

Candidate name	Content (score out of 5)	Communicative achievement (score out of 5)	Organisation	Language	Score/ Task	Total score (40 max)	Level	Grader's comments
NAUM IZABELA, Task 1	3	3	3	3	12	22	B1	task 1 Linkers were appropriately used throughout e.g. in my opinion; firstly; secondly; on the other hand; in conclusion. There is a consistent problem with the misuse of pronouns e.g. even if students are going...or stay in your home town, they do your homeworks; they work hard for your grades they need time to think about your lifes; students needs time for itselfs, as well as spelling errors e.g. lifes, partyes, sufficiently. The candidate hasn't mastered collective nouns, employing "homeworks" three times. There are grammar issues "students needs relax and suficiently time to do your homework". The structure requires more work, as essays should not begin with an opinion statement, neither should contractions be used.
NAUM IZABELA, Task 2	4	3	2	1	10			task 2 Although the content is appropriate to the task, language is repetitive e.g. "the mall, clothes; fashion; try." Grammar issues severely bring the score down e.g. "why your parents don't let you? Can you tried to explain...?; If you don't try to explain, try now!; they are in totally acording with...; I am going to the mall every weekend; go in mall" as well as spelling errors "tried; apraciate; acording."
ALEXANDRU TEODOR POPESCU, Task 1	5	5	5	5	20	39	C1	task 1 The target reader is fully informed regarding students' performance and stress levels. Language is used flexibly "...lead to the conclusion that the anticipation of pupil's exhaustion is crucial in maintaining the fine balance between...". Linkers are used consistently throughout "first of all; second of all; third of all; in conclusion" as well as linking devices "these factors", giving coherence to the text. Minor errors - especially with plural possessive forms - do not impede understanding " holidays are set in concordation with; pupil's ability; pupil's exhaustion; "
ALEXANDRU TEODOR POPESCU, Task 2	5	5	4	5	19			task 2 The candidate addresses all points successfully, using a number of cohesive devices and linkers "as for me, at first; another factor; I think that" structures "This is demonstrated by; it is unpleasant to wear clothes that I don't consider appropriate; my shopping habits are not unusual; my advice for you is...". Some attentions needs to be paid to spelling "lifes".

ENUC IULIA, Task 1	5	4	5	3	17	31	B2	task 1	The text presents arguments for all points, and is organised appropriately using linkers "but, in my opinion, firstly, second of all, third of all, in conclusion". More advanced language and higher flexibility with grammatical structures would be beneficial, in order to avoid phrasing such as "I think that the length of the holiday because all of the reasons explained in the upper part of my essay". Errors do not impede meaning though more attention is necessary when it comes to verb forms, definite articles and subject-verb form "during the holidays the students are having the time to spend...; relieving stress; scientists have made several test and they came down to the conclusion; the stress leaves...;this time is boosting your level; most of the kids is less likely to to be depress"
ENUC IULIA, Task 2	4	3	4	3	14			task 2	The task is partially achieved, as there is more work to be done in order for the text to be in keeping with the proper format of an article. Vocabulary improvement is needed as well as more attention to spelling and verb uses e.g. "responsabilities; being a teen also has some downs; is in the highschool; having two classes is instantly cutting your wings".
RUS ANDREI, Task 1	4	2	3	3	12	22	B1	task 1	The candidate communicates ideas in a direct manner, though the task has a title which breaks the conventions of the communicative task and also starts with an opinion in an informal manner "I don't think so, from my point of view...". Contractions "don't, that's" should not be employed, and linkers need to be used consistently and accurately "Although, the most important...; finally, I don't think...". Errors do not impede meaning "becouse; we need to have properly conditions of working; prepare on those objects; sometimes is good for us to put off our brain, I don't think I find myself between those people who think that holidays are way too longer", however they need to be addressed before sitting for a written examination.
RUS ANDREI, Task 2	3	3	2	2	10			task 2	The narrative suits the task, nonetheless, there are consistent errors in terms of grammar, especially tenses e.g. "he went fishing on a boat he rented...because he has a fish shop to drive; he saw something which seemed to be like a person who is drowning; after a though swim he reached there; told to his wife about the bad day he had."

ASMAN ANDREEA BIANCA, Task 1	3	3	2	2	10	20	B1	task 1	The task is achieved though the structure is much too personal "I don't think ; I think; I also think; honestly". Contractions should not be used in an academic essay, and vocabulary needs to be improved as most structures are fairly basic and terms are repetitive "students; they; everyone; breaks; need". Linkers were not employed, thus leading to issues with cohesion. Errors do not impede communication "on school year; homeworks; in a holiday; give up on anything; everything it's gonna be alright" though a revision of prepositions as well as proper tone for an essay is needed.
ASMAN ANDREEA BIANCA, Task 2	3	3	2	2	10			task 2	The task was achieved though there are no linking devices to speak of, sentences being short and the first person opinion structure is overused. Also, an ending phrase should have been employed. The language is repetitive, numerous "I think, I don't think; clothes; choose; everyone has their style". Mistakes do not impede meaning "you wrote me; by clothes we can...;it should be for everyone like this; they have to use to it".
BACIU CRISTINA, Task 1	3	3	2	2	10	20	B1	task 1	Target reader is on the whole informed, managing to communicate straightforward ideas. The text is generally well organised and coherent though linkers are not used consistently "grades are also important; in conclusion, homework are very important", and contractions "don't; can't" are not to be employed in academic essays. The vocabulary and grammar are a combination of simple and more complex with variable degrees of accuracy "if we always do our homework, we will successfully be the best; if you don't do that you will be more stresfull; homeworks should take part of every students life; knowledges schoolworks; help us to be good prepared; is very important to take a break". There are spelling mistakes "always well commed; necessary" but these do not impede meaning.
BACIU CRISTINA, Task 2	3	3	2	2	10			task 2	The text is generally well organised and linkers are employed "first of all; second of all", communicating simple ideas. Some more complex grammar is used "My parents allow me to choose my clothes because they don't care as much as I do.". A range of everyday vocabulary is used, occasionally in an inappropriate manner "an old fashioned clothes; go to shopping; at my birthday". Errors do not impede communication.

STALPEANU CEZAR, Task 1	5	3	4	4	16	30	B2	task 1	The content is fully appropriate for the task and the reader is fully informed. The structure needs work as it encompasses essay features as well as article "Everybody needs a break...Why?" and letter ones "I stand by my opinion because 1. "it's mine; P.S. Don't get me wrong...". In a formal essay contractions should not be used "doesn't; didn't; can't; don't", neither should it start with a personal opinion, and linkers need to be used more consistently "in my opinion; therefore". Vocabulary is appropriate for the task, and errors do not impede meaning "explications; a math genie".
STALPEANU CEZAR, Task 2	5	3	2	4	14			task 2	The task is minimum length, the reader is informed, however it does not respect article conventions "yes, I like being my age;...so this is a nice question." and there are no linkers employed. The candidate uses some simple as well as more complex grammatical structures "I'll either be scared to death by some paranormal activity or live peacefully knowing I'm my own boss", errors not impeding meaning e.g. "I want to see how's life as an adult."
GIURGIU MARIA IRINA, Task 1	4	4	4	4	16	35	C1	task 1	The style of the essay can do with some adjustments as it over stresses a first-person point of view "Do I think they are too long? Well, it depends. I do agree...; in my opinion". The language employed is accurate though more complex vocabulary would be a plus.
GIURGIU MARIA IRINA, Task 2	5	5	5	4	19			task 2	The content is fully relevant to the task and the reader is informed. The conventions of the communicative task effectively hold the reader's attention, the text being well organised and coherent. The candidate employs various grammatical structures and language with flexibility in keeping with the informal tone of the email e.g. "I don't have the same problem as you but I feel like it would help if you showed them...; Chances are they're going to see...;If I put myself in your parents' shoes...maybe they have a point". Occasional errors are present "reccomendations; even thought; buy something and show them afterwards; chances are they're going to see how much you like them...".