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.
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 males, the number of males has declined slightly from about 1000 thousands in 1970/71 to about 850 thousands in 1990/91. However, this figure rose back to about 870 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 females, the number of both full-time education and part-time education has increased during this period.

From about 780 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 250 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.
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.
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.
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 polls for the last two centuries. The problem began with the development and the growing of the cities.

Before the eighteenth century, the people lived in small villages or towns and did not have necessity to go too far. The people did not worry about the time to arrive in some where.

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

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

In big cities there are some alternatives like undergrounds (metro), coach, train and bicycles. In China and Cuba, they use a lot of bicycles for substituting the cars on poaches.
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.
Academic Writing Sample Task 2B
Sample Script A

Nuclear power provides cheap energy sources. Sometimes the present sources of energy like oil, gas etc. will be finished.

Arguments in favour nuclear power:
The nuclear energy produces by chemical materials is comparatively cheaper than other energy. To produce the power it only involve some expert people and energy plant. Where the producer atomic energy it needs a large involvement like workers, machines, etc. And also takes more time. The nuclear power plants are well protected and monitor. That is why there is less possibility of 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 this country. Because they know if
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 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 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 above 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 limitless supply, it is cheap, it is effective for industrial purpose 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 in the use of vocabulary, mainly in the areas of spelling and word choice.