

Model and sample answers for Writing tasks

TEST 1, 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 table gives a breakdown of the different types of family who were living in poverty in Australia in 1999.

On average, 11% of all households, comprising almost two million people, were in this position. However, those consisting of only one parent or a single adult had almost double this proportion of poor people, with 21% and 19% respectively.

Couples generally tended to be better off, with lower poverty levels for couples without children (7%) than those with children (12%). It is noticeable that for both types of household with children, a higher than average proportion were living in poverty at this time.

Older people were generally less likely to be poor, though once again the trend favoured elderly couples (only 4%) rather than single elderly people (6%).

Overall the table suggests that households of single adults and those with children were more likely to be living in poverty than those consisting of couples.

TEST 1, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a Band 4 score. Here is the examiner's comment:

This answer describes some relevant advantages and disadvantages of books, TV and films, although these are sometimes unclear or not sufficiently developed. The script loses marks, however, because it doesn't answer the question about 'which medium is most effective' and also because it is under the minimum length (only 230 words).

The writer has tried to organise ideas and uses paragraphing to structure the response. However, the message is confused at times and the answer is incomplete. Some ideas are linked appropriately, but there is a lot of repetition across sentences.

The writer uses a limited range of language quite repetitively and there are only simple sentences. However, these are often quite accurate, although there are many examples of basic errors in grammar and punctuation.

In our daily life, we always communicate information through the media, such as television, radio, film. These media have different advantages and disadvantages for us. Now, I am going to compare the advantages and disadvantages of books, television and film.

Books bring us different knowledge. It bases on what book we read. A famous Chinese traditional verse which described books is a treasure. We can find a golden house in there. Moreover, when we want to read it, we can find it easily, such as bookstore, library. We can also learn a lot of words from books. And it can improve our reading and writing skills.

However, books always are not attractive for children or youngster. It is because books are quite boring. A lot of words and less pictures inside the books, compare to television, television has pictures and sound, we don't have to read a lot of words in television. But some artist in television programme or film, bring a bad image to us. Then some children or youngsters will imitate their behaviour. Some film also bring a wrong message to us, for example, they are always smoking in films. It seems that smoking is good and smart. It caused many youngsters imitate them smoking.

In conclusion, books, television and film have many advantages and disadvantages. I cannot write all in here. And we have choose the media carefully.

TEST 2, WRITING TASK 1

SAMPLE ANSWER

This is an answer written by a candidate who achieved a Band 6 score. Here is the examiner's comment:

This answer focuses too closely on the details in the graph but fails to compare trends or general differences between figures for winter and summer. Some comparisons are made, but these are about details, and it is difficult to get a clear idea of the information from this description.

Similarly, information in the pie chart is simply listed using the language from the chart and there is no attempt to relate this to information in the graph.

The description is not well organised, although a range of linkers are used, and the use of paragraphs does not reflect the different sections of information covered.

There is a suitable range of vocabulary for this task, although some words are misused and there are several spelling errors. The range and control of grammatical structures is the strong point of the main part of this response. There are examples of complex structures that are used with accuracy and some flexibility.

The use of electricity in England is indispensable. Demand for electricity in England during typical days in winter and summer is illustrated in the graph. The use of electricity in an average English home is shown in the pie chart. From the graph, it is generally obvious that the demand is in its maximum around 2100, and in its minimum around 600, being almost constant between 1200 and 2100 in winter times. During summer times, on the other hand, the demand reaches its top point around 1300, and the bottom point around 900, being almost constant between 1550 and 2000.

In winter times, the curve gradually increases to reach 40,000 units of electricity by 3 o'clock in the morning. This is followed by gradual decline to its lowest limit of 30,000 units at 9 o'clock. A gradual rise is obvious again to reach a stationary level between 3 o'clock and 9 o'clock of about 40,000 units again. Then, there is a sharp rise in the next hour to reach its maximum before collapsing again to a lower level by the end of the day.

In summer time, the curve gradually decreases to reach its lower limit around 9 o'clock of a bit more than 10,000 units. A gradual increase is noticed to reach its top of 20,000 after which a stationary phase is obvious between 3 o'clock and 10 o'clock at night of about 15,000 units.

The pie chart, on the other hand, shows that 52.5% of the electricity is used for heating rooms and water. 17.5% is consumed for ovens, kettles and washing machines, 15% is used in lighting, TV and radio, and finally 15% is consumed in the use of vacuum cleaners, food mixtures and electric tools.

TEST 2, 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.

Happiness is very difficult to define, because it means so many different things to different people. While some people link happiness to wealth and material success, others think it lies in emotions and loving personal relationships. Yet others think that spiritual paths, rather than either the material world or relationships with people, are the only way to true happiness.

Because people interpret happiness for themselves in so many different ways, it is difficult to give any definition that is true for everyone. However, if there are different kinds of happiness for different individuals then the first step in achieving it would be to have a degree of self-knowledge. A person needs to know who he or she is before being able to know what it is that makes him or her happy.

Of course, factors such as loving relationships, good health, the skills to earn a living and a peaceful environment all contribute to our happiness too. But this does not mean that people without these conditions cannot be happy.

Overall, I think an ability to keep clear perspectives in life is a more essential factor in achieving happiness. By that I mean an ability to have a clear sense of what is important in our lives (the welfare of our families, the quality of our relationships, making other people happy, etc.) and what is not (a problem at work, getting annoyed about trivial things, etc.).

Like self-awareness, this is also very difficult to achieve, but I think these are the two factors that may be the most important for achieving happiness.

TEST 3, 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 chart gives information about post-school qualifications in terms of the different levels of further education reached by men and women in Australia in 1999.

We can see immediately that there were substantial differences in the proportion of men and women at different levels. The biggest gender difference is at the lowest post-school level, where 90% of those who held a skilled vocational diploma were men, compared with only 10% of women. By contrast, more women held undergraduate diplomas (70%) and marginally more women reached degree level (55%).

At the higher levels of education, men with postgraduate diplomas clearly outnumbered their female counterparts (70% and 30%, respectively), and also constituted 60% of Master's graduates.

Thus we can see that more men than women hold qualifications at the lower and higher levels of education, while more women reach undergraduate diploma level than men. The gender difference is smallest at the level of Bachelor's degree, however.

TEST 3, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a Band 7 score. Here is the examiner's comment:

This answer considers the main issues raised by the question and presents a definite opinion about the statement. However, the response tends to over-generalise and sometimes the examples used to support ideas seem rather confusing. Ideas are generally clearly organised, and paragraphing is clear but the argument is difficult to follow in places. A range of linking words and expressions is used, but there are occasional mistakes. The candidate uses an ambitious range of vocabulary and sentence patterns, but has some problems with word choice and collocations. There are very few spelling errors and only minor grammar mistakes, but there are many examples of expressions used inappropriately.

I agree with the statement that there should be no government restriction on creative artists who express themselves in the way they do and that they must be given freedom for the same. Expression has always been the keynote in a person's life. It is the result of mere expression of our thoughts that we are able to communicate. Restrictions on how we present our thoughts is senseless.

Creative artists play a major role in our society, be it the government, old people, the youth or the children. Their works enlighten our minds, no matter if it is factual or entertainment based. It is diserving that after a days work when we want to take some time off for ourselves, we look out for some leisure. For instance: either pleasant music or a family movie which soothes the mind. Entertainment give us an overview of a new side of life which every individual respects. There is almost everything good in what is given to us through the media world which is made up of artists.

On the contrary sometimes these artists tend to be unscrupulous. They convert rumours into facts and present them before us. This might impair the reputation of some illustrious people in today's society. On such occasions, certain restrictions are understandable. Nevertheless we all do know what is right or wrong. Rules and regulations not always are the solution to how artists present their own ideas. Hence it is doltish to be impetuous and the government should enforce alternative ways to control the media.

Respect for ones ideas is not only hypothetical but must be practised. It is through respect that each one of us can be recognised as a unique person in the world. This can be achieved by looking at the bright side of what media i.e. the creative artists display for us. Not a day can go by when we dont look out for colourful dreams and a beautiful life which we can find either through music, poetry, films, pictures; everything that the creative artists offer us.

TEST 4, WRITING TASK 1

SAMPLE ANSWER

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

The response is under-length (138 words). The candidate reports the key information in the first graph i.e. that visits to and from the UK increased and that the increase in visits from the UK was more marked than that of visits to the country. In the bar chart the information is also reported accurately. However, the references to $ are confusing, suggesting that the candidate has not fully understood the information given, and there is little attempt to relate the two diagrams or to make comparisons across the information given.

There is a brief introduction to the topic, with an attempt to paraphrase the rubric; the overall structure of the writing is clear, with some use of basic discourse markers. There is very little use of reference, however, resulting in a considerable amount of repetition of key vocabulary.

There is a fairly narrow range of sentence types and errors occur in verb formation and in the use of tenses.

The graphs reveal an information about overseas residents travel to UK and UK residents travel to other countries, and where they visited more.

According to the chart of visits to and from UK, UK residents had visited abroad more than overseas residents visited UK. UK residents traveling were increased slightly till 1986, after that, there was a dramatic rise from $20 millions to $54 millions till 1999. In contrast, overseas residents were increased gradually in traveling to UK from $10 million to $28 millions between 1979 and 1999.

From the information shown, we can see that France was the most popular country visited by UK residents, accounting for $11 millions. And the others countries visited by UK residents were Turkey, Greece and USA, which were $3, $4 and $5 millions.

TEST 4, 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.

Poor student behaviour seems to be an increasingly widespread problem and I think that modern lifestyles are probably responsible for this.

In many countries, the birth rate is decreasing so that families are smaller with fewer children. These children are often spoilt, not in terms of love and attention because working parents do not have the time for this, but in more material ways. They are allowed to have whatever they want, regardless of price, and to behave as they please. This means that the children grow up without consideration for others and without any understanding of where their standard of living comes from.

When they get to school age they have not learnt any self control or discipline. They have less respect for their teachers and refuse to obey school rules in the way that their parents did.

Teachers continually complain about this problem and measures should be taken to combat the situation. But I think the solution to the problem lies with the families, who need to be more aware of the future consequences of spoiling their children. If they could raise them to be considerate of others and to be social, responsible individuals, the whole community would benefit.

Perhaps parenting classes are needed to help them to do this, and high quality nursery schools could be established that would support families more in terms of raising the next generation. The government should fund this kind of parental support, because this is no longer a problem for individual families, but for society as a whole.