WRITING TASK 1

You should spend about 20 minutes on this task.

The chart below shows the number of men and women in further education in Britain in three periods and whether they were studying full-time or part-time.

Write a report for a university lecturer describing the information shown below.

You should write at least 150 words.
WRITING TASK 1

You should spend about 20 minutes on this task.

The graph below shows radio and television audiences throughout the day in 1992.

Write a report for a university lecturer describing the information shown below.

You should write at least 150 words.
WRITING TASK 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

*The first car appeared on British roads in 1888. By the year 2000 there may be as many as 29 million vehicles on British roads.*

*Alternative forms of transport should be encouraged and international laws introduced to control car ownership and use.*

*What are your views?*

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

You should write at least 250 words.
Sample Candidate Writing Scripts and Examiner Comments

Both the Academic and General Training Writing Modules consist of two tasks, Task 1 and Task 2. Each task is assessed independently. The assessment of Task 2 carries more weight in marking than Task 1.

Detailed performance descriptors have been developed which describe written performance at the 9 IELTS bands. These descriptors are confidential and apply to both the Academic and General Training Modules.

Task 1 scripts are assessed on the following criteria:

• Task Achievement
• Coherence and Cohesion
• Lexical Resource
• Grammatical Range and Accuracy

Task 2 scripts are assessed on the following criteria:

• Task Response
• Coherence and Cohesion
• Lexical Resource
• Grammatical Range and Accuracy

Candidates should note that scripts will be penalised if they are a) under the minimum word length, b) partly or wholly plagiarised, c) not written as full, connected text (e.g. using bullet points in any part of the response, or note form, etc.).

Lexical Resource
This criterion refers to the range of vocabulary the candidate has used and the accuracy and appropriacy of that use in terms of the specific task.

Grammatical Range and Accuracy
This criterion refers to the range and accurate use of the candidate’s grammatical resource as manifested in the candidate’s writing at sentence level.

Task 2
Task Response
In both Academic and General Training Modules Task 2 requires the candidates to formulate and develop a position in relation to a given prompt in the form of a question or statement. Ideas should be supported by evidence, and examples may be drawn from the candidates’ own experience. Responses must be at least 250 words in length.

Writing scripts are marked by trained and certificated IELTS examiners. Scores are reported as whole bands only.

On the next 12 pages you will find candidates’ answers to two sample Writing tests. There are two answers for each Writing task. Each answer has been awarded a band score and is accompanied by an examiner comment on the candidate’s performance for that task.

The examiners’ guidelines for marking the Writing scripts are very detailed. There are many different ways a candidate may achieve a particular band score. The candidates’ answers that follow should not be regarded as definitive examples of any particular band score.
Academic Writing Sample Task 1A

Sample Script A

This is a bar chart of the number of men and women in further education in Britain in three periods. In 1970, most of men were studying part-time but from 1980, studying part-time was decreased and studying full-time was increased and in 1990, it was twice as many students as in 1970. On the other hand, women studying full-time were increased and not only full-time, part-time also were increased. In 1990, studying full-time was three times as many students as in 1970. If compare Men and Women, as you see, in 1970, Men were studying more than women full-time or part-time but it changed from 1980 and then, in 1990, Women were studying part-time more than Men and studying full-time was same number.

It shows you Women has a high education now.

Examiner comment

Band 5
The length of the answer is just acceptable. There is a good attempt to describe the overall trends but the content would have been greatly improved if the candidate had included some reference to the figures given on the graph. Without these, the reader is lacking some important information. The answer is quite difficult to follow and there are some punctuation errors that cause confusion. The structures are fairly simple and efforts to produce more complex sentences are not successful.
Academic Writing Sample Task 1A

Sample Script B

According to this graph, the number of men and women in further education in Britain shows the following pattern.

In the case of male, the number of male has declined slightly from about 1000 thousands in 1970/71 to about 850 thousands in 1990/91. However, this figure rose back to about 850 thousands in 1990/91 from about 830 thousands in 1980/81. The proportion of full-time education has declined during this period. However, the proportion of part-time education has increased dramatically.

On the other hand, in the case of female, the number of both full time education and part-time education has increased during this period.

From about 700 thousands in 1970/71, these figures rose to about 820 thousands in 1980/81, to about 1100 thousands in 1990/91.

In terms of full-time education, this figure rose by about 260 to about 900 in 1990/91.

On the other hand, with respect to part-time education, this figure rose dramatically between 1980/81 and 1990/91. However, this figure rose slightly between 1980/81 and 1990/91.

Examiner comment

Band 6
The candidate has made a good attempt to describe the graphs looking at global trends and more detailed figures. There is, however, some information missing and the information is inaccurate in minor areas. The answer flows quite smoothly although connectives are overused or inappropriate, and some of the points do not link up well. The grammatical accuracy is quite good and the language used to describe the trends is well-handled. However, there are problems with expression and the appropriate choice of words and whilst there is good structural control, the complexity and variation in the sentences are limited.
The graph shows the percentage of audiences over 40 years old of UK follows the radio and television throughout the day during the period October - December 1992. It has been observed from the graph that less than 10% of audiences follow the radio at 6:00 am and the percentage raised to a peak around 30% at 8:00 AM and decline gradually also to around 10% during the period 2:00 to 4:00 PM and again raised a bit to around 12% between 4:00 to 6:00 PM and again dropped to below 10% at around 10:00 PM. The radio again raised a bit between 10:00 PM to 12:00 PM and then dropped slowly by 9:00 AM. On the other hand, the radio of terrestrial television audiences raised 0-10% during the period 6:00 to 8:00 AM and remain steady up to 10:00 AM and then gradually goes down by 12:00 noon. The percentage raised dramatically to 30% around 10:30 by 2:00 PM which again raised to a peak above 40% between 6:00 - 8:00 PM and then gradually dropped between the period 12:00 PM to 4:00 PM.

Examiner comment

Band 6
The answer has a good introduction in which the candidate has attempted to incorporate his/her own words. There is good coverage of the data and a brief reference to contrasting trends. The answer can be followed although it is rather repetitive and cohesive devices are overused. In order to gain a higher mark for content, the candidate would be expected to select the salient features of the graph and comment primarily on these. Sentences are long but lack complexity. There are some errors in tense, verb form and spelling which interfere slightly with the flow of the answer.
The bold graph shows the television audiences throughout the day. It shows that the percentage of audiences is zero percent in early morning but it gradually rises up to ten percent at 8:00 am and maintains the same for the next two hours. There is a gradual fall in percentage in next two hours however after that it rises sharply up to twenty percent within the next two hours. Then after this the graph rises very fast and attains its peak at 10 pm which is about forty-five percent. The thin graph shows the percentage of radio audiences. Unlike the television one, the peak percentage of the radio one audiences is at 8:00 am which is about thirty percent. Then it gradually falls and it corresponds with the television one at 2:00 pm. After that it gradually falls but with a small increase in percentage at 4:30 to 6:00 pm. The percentage of audience then gradually goes down and at four in the latter which is near 2 percent. These graphs prove the progressive popularity of television.

Examiner comment

Band 7
The answer deals well with both the individual media trends and the overall comparison of these trends. The opening could be more fully developed with the inclusion of information relating to the groups studied and the period of time during which the study took place. There is a good variety of cohesive devices and the message can be followed quite easily although the expression is sometimes a little clumsy. Structures are complex and vocabulary is varied but there are errors in word forms, tense and voice and occasionally the text becomes incoherent.
THE SOLUTION OF OVERCROWDED TRAFFIC

Nowadays, there are a lot of cars on British roads and they have increased day to day. By the year 2000, there may be as many as 25 million vehicles on British roads. In this essay, I intend to examine about the solutions of these problems.

Firstly, the people living in Britain need to think about themselves. If they used the bus and train instead of their car, this problem would resolve a little. Because of this, the British government should introduce to control car ownership and use. For example, the government can ban to enter the road by car in the same day all family from a house.

Secondly, the buses and trains of government should be free for public population. Thus, the people would use these transport vehicles instead of their own car. After that, the roads in Britain would be safer and more comfortable.

Lastly, the export of the number of cars that are exported from another country should decrease, and the prices of cars should increase in case they aren’t overcrowded. For example, the prices of cigarettes increased and the consumption of cigarettes went down.

In conclusion, if these measures put into action the problem of traffic can be decreased in the British roads.
Examiner comment

Band 5
The answer is short at just over 200 words and thus loses marks for content. There are some relevant arguments but these are not very well developed and become unclear in places. The organisation of the answer is evident through the use of fairly simple connectives but there are problems for the reader in that there are many missing words and word order is often incorrect. The structures are quite ambitious but often faulty and vocabulary is kept quite simple.
The transport has been one of the most important problems for the last two centuries. The problem began with the development and the growing of the cities.

Before the eighteenth century, people lived in small villages or towns and did not have many cars. It was too far for the people to worry about the time to arrive anywhere.

Nowadays, the situation changed. Many cars are on the streets and many people need to go to many places. The numbers of cars have increased and as a result, there are many problems: pollution, noise, car accident, insufficient car park, and petrol problems.

On the other hand, people use cars to go anywhere: to work, to travel, to spend holidays, and entertainment. Meanwhile, the car is important. The cities must have another solution. It is important to organize its using and to meet alternative ways.

In big cities, there are some alternatives like undergrounds (metro), coach, train, and bicycles. In China and Asia, they use a lot of bicycles as a substitution for cars or coaches.
It would be better to think about others different kinds of transport. In Brazil the government has talked about transport on the rivers. In this country there are many rivers where it is possible to go to different places. In general, they are flat rivers.

Another kind of transport is car that uses solar energy. Probably they don’t have pollution problems and it is cheaper than others can.

In conclusion, the transport is a social problem in big cities, but its solution depends on new technologies, other kind of energy and political aspects.

Examiner comment

Band 6
There are quite a lot of ideas and while some of these are supported better than others, there is an overall coherence to the answer. The introduction is perhaps slightly long and more time could have been devoted to answering the question. The answer is fairly easy to follow and there is good punctuation. Organisational devices are evident although some areas of the answer become unclear and would benefit from more accurate use of connectives. There are some errors in the structures but there is also evidence of the production of complex sentence forms. Grammatical errors interfere slightly with comprehension.
Nuclear power provides cheap energy sources. Sometimes the present sources of energy like oil, gas etc. will be finished.

Argument in favour Nuclear power: The nuclear energy produces by chemical materials. It is comparatively cheaper than other energy. To produce the power it only involve some expert people and energy plant, where the produce of the energy it need a large involvement like workers, machinery, etc. And also takes more time. The nuclear power plant are well protected and monitor. That is why there is less possibility the threat of nuclear weapons maintains world peace because the developed countries like U.K, U.S.A, Canada, France etc. have nuclear weapons (warhead).

Each country do not give threat to other country. Because they know if
One country ethnic other then other will create problems from them, so it is well balanced and world peace maintains peacefully.

Through there are sometimes creates problems by the nuclear technology but sometimes it also help the mankind in the field of medical and engineering sectors. In the medical field we can say by nuclear ray sometimes we can treat a cancer patient. On the other hand in the field of Engineering by the nuclear power engineers can do lot of things like operate engine instead of electricity. In conclusion we can say though time are some problems in the nuclear power but it has some benefit for the mankind.

Examiner comment

Band 5
Although the script contains some good arguments, these are presented using poor structures and the answer is not very coherent. The candidate has a clear point of view but not all the supporting arguments are linked together well and sometimes ideas are left unfinished. There is quite a lot of relevant vocabulary but this is not used skilfully and sentences often have words missing or lapse into different styles. The answer is spoilt by grammatical errors and poor expression.
Nuclear Power

Nuclear power is an alternative source of energy which is currently being evaluated during these times of energy problems. During these years we can say that we have energy problems. But in more or less 50 years, we will be facing an energy crisis.

Nuclear power is an alternative source of energy and unlike other sources such as solar energy, nuclear power is highly effective for industrial purposes. If it is handled correctly there really is no danger for the public. It is cheap, there is no threat of pollution and best of all it is limitless. It is difficult to think about nuclear power as a good source of energy for people in general. This is due to the use it has been given since its birth during the second world war. It is expressed as military power and in fact at the moment nuclear power is limited to few hands who consider themselves world powers. When and if there is a change of ideology regarding the correct use of nuclear power, then we may all benefit from all the advantages nuclear power can give us.
If we outweigh the advantages and disadvantages of nuclear technology we then have the following:

As stated before, the advantages are that there is a limitless supply, it is cheap, it is effective for industrial purposes and still there are many benefits which have not yet been discovered. The disadvantages are at present time that it is limited to only a few countries who regard it as safe military power. Also if mishandled, there is risk for the population around the plant to undergo contamination as we all know happened in Chernobyl. If these disadvantages can be overcome, then it is clear that nuclear energy can give us more benefits than problems. It will in the future be very important as the energy crisis is not far ahead.

In conclusion, nuclear power is good, it can be safe, and we will all benefit. It is up to our leaders to see that it is handled well so that we can all benefit from it.

Examiner comment

Band 7
The answer is well-written and contains some good arguments. It does tend to repeat these arguments but the writer’s point of view remains clear throughout. The message is easy to follow and ideas are arranged well with good use of cohesive devices. There are minor problems with coherence and at times the expression is clumsy and imprecise. There is a wide range of structures that are well handled with only small problems, mainly in the areas of spelling and word choice.
WRITING TASK 1

You should spend about 20 minutes on this task.

You live in a room in college which you share with another student. However, there are many problems with this arrangement and you find it very difficult to work.

Write a letter to the accommodation officer at the college. In the letter

- describe the situation
- explain your problems and why it is difficult to work
- say what kind of accommodation you would prefer

You should write at least 150 words.

You do NOT need to write your own address.

Begin your letter as follows:

Dear Sir or Madam,
WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

In Britain, when someone gets old they often go to live in a home with other old people where there are nurses to look after them. Sometimes the government has to pay for this care.

Who do you think should pay for this care, the government or the family?

Give reasons for your answer and include any relevant examples from your experience.

You should write at least 250 words.
Both the Academic and General Training Writing Modules consist of two tasks, Task 1 and Task 2. Each task is assessed independently. The assessment of Task 2 carries more weight in marking than Task 1.

Detailed performance descriptors have been developed which describe written performance at the 9 IELTS bands. These descriptors are confidential and apply to both the Academic and General Training Modules.

Task 1 scripts are assessed on the following criteria:

- Task Achievement
- Coherence and Cohesion
- Lexical Resource
- Grammatical Range and Accuracy

Task 2 scripts are assessed on the following criteria:

- Task Response
- Coherence and Cohesion
- Lexical Resource
- Grammatical Range and Accuracy

Candidates should note that scripts will be penalised if they are a) under the minimum word length, b) partly or wholly plagiarised, c) not written as full, connected text (e.g. using bullet points in any part of the response, or note form, etc.).

**Task 1**

**Task Achievement**

This criterion assesses how appropriately, accurately and relevantly the response fulfils the requirements set out in the task, using the minimum of 150 words.

Academic Writing Task 1 is a writing task which has a defined input and a largely predictable output. It is basically an information-transfer task which relates narrowly to the factual content of an input diagram and not to speculated explanations that lie outside the given data.

General Training Writing Task 1 is also a writing task with a largely predictable output in that each task sets out the context and purpose of the letter and the functions the candidate should cover in order to achieve this purpose.

**Coherence and Cohesion**

This criterion is concerned with the overall clarity and fluency of the message: how the response organises and links information, ideas and language. Coherence refers to the linking of ideas through logical sequencing. Cohesion refers to the varied and appropriate use of cohesive devices (for example, logical connectors, pronouns and conjunctions) to assist in making the conceptual and referential relationships between and within sentences clear.

**Task 2**

**Task Response**

In both Academic and General Training Modules Task 2 requires the candidates to formulate and develop a position in relation to a given prompt in the form of a question or statement. Ideas should be supported by evidence, and examples may be drawn from the candidates’ own experience. Responses must be at least 250 words in length.

Writing scripts are marked by trained and certificated IELTS examiners. Scores are reported as whole bands only.

On the next 6 pages you will find candidates’ answers to one sample Writing test. There are two answers for this Writing task. Each answer has been awarded a band score and is accompanied by an examiner comment on the candidate’s performance for that task.

The examiners’ guidelines for marking the Writing scripts are very detailed. There are many different ways a candidate may achieve a particular band score. The candidates’ answers that follow should not be regarded as definitive examples of any particular band score.

**Lexical Resource**

This criterion refers to the range of vocabulary the candidate has used and the accuracy and appropriacy of that use in terms of the specific task.

**Grammatical Range and Accuracy**

This criterion refers to the range and accurate use of the candidate’s grammatical resource as manifested in the candidate’s writing at sentence level.
Dear Sir/Madam,

I am writing to express my dissatisfaction with my room-mate. As you know, we share one room. I can not study in the room anymore if I still stay there. She always has friends visiting and has parties in the room. They make lots of noise, and switch on the radio very loudly; for me, this environment is very difficult to study and I need a quiet room. Even borrow my things without asking, it is very impolite.

I request you can give me a new room next term because I have been asked for her parties in other places many times, they still have parties in the room. I really can not stay in the same room with her.

I would be grateful if you could change me a single room.

Yours faithfully,

Catherine

Examiner comment

Band 5

The answer is below the word limit and there is some repetition of the task rubric. (Length is a common problem in General Training scripts.) Answers that are short lose marks because of inadequate content and may also lose marks because there is insufficient material in the answer for the examiner to give credit for accuracy and coherence. Despite these problems, the introduction to the letter is appropriate and the purpose of the writer is clear. The points are not always linked together well and punctuation is sometimes faulty. The sentences are kept quite simple and mistakes occur as soon as more complex structures are attempted.
Accommodation Officer
13, Kings Road
Edinburgh

Dear Sir, Dear Packing,

I am writing you to express my dissatisfaction with my room and request for another accommodation next term.

My main problem is that I cannot study in my room because my room-mate always has friends visiting. He also has parties which usually end early in the morning, several times a week. Furthermore he often borrows my things without asking me. I cannot accept this situation any longer. Especially because I have very important exams next term and I really must study hard. This is why I would be very grateful if I could have another room next term. It would be much more convenient for me if I didn’t have to share my room with somebody else.

I am looking forward to hear from you soon.

Yours faithfully,

[Signature]

Examiner comment

Band 7
This answer is also short. Although ideas are often provided in the task rubric, candidates are at liberty to include some of their own ideas in their answers. In this case, the candidate has attempted to incorporate some original material. The answer reads quite fluently, is well organised and there is good use of conjunctions to link points. There are some grammatical errors but these do not affect the reader greatly and there is evidence of some more complex sentence structures.
It is true that the old people's situation gets worse in the many countries. The first question must be: what they want's and what they need's? Especially their necessity, are more benefit more respect more quiet life.

If they have been working for a long time, in the any company or in the public sector, and when they get old that's means reducing their retirement time. Company or Government must be responsible of their welfare, it's just my opinion. They should take care of them.

In addition to company or Government. If they have a good money they can look after themselves, we can do something to make easier their life.
Examiner comment

Band 5
There are quite a lot of relevant ideas in the answer but they are not always well supported and sometimes they are unclear. There are some areas in the answer where the organisation becomes weak and the reader finds the message difficult to follow. Nevertheless, the writer’s view is apparent and there is a logical flow to the points given. There are a lot of mistakes in the answer and some parts, such as the conclusion, are very hard to follow because of these errors. Although there is some appropriate vocabulary, sentence control is very weak. These problems are made worse by the poor correcting which sometimes makes words unreadable.
Who should be responsible for our old people?

One of the most challenging problems of today’s society is the question who should be responsible for our old people. It is not only a financial problem but also a question of the system we want our society to have. In my essay, I would like to look at four different models. Firstly, the company can be responsible for their retired employees. For this reason, a special fund could be established. The advantage of this model is if you believe in the capitalist system, that it should be the cheapest solution. A possible problem is that the companies might have competition advantage due to higher staff costs.

A second solution is that the government has to take the responsibility for the old people’s care. It can finance this either with its tax incomes. Actually, this is the most democratic model since everybody gets as much money as he or she needs. Unfortunately, at the present situation in our country, this solution seems not to work very well. The government can no longer afford supporting all the old people.
Another way of solving this problem is to give back the responsibility to the individual. This means that everybody has to save money during their working life for the time after their retirement. This seems to be not a very fair model because there will certainly exist people who can’t afford to save part of their salary. In this case the government would have to care for them.

A last solution is to go back to the old model of the big family, who cares for all their members. I don’t think this is possible in our days society because the family structures have so much changed.

To sum up, I have to admit that I can’t find a really good solution for this problem. All models have advantages and disadvantages. Certainly we have to think about this topic much longer in the future.