language. More work is needed on using a range of tenses.</i>				
<b>6.</b>	Piotr Wosiek	<b>5</b>	<b>4</b>	<b>3</b>	<b>3</b>
	<i>All content points were addressed and developed. Good use of a range of discourse markers, opinion expressions and conjunctions. More work is needed on using articles a/an/the.</i>				
<b>7.</b>	Kornelia Rozycka	<b>5</b>	<b>3</b>	<b>2</b>	<b>2</b>
	<i>All content points were addressed and developed. Good use of verb phrases and descriptive adjectives. More work is needed on 3rd person subject-verb agreement, plurals and spelling.</i>				
<b>8.</b>	Hubert Weremizuk	<b>5</b>	<b>3</b>	<b>2</b>	<b>2</b>
	<i>All content points were addressed and developed. Good use of discourse markers and opinion expressions. More work is needed on using conjunctions and linking words to extend sentences.</i>				
<b>9.</b>	Zuzanna Urbanska	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>
	<i>All content points were addressed and developed. Good use of a range of tenses and opinion expressions. More work is needed on English word order and spelling.</i>				
<b>10.</b>	Maciej Woszczyk	<b>5</b>	<b>3</b>	<b>2</b>	<b>2</b>
	<i>All content points were addressed and developed. Good use of opinion expressions and persuasive language. More work is needed on using plurals, prepositions and spelling.</i>				

11.	Matylda Piesiewicz	5	4	3	4
<i>All content points were addressed and developed. Good use of polite language, a range of tenses and opinion expressions. More work is needed on extending sentences.</i>					
12.	Marta Stolarska	5	4	3	3
<i>All content points were addressed and developed. Good use of a range of tenses and linking words. More work is needed on using countable and uncountable nouns.</i>					

### Assessment Scales

CI	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>		