

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 7** score. Here is the examiner's comment:

This answer clearly presents the key features of the diagrams, and although the first map is described only briefly, this is acceptable for this particular task. The description is accurate though some aspects, such as the section on the accommodation, could have been more fully extended. The final paragraph summarises the main points effectively. The information is logically organised and can be easily followed throughout the response. A range of cohesive devices including reference and substitution is used appropriately, with only occasional inaccuracies. Some less common vocabulary and collocations are used appropriately, e.g. *central reception block*; *western accommodation units*, and there are no spelling errors. There is a variety of grammatical structures and many sentences contain no inaccuracies. Where errors do occur, they do not affect understanding.

The two maps show the same island while first one is before and the second one is after the construction for tourism.

Looking first at the one before construction, we can see a huge island with a beach in the west. The total length of the island is approximately 250 metres.

Moving on to the second map, we can see that there are lots of buildings on the island. There are two areas of accommodation. One is in the west near the beach while the other one is in the centre of the island. Between them, there is a restaurant in the north and a central reception block, which is surrounded by a vehicle track. This track also goes down to the pier where people can go sailing in the south sea of the island. Furthermore, tourists can swim near the beach in the west. A footpath connecting the western accommodation units also leads to the beach.

Overall, comparing the two maps, there are significant changes after this development. Not only lots of facilities are built on the island, but also the sea is used for activities. The new island has become a good place for tourism.

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.

Traditionally, children have begun studying foreign languages at secondary school, but introducing them earlier is recommended by some educationalists. This policy has been adopted by some educational authorities or individual schools, with both positive and negative outcomes.

The obvious argument in its favour is that young children pick up languages much more easily than teenagers. Their brains are still programmed to acquire their mother tongue, which facilitates learning another language, and unlike adolescents, they are not inhibited by self-consciousness.

The greater flexibility of the primary timetable allows for more frequent, shorter sessions and for a play-centred approach, thus maintaining learners' enthusiasm and progress. Their command of the language in later life will benefit from this early exposure, while learning other languages subsequently will be easier for them. They may also gain a better understanding of other cultures.

There are, however, some disadvantages. Primary school teachers are generalists, and may not have the necessary language skills themselves. If specialists have to be brought in to deliver these sessions, the flexibility referred to above is diminished. If primary language teaching is not standardised, secondary schools could be faced with a great variety of levels in different languages within their intake, resulting in a classroom experience which undoes the earlier gains. There is no advantage if enthusiastic primary pupils become demotivated as soon as they change schools. However, these issues can be addressed strategically within the policy adopted.

Anything which encourages language learning benefits society culturally and economically, and early exposure to language learning contributes to this. Young children's innate abilities should be harnessed to make these benefits more achievable.

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 chart shows the time spent by UK residents on different types of telephone calls between 1995 and 2002.

Local fixed line calls were the highest throughout the period, rising from 72 billion minutes in 1995 to just under 90 billion in 1998. After peaking at 90 billion the following year, these calls had fallen back to the 1995 figure by 2002.

National and international fixed line calls grew steadily from 38 billion to 61 billion at the end of the period in question, though the growth slowed over the last two years.

There was a dramatic increase in mobile calls from 2 billion to 46 billion minutes. This rise was particularly noticeable between 1999 and 2002, during which time the use of mobile phones tripled.

To sum up, although local fixed line calls were still the most popular in 2002, the gap between the three categories had narrowed considerably over the second half of the period in question.

TEST 2, WRITING TASK 2

SAMPLE ANSWER

This is an answer written by a candidate who achieved a **Band 8** score. Here is the examiner's comment:

The answer addresses all parts of the prompt sufficiently, focusing on the benefits for students rather than society. A number of relevant, extended and supported ideas are used to produce a well-developed response to the question. However, some ideas, for example the reference to the crime level, are not fully extended. The ideas are logically ordered and cohesion is consistently well managed. Paragraphing is used appropriately, and progression between paragraphs is managed with some sophistication. A wide range of vocabulary is used to articulate meanings precisely, with skilful use of uncommon lexis, and very few inappropriacies. The range of grammatical structures used is also wide, with only occasional minor errors.

It has been suggested that high school students should be involved in unpaid community services as a compulsory part of high school programmes. Most of the colleges are already providing opportunities to gain work experience, however these are not compulsory. In my opinion, sending students to work in community services is a good idea as it can provide them with many lots of valuable skills.

Life skills are very important and by doing voluntary work, students can learn how to communicate with others and work in a team but also how to manage their time and improve their organisational skills. Nowadays, unfortunately, teenagers do not have many after-school activities. After-school clubs are no longer that popular and students mostly go home and sit in front of the TV, browse internet or play video games.

By giving them compulsory work activities with charitable or community organisations, they will be encouraged to do something more creative. Skills gained through compulsory work will not only be an asset on their CV but also increase their employability. Students will also gain more respect towards work and money as they will realise that it is not that easy to earn them and hopefully will learn to spend them in a more practical way.

Healthy life balance and exercise are strongly promoted by the NHS, and therefore any kind of spare time charity work will prevent from sitting and doing nothing. It could also possibly reduce the crime level in the high school age group. If students have activities to do, they will not be bored and come up with silly ideas which can be dangerous for them or their surroundings.

In conclusion, I think this is a very good idea, and I hope this programme will be put into action for high schools/colleges shortly.

TEST 3, 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:

The answer addresses the task, reporting sufficient details for the reader to be accurately informed, even though in each chart one element is implied rather than overtly stated. Clear comparisons are drawn between the two countries. An overview is given, although focusing on only one age group reduces its clarity. The information is well organised and a range of linking devices used, e.g. *whereas; the latter country*. Vocabulary is adequate for the task and generally accurate, though attempts to use less common words are less successful. A few errors occur in word formation, e.g. *statistic* (statistical); *estimative* (estimate), but they do not affect understanding. Simple and complex sentence forms are produced with few grammatical errors, but the range of structures is rather restricted.

The diagrams show statistic information regarding the ages of the habitants of Yemen and Italy in 2000 and also a estimative for 2050.

We can see that in 2000 the majority of people in Yemen was between 0 and 14 years old, whith 50.1%, whereas in Italy most of the population was between 15-59 years old (61.6%), in the same year. On the other hand, just 3.6% of people in the former country was 60 years old or more in 2000, while in the latter country this figure is represented with 24.1%.

The projections for 2050 show that the number of people with 15-59 years and 60 years or more will increase in Yemen, reaching 57.3% and 5.7% respectively. In contrast, in Italy, the population with 15-59 years will decrease to 46.2%, while people with 60 years or more will grow to 42.3%

Overall, it is possible to see that there is an upward trend on the rates of people with 60 years or more in both countries.

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.

A problem of modern societies is the declining level of health in the general population, with conflicting views on how to tackle this worrying trend. One possible solution is to provide more sports facilities to encourage a more active lifestyle.

Advocates of this believe that today's sedentary lifestyle and stressful working conditions mean that physical activity is no longer part of either our work or our leisure time. If there were easy-to-reach local sports centres, we would be more likely to make exercise a regular part of our lives, rather than just collapsing in front of a screen every evening. The variety of sports that could be offered would cater for all ages, levels of fitness and interests: those with painful memories of PE at school might be happier in the swimming pool than on the football pitch.

However, there may be better ways of tackling this problem. Interest in sport is not universal, and additional facilities might simply attract the already fit, not those who most need them. Physical activity could be encouraged relatively cheaply, for example by installing exercise equipment in parks, as my local council has done. This has the added benefit that parents and children often use them together just for fun, which develops a positive attitude to exercise at an early age.

As well as physical activity, high tax penalties could be imposed on high-fat food products, tobacco and alcohol, as excessive consumption of any of these contributes to poor health. Even improving public transport would help: it takes longer to walk to the bus stop than to the car.

In my opinion, focusing on sports facilities is too narrow an approach and would not have the desired results. People should be encouraged not only to be more physically active but also to adopt a healthier lifestyle in general.