

Candidate Feedback – Writing Trial Test			
Centre Name:	Centre of Education Polyglot	Exam:	Preliminary for Schools Writing
Pretesting Centre Number:	4075	Trial Test Version	FS068

The scores below should be understood with reference to the **Assessment Scales** (Writing Parts 1 & 2) at the end of this document and in the *Handbook for Teachers*.

Please Note: This trial test is **not** a live Cambridge Assessment English examination. The scores provided may not reflect the results your students receive in a live Cambridge Assessment English examination.

Candidate Name				
1. Nika Bezrodnaya				
Writing Part 1 Email	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	5	5	4	4
	Comments: well done for writing a clear, coherent response which fully informs the target reader. Next steps: remember that we wait FOR something. Try joining up some of your sentences using a variety of cohesive devices and linking words to create more interesting sentence structures.			
Writing Part 2 Choose an item.	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	5	4	3	3
	Comments: well done for writing a narrative which follows on logically from the prompt sentence. Next steps: make sure you choose a narrative tense and don't jump around from past to present in one sentence as this is confusing and makes your story hard to follow. Make sure you know the difference between 'whose' and 'who's'.			

Candidate Name				
2. Gayane Oganessian				
Writing Part 1 Email	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	5	3	2	1
	Comments: well done for addressing all the content points and fully informing the target reader. Next steps: review simple present as this is not always formed correctly in your response. Remember things happen ON Monday/Tuesday etc. Review articles both definite and indefinite as these are not always used correctly in your response.			

Writing Part 2 Choose an item.	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	5	2	2	2
	Comments: well done for writing an interesting narrative that uses the prompt sentence logically. Next steps: review when to use articles and have a look at how to form and when to use the simple past tense.			

Candidate Name				
3. Anastasiia Kulikova				
Writing Part 1 Email	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	3	3	2	2
	Comments: well done for using a friendly, appropriate tone in your response & for using an opening and closing phrase in your email as well. Next steps: you have misunderstood the 2 nd and 3 rd content points so review the meaning of 'explain' and 'suggest' before the live examination. Due to this misunderstanding, the target reader would not be fully informed by your response.			

Writing Part 2 Choose an item.	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	5	3	3	2
	Comments: well done for writing an interesting narrative that uses direct speech and follows on logically from the prompt sentence. Next steps: review formation of continuous tenses as you have omitted the verb 'to be'. Make sure you can spell 'very', 'small' and 'black'. Remember not use the indefinite article for plural nouns and review when to use articles in general as there are several errors in the response.			

Candidate Name				
4. Igor Tipakov				
Writing Part 1 Email	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	3	3	2	2
	Comments: well done for writing response that addresses the content points and uses paragraphs to good effect. Next steps: your response would work better with a beginning and concluding sentence or phrases – not ‘goodbye’ – so this is something to work on before the live exam. Make sure you know what ‘explain’ and ‘suggest’ mean and try to expand on the content points rather than just copying the prompts without adding anything of your own.			
Writing Part 2 Choose an item.	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	5	3	2	2
	Comments: well done for writing a narrative that uses the prompt sentence as a starting point. Next steps: review the simple past and make sure you know the irregular verbs: the simple past of ‘think’ is not ‘thinked’, and ‘run’ is not ‘runned’. Review the difference between ‘to’ and ‘too’.			
Candidate Name				
5. Yuriy Emelyanov				
Writing Part 1 Email	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	5	5	4	3
	Comments: well done for writing a clear, coherent response which uses an appropriate, friendly tone. Next steps: review how to use the verb ‘suggest’ and remember that we TAKE photos in English.			
Writing Part 2 Choose an item.	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	5	4	3	3
	Comments: well done for writing an interesting narrative that follows on logically from the prompt sentence. Next steps: remember that we describe something TO somebody, and make sure you know the difference between ‘this’ and ‘these’. Indirect question formation needs attention.			

Candidate Name				
6. Maxim Kolchinski				
Writing Part 1 Email	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	4	5	4	3
	Comments: well done for writing a cohesive response which holds the target reader's attention. Next steps: make sure you can spell 'different'. Try to vary your vocabulary and not use the same adjective more than once in the same sentence: look at synonyms or ways of avoiding repetition. You have omitted the 4 th content point so make sure you don't do this in the live examination.			

Writing Part 2 Choose an item.	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	5	4	3	3
	Comments: well done for using the prompt sentence to write an entertaining narrative which holds the target reader's attention. Next steps: make sure you can spell 'different' and that you know the difference between 'look' and 'see'. Try joining some of your simple sentences together using a variety of linking words and cohesive devices to create more interesting sentence structures.			

Candidate Name				
7. Kirill Streltsov				
Writing Part 1 Email	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	5	5	5	4
	Comments: well done for writing an accurate, coherent response that is well-organised and has good control of simple grammatical forms. Next steps: review articles and when to use or omit them. Remember we explain something TO someone.			

Writing Part 2 Choose an item.	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	5	4	3	4
	Comments: well done for writing an accurate story that follows on logically from the prompt sentence. Next steps: look at ways to join up some of your sentences to create more interesting sentence structures.			

Candidate Name				
8. Polina Bekreneva				
Writing Part 1 Email	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	5	5	5	4
	Comments: well done for writing a clear response which has an opening and closing sentence, and which fully informs the target reader. Next steps: review when to use the definite and indefinite article. Remember that we wait FOR something.			

Writing Part 2 Choose an item.	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	5	3	3	2
	Comments: well done for writing a narrative which follows on logically from the prompt sentence. Next steps: review the definite and indefinite articles and when to use which one as you make errors with these in your narrative. Remember that we 'say something TO somebody' and 'give something to someone'.			

Candidate Name				
9. Robert Mukhamedzanov				
Writing Part 1 Email	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	5	4	4	3
	Comments: well done for writing a response which uses an appropriate tone and which fully informs the target reader. Next steps: review modal verbs: remember that we use 'the infinitive without to' after modals. Remember that we discuss something, not discuss about something. Try to vary the adjective you use, rather than relying on the same one to describe different things in your response.			

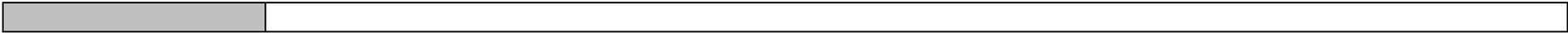
Writing Part 2 Choose an item.	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	5	4	4	3
	Comments: well done for writing an interesting narrative which holds the target reader's attention. Next steps: review punctuation as you don't use full stops correctly. Remember that we 'tell someone something' not 'tell about something'.			

Candidate Name				
10. Elina Kuziakina				
Writing Part 1 Email	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	5	3	3	1
	Comments: well done for writing a response which addresses all the content points and which uses an opening and closing sentence. Next steps: review verb patterns with 'prefer'. Make sure you know the verb which comes from 'amazed' and review verb patterns with modal verbs especially 'can'. Remember to use 'ON' with days of the week.			

Writing Part 2 Choose an item.	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	5	3	2	1
	Comments: well done for using the prompt sentence to write a narrative that follows on logically. Next steps: make sure you know the difference between 'terrified' and 'terrifying'. Review when to use and when to omit articles. Review the simple past and make sure you know the simple past of irregular verbs like 'write'. Be careful not to omit the verb 'to be' in constructions like 'it was strange' and 'Sam was very worried' as you have done.			

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	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Comments:			

Writing Part 2 Choose an item.	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Comments:			



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Writing Part 1 Email	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
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Writing Part 2 Choose an item.	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Comments:			

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Writing Part 1 Email	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
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	Comments:			

Writing Part 2 Choose an item.	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Comments:			

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	Comments:			

Writing Part 2 Choose an item.	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
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	Comments:			

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Writing Part 1 Email	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
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	Comments:			

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	Comments:			

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	Comments:			

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	Comments:			

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Writing Part 2 Choose an item.	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
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	Comments:			
Writing Part 2 Choose an item.	Content (score out of 5)	Communicative Achievement (score out of 5)	Organisation (score out of 5)	Language (score out of 5)
	Choose an item.	Choose an item.	Choose an item.	Choose an item.
	Comments:			

Note for examiners: If further candidate reports are needed for this centre, please use an additional form.

Assessment Scales for Writing Part 1 and 2

BI	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 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.
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 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.
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.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		