

Model and sample answers for Writing tasks

TEST 1, WRITING TASK 1

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 4.5** score. Here is the examiner's comment:

The response generally addresses the requirements of the task but there is no clear overview. Key features of the two pie charts are presented but not adequately covered, and there is a tendency to focus on details without referring to the bigger picture. Organisation is evident. The relationship of ideas can be followed (*and, First, but, Secondly, The former, The latter*) but the sentences are not fluently linked to each other. Vocabulary is limited but just adequate for the task. Simple vocabulary is used accurately but the range does not allow much variation in expression. There are noticeable errors in spelling, though these do not cause strain. A limited range of grammatical structures is used; subordinate clauses are rare and most sentences are simple. Even simple sentences often contain errors (*The latter have*), so grammatical errors are frequent and can cause severe strain for the reader. Control over sentence formation is weak.

This chart shows the energy consumption of an average Australian household and how propotion of emitting greenhouse gas in each type of active.

First, the most bigger different informations are using heating and other appliances, relate to 42% and 15%, but they going up side down in gas emissions, which is 15% and 28%.

Secondly, using energy of lighting and refrigeration are similar change in greenhouse gas emissions. The former using 4% energy and produce double number of emissions to 8%. The latter have the same situation about 7% in using energy but emit 14% greenhouse gas.

The last two parts of things are water heating which is second large source of using energy and the smallest cumsuming energy one = cooling. Indeed, there are just a marginally change in greenhouse gas emissions which grow from 30% to 32% and rise from 2% to 3%.

TEST 1, WRITING TASK 2

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

One important stage in a child's growth is certainly the development of a conscience, which is linked to the ability to tell right from wrong. This skill comes with time and good parenting, and my firm conviction is that punishment does not have much of a role to play in this. Therefore I have to disagree almost entirely with the given statement.

To some extent the question depends on the age of the child. To punish a very young child is both wrong and foolish, as an infant will not understand what is happening or why he or she is being punished. Once the age of reason is reached however, a child can be rewarded for good behaviour and discouraged from bad. This kind but firm approach will achieve more than harsh punishments, which might entail many negative consequences unintended by the parents.

To help a child learn the difference between right and wrong, teachers and parents should firstly provide good role modelling in their own behaviour. After that, if sanctions are needed, the punishment should not be of a physical nature, as that merely sends the message that it is acceptable for larger people to hit smaller ones – an outcome which may well result in the child starting to bully others. Nor should the punishment be in any way cruel.

Rather, teachers and parents can use a variety of methods to discipline their young charges, such as detention, withdrawal of privileges, and time-out. Making the punishment fit the crime is a useful notion, which would see children being made to pick up rubbish they have dropped, clean up graffiti they have drawn, or apologise to someone they have hurt. In these ways responsibility is developed in the child, which leads to much better future behaviour than does punishment.

TEST 2, WRITING TASK 1

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

The two tables contain sales data for Fairtrade coffee and bananas in 1999 and 2004, in five nations of Europe.

The first table shows low-level coffee sales increasing in all five countries, albeit to widely varying degrees. In two places sales increased by the same small amount: 1.8–2 million euros in Denmark, and 0.8–1 million in Sweden. The increment was slightly larger in Belgium, from 1–1.7 million euros. Meanwhile, in Switzerland sales doubled from 3–6 million euros. Finally, in the UK there was an enormous increase, from 1.5–20 million euros.

In the second table, it is Switzerland which stands out as buying far more Fairtrade bananas than the other four countries. Swiss sales figures jumped from 15–47 million euros across these five years, while in the UK and Belgium sales only grew from 1–5.5 and from 0.6–4 million euros respectively. Sweden and Denmark showed a different pattern, with falls in banana sales from 1.8–1 and 2–0.9 million euros.

Comparing the two tables, it is clear that in 1999 Fairtrade coffee sales ranged from 0.8–3 million euros in these five countries, while banana sales also mostly clustered between 0.6 and 2 million euros, with Switzerland the outlier at a huge 15 million euros. By 2004, sales figures for both products had risen across the board, except for Sweden and Denmark which recorded drops in banana sales.

TEST 2, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 3.5** score. Here is the examiner's comment:

This response is too short at only 232 original words, so does not meet the minimum length required for the task. It is difficult to work out what the writer is trying to say, as his/her position is not made clear. The ideas do seem to be relevant, but problems in the writing mean that no part of the task is adequately addressed. Although some linking words and phrases are used, and the paragraphing looks helpful on the page, the order of information is not coherent and the response does not progress clearly to the end. The vocabulary is basic and the writer has only limited control of word formation. The spelling errors cause strain for the reader. Two lengthy phrases have been copied from the writing question paper. Some complex grammatical structures are attempted but are all faulty. Some simple structures are correct but overall errors predominate. Commas, fullstops and capital letters are misused throughout so punctuation is faulty.

All of us agree that all University students have maind can They use to think and choose a way life. The governments need to be better in the future.

The big question? How can we find the answer fo relaize interested students and the goverments?

First of all. who the some people think that all university students should study whatever they like. There are experts. The experts could be give us the result suitable for the students, and drew for Them the good choose. also, should be The government put plan for future. for example, How many pilot, How many teatcher or tuter the country need. Moreover, In schools, help students for choose what they like of job. Furthermore, coumet all the Minstor togather. (togather much better)

on the other hand, I think not good idea a drew the way for students. such as, take who finsh study in school to study soubject we like Not what he like. and thes same as me. when I was student, me tuter told me "please studyey computer science", and my do not like computer science. Now, I will study another subject. I have aim and I can do what I like. I agree with people. who siad only be allowed to study subjects that will be useful in the future.

in conclusion, I would like to say that the students have maind. They with our recommend to them. They will be live one of the good lives in countries also the science and technology plays rule important in our life.

I hop you

TEST 3, WRITING TASK 1

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 6.5** score. Here is the examiner's comment:

This response reports the data on the bar charts accurately and gives an extended overview at the end. Information is logically organised and there is a clear progression throughout. The message can be followed with ease as a range of cohesive devices are used flexibly. Referencing and substitution are also well managed, however there are lapses in paragraphing. A range of vocabulary is used with no spelling errors, though word choice is not always appropriate (*to seek further study, roughly almost, the percentage on the amount of, overuse of sought*). These errors do not detract from overall clarity but they do reduce the communicative effect. A range of complex structures is also used accurately. Error-free sentences are frequent and only a few mistakes occur (*The graphs represents, we will notice*), so grammar and punctuation are generally well controlled.

The graphs represents what UK graduates and postgraduates did after leaving college in 2008.

On the first graph, it shows that 17,735 graduate students sought part-time employment in 2008 while 3,500 did voluntary work and 29,665 decided to seek further study. According to the graph, 16,235 graduate students were unemployed after college, which is roughly almost the same amount as those who sought part-time work.

On the second graph, we see that 2,535 UK postgraduates did part-time work while only 345 did voluntary work. 2,725 UK postgraduates decided to study further which is slightly more than those who decided to take part-time employment. Lastly, 1,625 UK postgraduate students were not in the work force. The overall trend shows that most of the students, graduates and postgraduates alike, sought out further education while only a small number of students in both groups did voluntary work after leaving college. We will also notice that about a third in each group were unemployed. Lastly, the only difference that we will notice between the two groups is the percentage on the amount of students who went on to do part-time work with only one-third of the total amount in the graduate students and almost one-half with the postgraduate students.

TEST 3, WRITING TASK 2

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

It is said that countries are becoming similar to each other because of the global spread of the same products, which are now available for purchase almost anywhere. I strongly believe that this modern development is largely detrimental to culture and traditions worldwide.

A country's history, language and ethos are all inextricably bound up in its manufactured artefacts. If the relentless advance of international brands into every corner of the world continues, these bland packages might one day completely oust the traditional objects of a nation, which would be a loss of richness and diversity in the world, as well as the sad disappearance of the manifestations of a place's character. What would a Japanese tea ceremony be without its specially crafted teapot, or a Fijian kava ritual without its bowl made from a certain type of tree bark?

Let us not forget either that traditional products, whether these be medicines, cosmetics, toys, clothes, utensils or food, provide employment for local people. The spread of multinational products can often bring in its wake a loss of jobs, as people turn to buying the new brand, perhaps thinking it more glamorous than the one they are used to. This eventually puts old-school craftspeople out of work.

Finally, tourism numbers may also be affected, as travellers become disillusioned with finding every place just the same as the one they visited previously. To see the same products in shops the world over is boring, and does not impel visitors to open their wallets in the same way that trinkets or souvenirs unique to the particular area do.

Some may argue that all people are entitled to have access to the same products, but I say that local objects suit local conditions best, and that faceless uniformity worldwide is an unwelcome and dreary prospect.

TEST 4, WRITING TASK 1

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

Salmon begin life as eggs on a pebbly riverbed, hidden among reeds in the slow-moving upper reaches of a river. After five to six months the eggs hatch into 'fry'. For approximately the next four years, these baby salmon will live in the lower, faster-flowing waters of their river. During this time they measure between three and eight centimetres in length.

By the time salmon reach twelve to fifteen centimetres, they are termed 'smolt', and at this time they migrate further downriver into the open sea. After five years at sea the salmon will have grown to adult size, which is between seventy and seventy-six centimetres. They then begin swimming back to their birthplace, where they will lay their eggs, and the cycle starts anew.

In summary, the salmon passes through three distinct physical stages as it grows to maturity. Each of these stages takes place in a very different aquatic location. It is noteworthy that the first two stages of this fish's life occur in a freshwater environment, while the third stage is lived in saltwater.

TEST 4, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 5.5** score. Here is the examiner's comment:

This script is too short at only 219 words, so fails to meet the minimum word count required by the task. However it does address all parts of the prompt, and presents a relevant position. The main ideas are clear and developed but could be more fully extended and supported. Information is arranged coherently and there is a clear overall progression, with adequate use of linking words (*However, also, Usually, since, but, So*) and paragraphing. The vocabulary is generally adequate and appropriate for the task (*funds, maintain*) and meaning is generally clear. However, misuse of the word *admission* and other slight inappropriacies (*doing a charity*) show a lack of precision in word choice. Many different complex structures are used but there are still fairly frequent errors. However, these rarely impede communication; in general grammar and punctuation are fairly well controlled.

Museums are unique places where you get to experience the history from past to the latest technology. However admission is required when entering.

Museums are popular places to go to on a weekends with family or friends. Admissions are one of the funds which keeps the museum running and also to maintain its exhibits. Without admission museums would be dirty, poorly maintained, and likely impossible to operate, unless funded from goverment or charity.

However admissions are one thing which may keep the customer from entering. Usually we have to pay around \$30 for admissions. Children or family which doesn't earn much simply can not afford such amount. They will go to museum which is free or even not go and experience the greatness of the museum, which I think is horrible because it should be open for everyone.

I think having an admission is a disadvantage since museums should be open for everyone, but admissions are essential for running the museums. So I think it is very important to come up with a plan so that museums could be operated but also be admission free, such as goverment funding or doing a charity. Auckland Museum is one great example. It is one of the biggest museums in New Zealand but it is also free of admission since it's goverment funded.

TEST A, WRITING TASK 1 (GENERAL TRAINING)

MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

Dear Sally,

My departure date for New Zealand is drawing near, and I am busy with preparations. I have enrolled at an institution called 'ABC English' in Wellington, for a six-month Advanced course, full-time. It is quite expensive but I am hopeful of improving my pronunciation, especially.

To assist in covering the costs of my study, I aim to find a part-time job. Not only are the college fees rather high, but also I know that rental accommodation in the capital city will not be cheap, to say nothing of food and heating expenses! So I would very much like to arrange some temporary employment before I arrive.

I was wondering if you could ask around among your friends and colleagues to see if anyone wants a house-cleaner, gardener, or nanny for their children. I know you have a wide social network in Wellington which you could canvas for me, if you wouldn't mind. I'd be so grateful.

I look forward to seeing you soon.

Best wishes,

Margot

TEST A, WRITING TASK 2 (GENERAL TRAINING)

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 5** score. Here is the examiner's comment:

Both parts of the prompt are addressed, although the main ideas and the writer's position could be better developed. No clear conclusions are drawn so there is a lack of overall progression. Organisation is evident but not always logical, and the sentences are not fluently linked to each other, while each paragraph lacks a clear topic. The vocabulary is limited but minimally adequate, with not much variation in expression, and the frequent spelling errors are noticeable and cause some difficulty for the reader. The range of sentence types is limited and rather repetitive. Complex sentences are attempted but tend to be faulty, and there are a number of basic errors. Punctuation is poorly controlled, with underuse of capital letters and fullstops.

I am going to write about how the amount of crime is increasing in many countries and why.

Nowdays there are many countries has increasing on the amount of crime and I think the problem is that most of the crim has done by the young people which is under 18 and from the age you can see and you can understand what is going on but in my openion I think the main causes is the family and the school, the family I mean the mum an dad they have to look after theire tenagers until they grow up and do not let them watch films which has a fight or blod, the school is the same as the second house for the tenagers and they have to teach them how to grow up in good way and teach them how to respect the old people.

For example I have been told from my oldest brother that in the UK 2 years ago a boy from Qatar he is 16 years old has killed by graube of tenagers in Haisting and they killed him without any reasons and when the Police asked them why did you do that they said we want to show of we are the best. So you can say they learn from the action movies.

Finally I hope all the people can help the tenagers to give them advice and to let them know what will happen after the crime. Also in schools they must teach them how to avoied the bad movies and to grow up in safe way.