

Candidate Feedback - Writing Trial Test			
Centre Name:	College of Languages	Exam:	FCE for Schools
Pretesting Centre No:	1375	Version:	W2566

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.	JULIA STAWICKA	5	4	4	3
<p><i>This was a thoughtful, well-organised article covering all aspects of the question by giving some interesting details. It was well planned and organised, demonstrating a range of topic-specific vocabulary and fluently-written language. For further improvement, you should work on prepositions and take more care with spelling (e.g. check the difference between "breath" and "breathe"). It would also be helpful to read more in English. If you do this, you should be able to improve your mark in the future.</i></p>					
2.	JAROSLAW MICHALAK	5	3	3	3
<p><i>Your article dealt with all aspects of the question by giving some useful information. It was well-planned and organised and there was a range of appropriate vocabulary. For further improvement, you should work on articles (do not use "a" with plurals) and prepositions. Check your finished work for errors with these and with spelling, in addition to reading more in English, and you should get a higher mark next time.</i></p>					

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>		