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 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, is not appropriate, 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.

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.

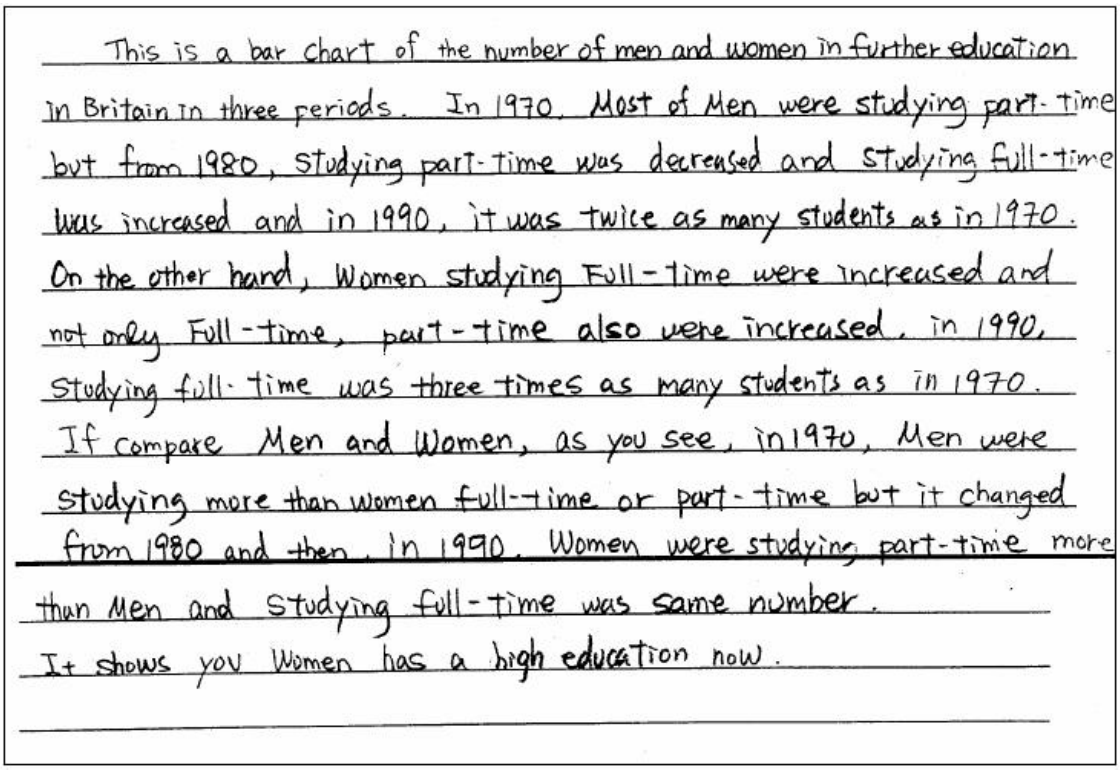
Writing scripts are marked by trained and certificated IELTS examiners. Scores may be reported as whole bands or half-bands.

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.

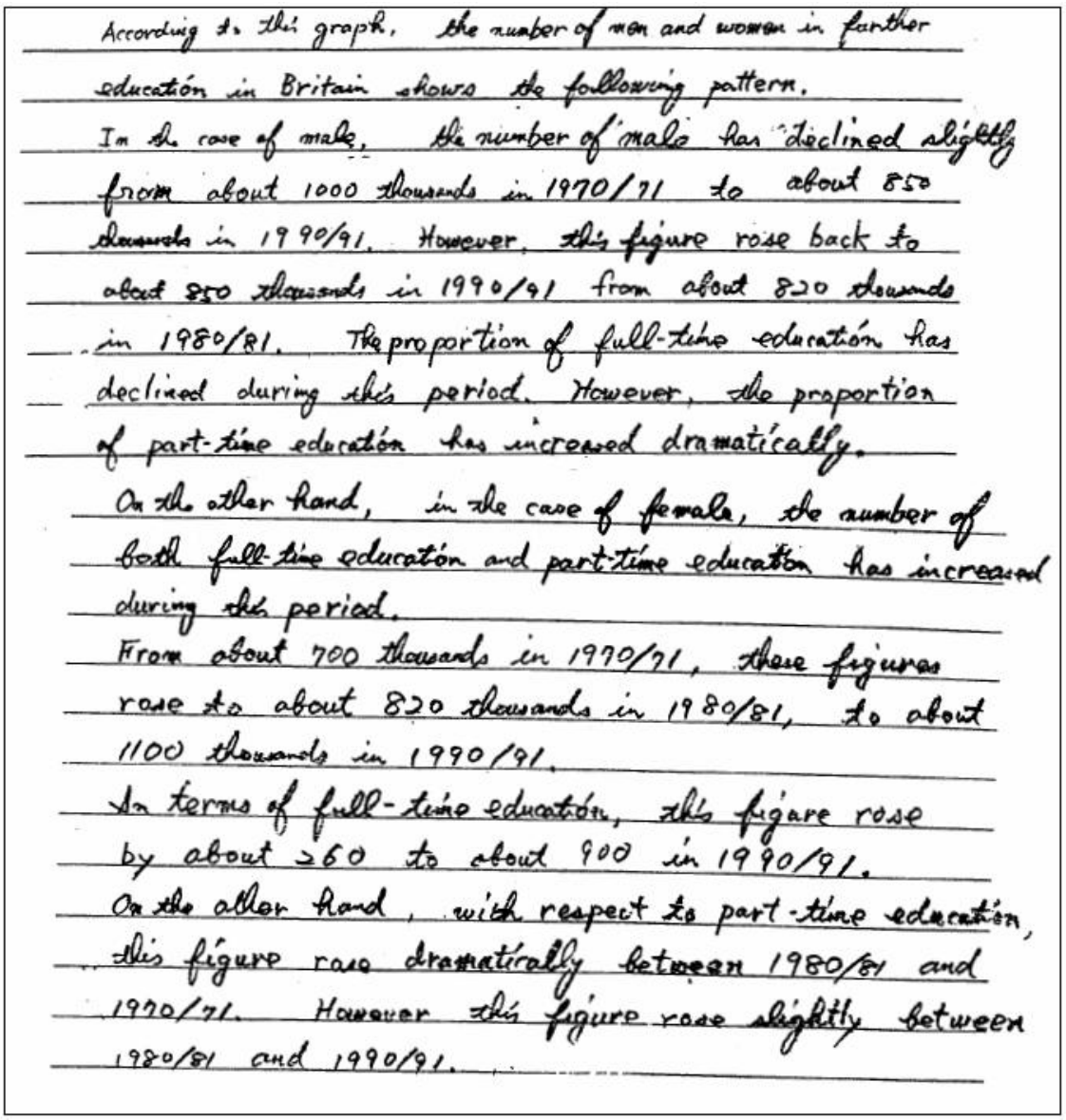
Examiner comment

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 820 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 the 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 1970/71. However this figure rose slightly between 1980/81 and 1990/91.

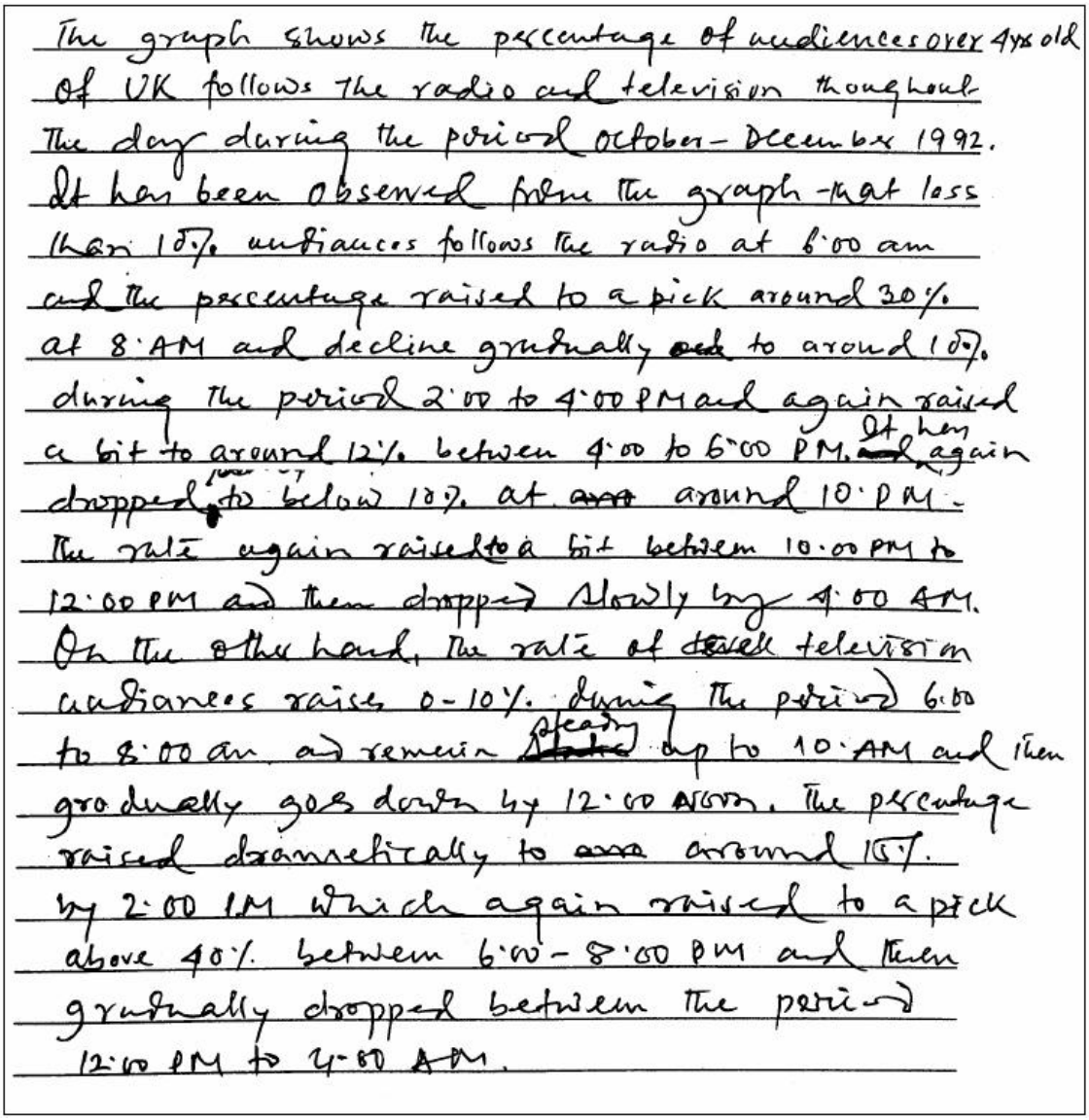
Examiner comment

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.

Academic Writing Sample Task 1B

Sample Script A



The graph shows the percentage of audiences over 4yrs 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% audiances follows the radio at 6:00 am and the percentage raised to a pick around 30% at 8:AM and decline gradually 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. It then again dropped to below 10% at around 10:PM. The rate again raised to a bit between 10:00 PM to 12:00 PM and then dropped slowly by 4:00 AM. On the other hand, the rate of tv television audiances raise 0-10% during the period 6:00 to 8:00 am and remain steady up to 10:AM and then gradually goes down by 12:00 noon. The percentage raised dramatically to around 15% by 2:00 PM which again raised to a pick above 40% between 6:00 – 8:00 PM and then gradually dropped between the period 12:00 PM to 4:00 AM.

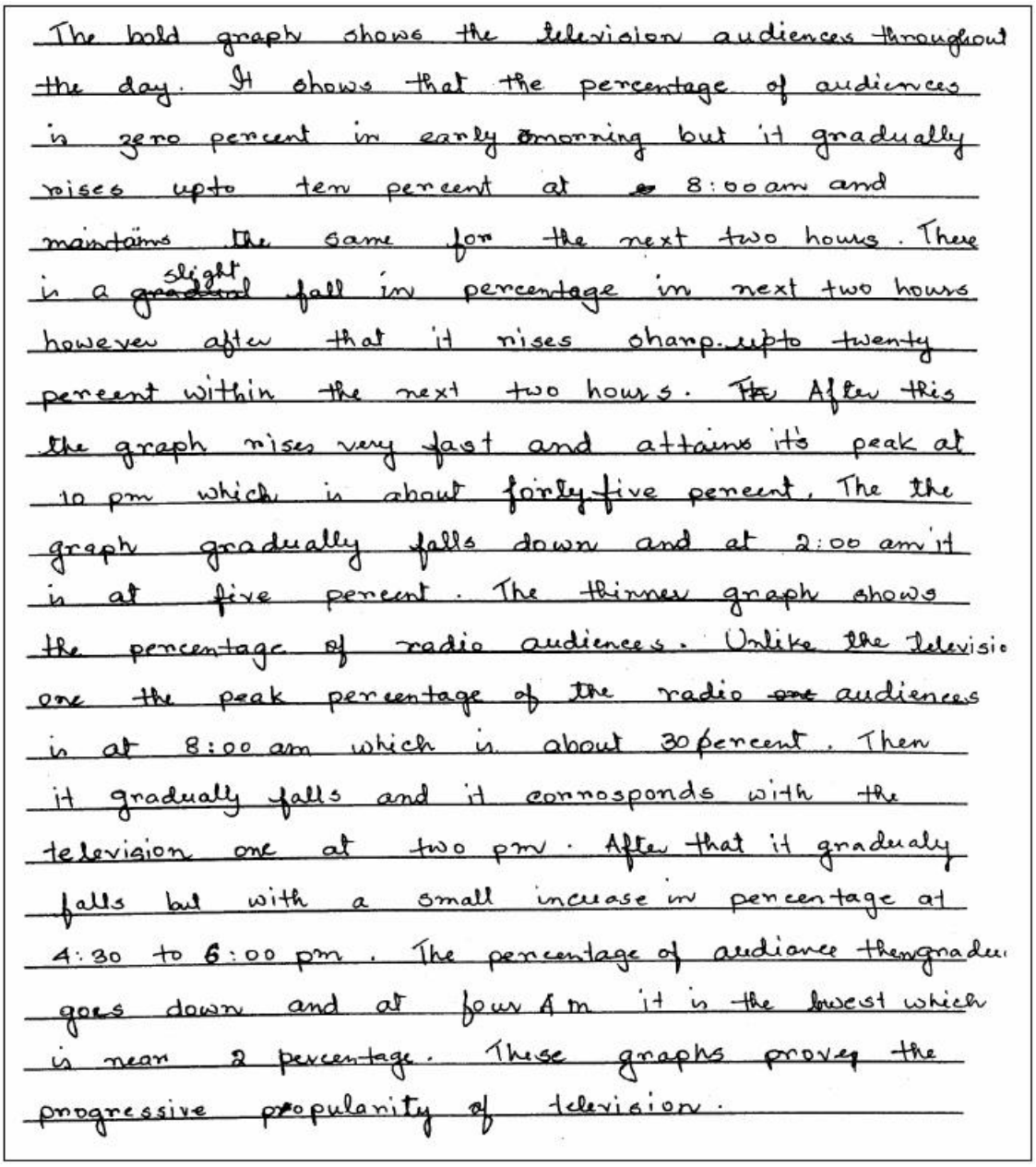
Examiner comment

Band 6

The answer has an appropriate introduction which the candidate has attempted to express in 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.

Academic Writing Sample Task 1B

Sample Script B



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 raises upto ten percent at 8:00 am and maintains the same for the next two hours. There is a slight fall in percentage in next two hours however after that it rises sharp. upto twenty percent within the next two hours. After this the graph rises very fast and attains it's peak at 10 pm which is about forty five percent. The the graph gradually falls down and at 2:00 am it is at five percent. The thinner graph shows the percentage of radio audiences. Unlike the televisio one the peak percentage of the radio audiences is at 8:00 am which is about 30 percent. Then it gradually falls and it connosponds with the television one at two pm. After that it gradualy falls but with a small increase in percentage at 4:30 to 6:00 pm. The percentage of audience thengradu goes down and at four A m it is the lowest which is near 2 percentage. These graphs proves the progressive popularity of television.

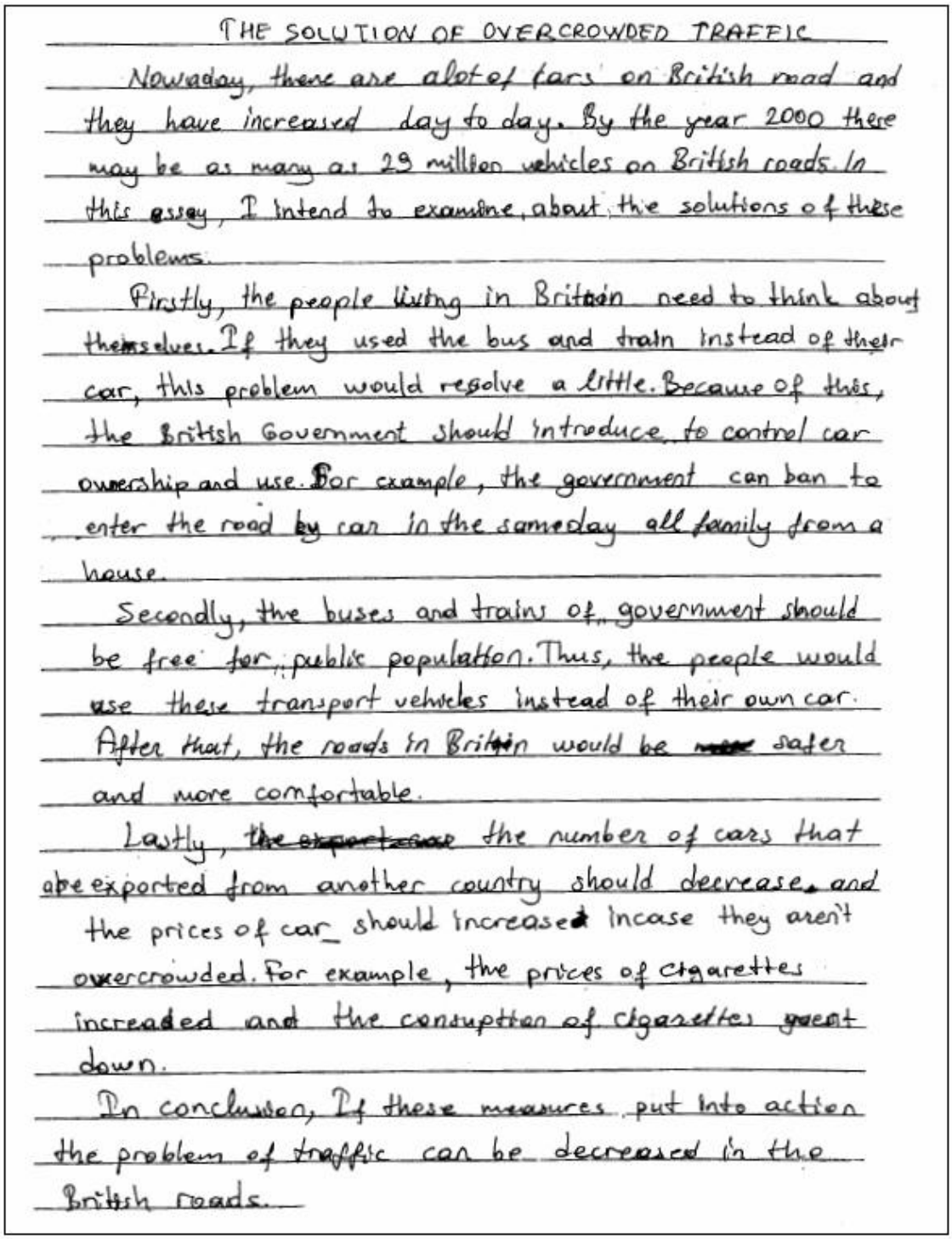
Examiner comment

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 though these do not impede communication.

Academic Writing Sample Task 2A

Sample Script A



THE SOLUTION OF OVERCROWDED TRAFFIC

Nowaday, there are alot of cars on British road and they have increased day to day. By the year 2000 there may be as many as 29 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 sameday 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 ~~more~~ safer and more comfortable.

Lastly, ~~the exportance~~ the number of cars that are exported from another country should decrease, and the prices of car should increased incase they aren't overcrowded. For example, the prices of cigarettes increaded and the consuption of cigarettes ~~went~~ down.

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

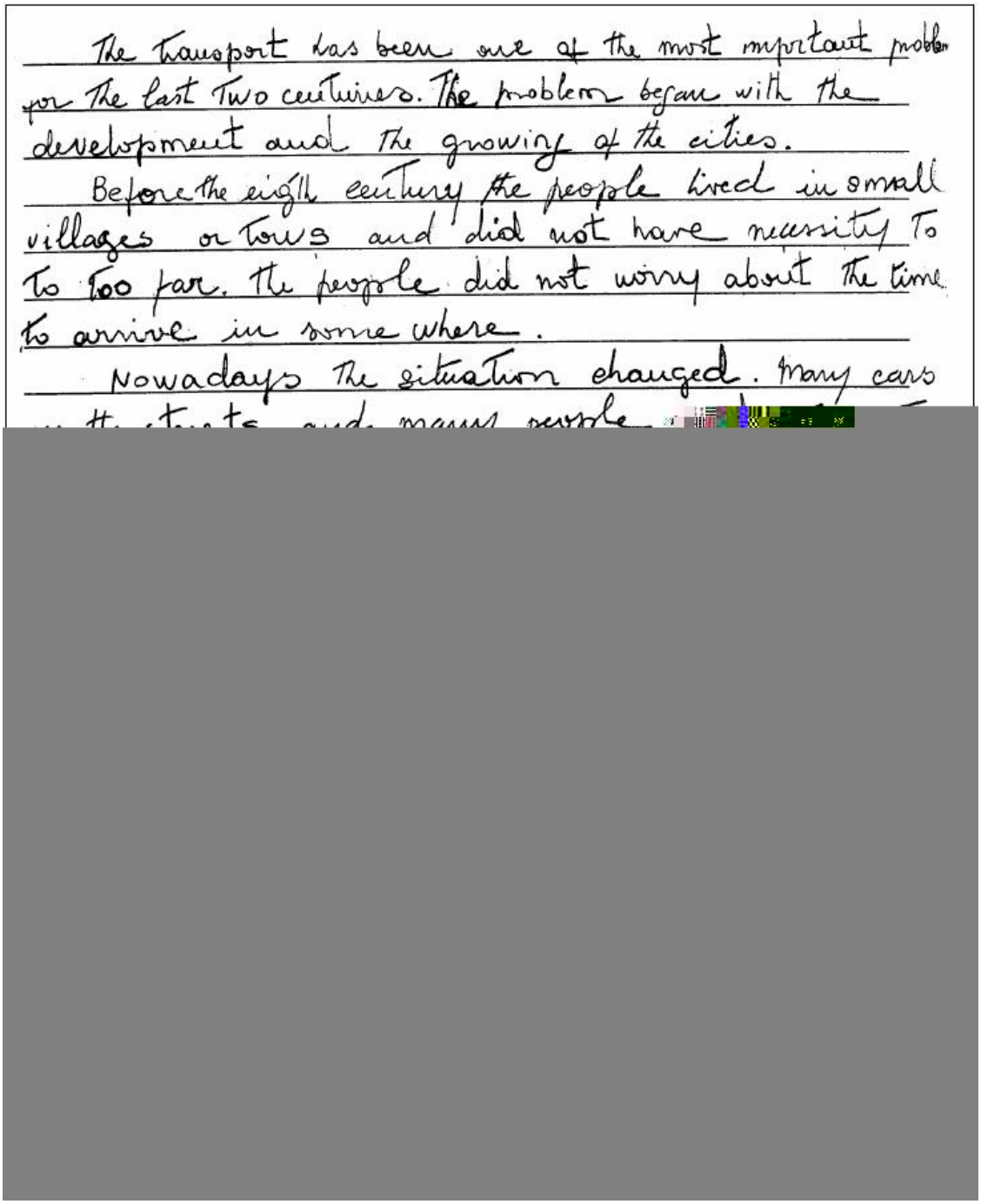
Examiner comment

Band 5

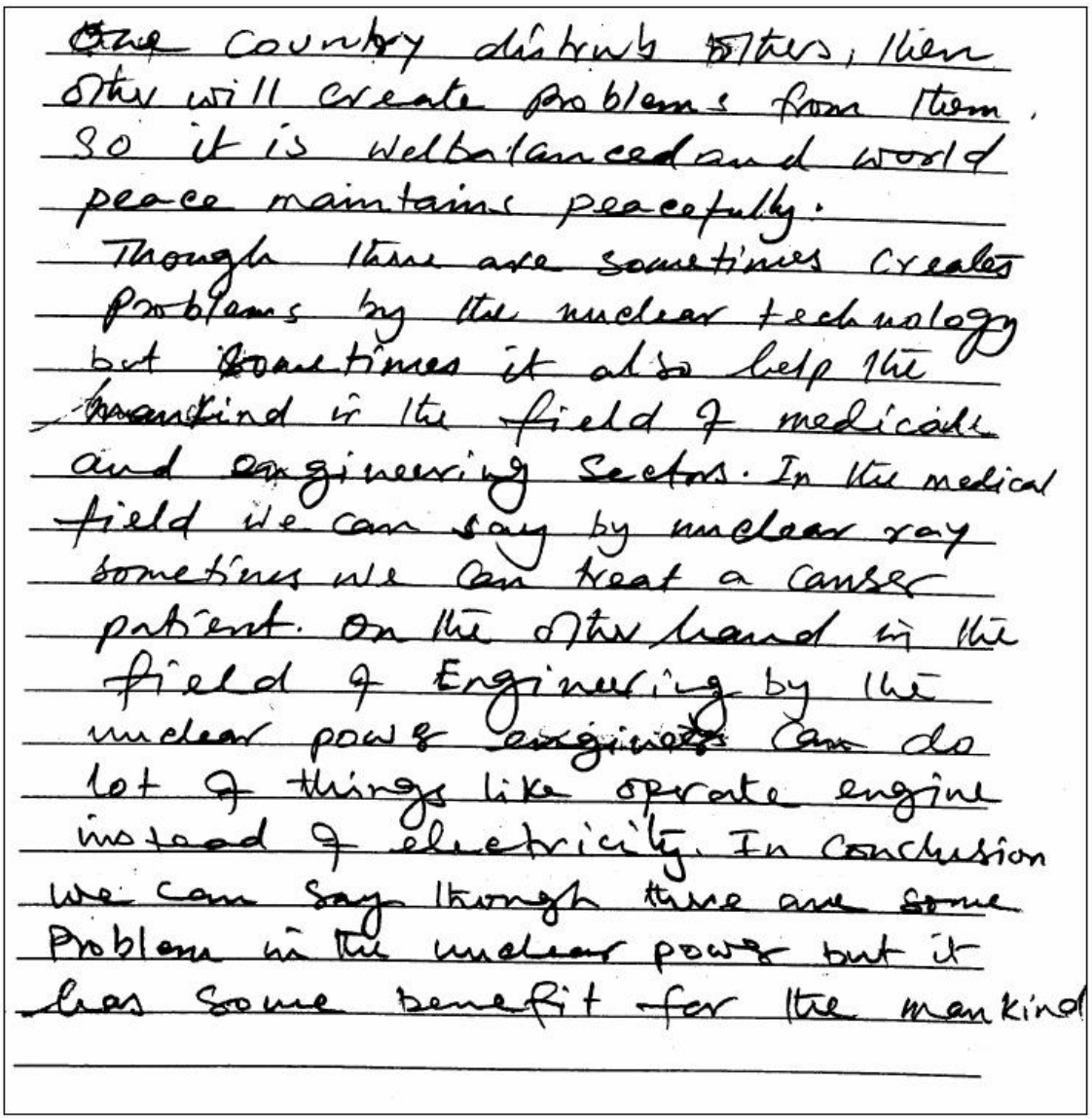
The answer is short at just over 200 words and thus loses marks for content. There are some relevant arguments but these are not very well developed and become unclear in places. The organisation of the answer is evident through the use of fairly simple connectives but there are problems for the reader 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.

Academic Writing Sample Task 2A

Sample Script B



The Transport has been one of the most important proble
for the last Two centuries. The problem began with the
development and the growing of the cities.
Before the eigth century the people lived in small
villages or Tows and did not have necesity To
To Too far. The people did not worry about the time
to arrive in some where.
Nowadays The situation changed. Many cars


one country distroys others, then other will create problems from them. So it is well balanced and world peace maintains peacefully.
Though there are sometimes creates problems by the nuclear technology but sometimes it also help the mankind in the field of medicals and engineering sectors. In the medical field we can say by nuclear ray sometimes we can treat a canser 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 there are some Problems in the nuclear power but it has some benefit for the mankind

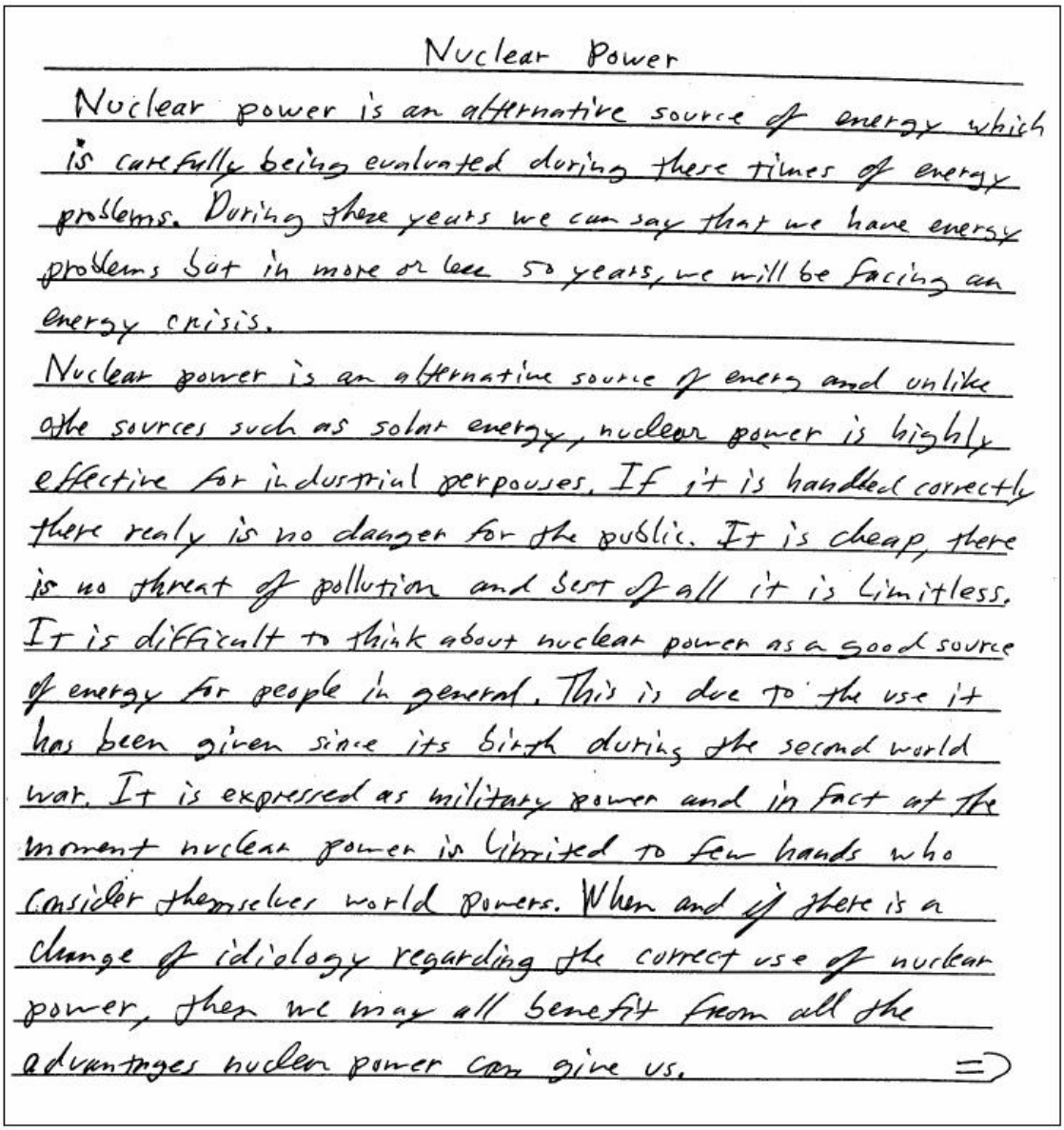
Examiner comment

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.

Academic Writing Sample Task 2B

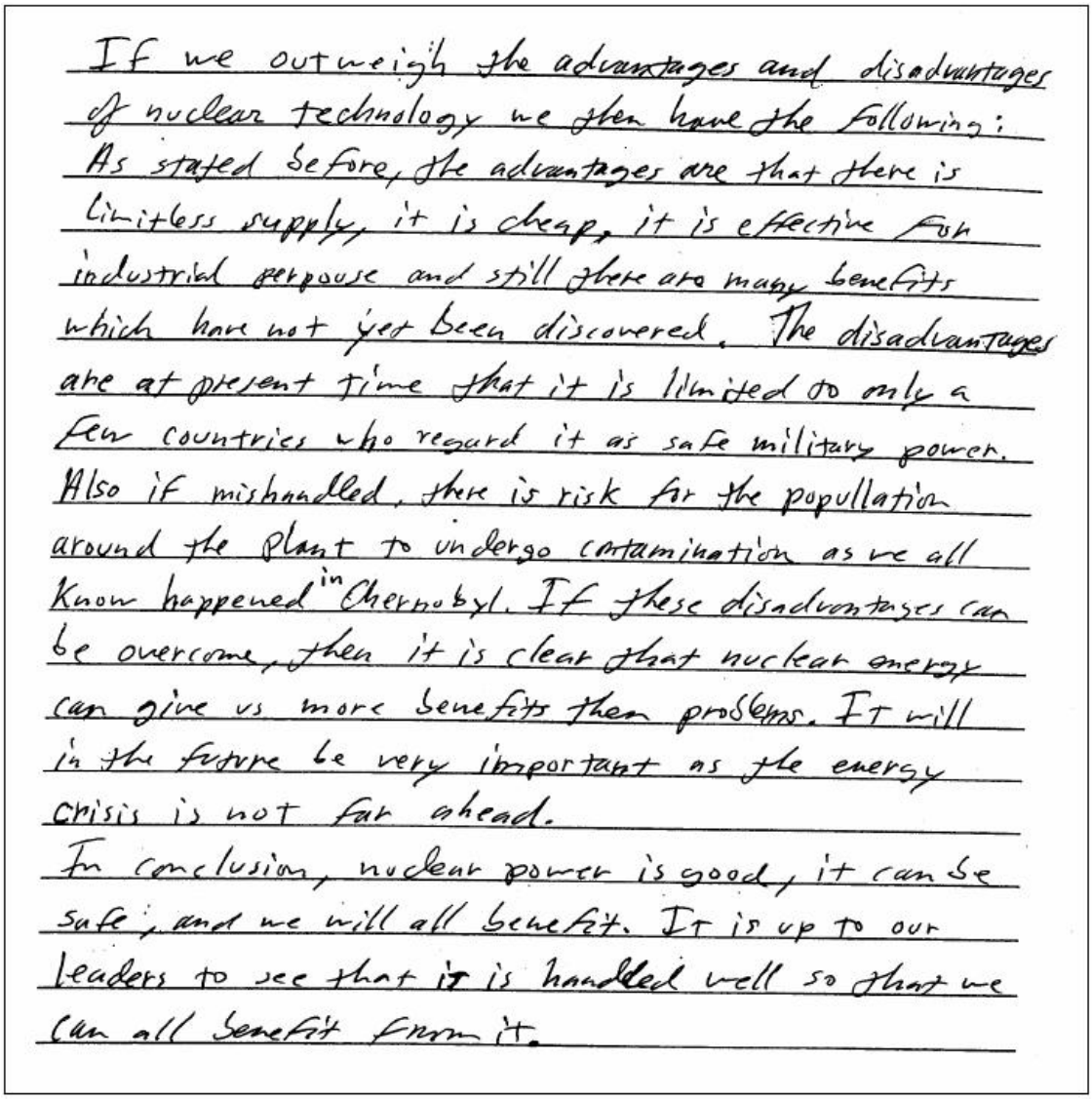
Sample Script B



Nuclear Power

Nuclear power is an alternative source of energy which is carefully 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 othe sources such as solar energy, nuclear power is highly effective for industrial perpouses. If it is handled correctly there realy 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 idiology 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 limitless supply, it is cheap, it is effective for industrial perpouse 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 popullation 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 then 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 in the use of vocabulary, mainly in the areas of spelling and word choice.