TEST 1, WRITING TASK 1

This is an answer written by a candidate who achieved a **Band 6.0** score.

The charts give information about owner ship of electrical appliances and amount of time spent doing house work in households in one country between 1920 and 2019.

Above all, the percentage of households with electrical appliances went up through 1920 to 2019. On the contrary, the number of hours of housework per week decreased. As the first graph illustrates, refrigerator became to be used 100% in 2000 though its proportion in 1920 was almost 0%. On the other hand, the percentage of washing macine soared from 40% to 75% and it changed slightly. The percentage of vaccum cleanner changed dramatically and it hit a peak in 2019. According to the second graph, the number of hours of chores per week went down gradually. It was 50 hours in 1920 but 2019, it became about 10 hours.

As these charts show, it is certain that as the percentage of households with electrical appliances increased, the number of hours of housework declined.

Here is the examiner's comment:

> This response presents the overall pattern for each appliance and the number of hours worked. An overview is presented at the beginning of the second paragraph, then again in the final paragraph.

> There are some inaccurate details in the first graph [*refrigerator became to be used 100% in 2000*], when it was 1980. There is also a lack of precision when describing the trends in the graphs [*changed slightly | went down gradually*]. In order to score more highly, the response should include more detail on the trends, e.g. it mentions the vacuum cleaner [*changed dramatically*] but needs to give data to support this.

> Ideas are organised and progress logically in this response. There is some effective use of cohesive devices [*On the contrary | As the first graph illustrates | On the other hand | According to the second graph | As these charts show*] with some errors [*Above all*].

> Vocabulary is used adequately and there are some good examples used [*proportion | soared | hit a peak*]; however, some errors remain [*vaccum cleanner /* vacuum cleaner | *macine /* machine] even though these words are given in the question.

> Grammar structures include some sentences with multiple clauses [As the first graph illustrates …]. However, there are errors [*became to be used*] including plural endings and most sentences are short and simple.

> To improve the Band Score, the response should be a minimum of 250 words and should not contain sections copied from the question (first sentence).

TEST 1, WRITING TASK 1

This is an answer written by a candidate who achieved a **Band 8.0** score.

The graphs illustrate the procession of some electrical appliances and how much time is dedicated to house work in one specific country from 1920 to 2019.

In general , we can see that the ownership of electrical appliances has had a considerable increase through the years and as a consequense the number of hours spent doing domestic chores has decreased.

Refrigerator is possibly the most important whiteware in households, therefore, it rose sharply from 0% in 1920 to 90% in 1960, reaching 100% of the households in 1980.

At the begining, Vacuum cleaners and washing machines ownership presented similar trends, starting in 1920 at 30% and 40% of the residences, respectively. However, in 1960 the vacuum cleaner continued to be very popular peaking at 100% of the houses in 2000, while the washer possession fluctuated from 65% to 75% of the households.

With the increase of the popularily of those appliances it is clear to see the drop in the hours dedicated to housework. In 1920, people spent 50 hours per week on that activity, nevertheless, in 1960, it fell to about 15 hours and from them on the number of hours have steadly follen.

Here is the examiner's comment:

> This is a strong response which provides a clear overview, making a clear link between the two charts. It provides detailed data on the growth in ownership of individual appliances, pointing out peaks and similar trends. Ideas are logically organised, although paragraphing could be improved by avoiding any one-sentence paragraphs, to ensure ideas are grouped in the most effective way.
>
> There is a wide range of vocabulary with some higher-level items [*dedicated* | *considerable increase* | *domestic chores* | *peaking at*]. Some errors remain, but do not reduce the message [*consequense /* consequence | *whiteware /* white goods | *begining /* beginning | *popularily /* popularity | *steadly follen /* steadily fallen].
>
> Overall, grammar includes a variety of complex structures, with numerous long sentences containing a number of clauses. There are occasional errors, e.g. plural forms [*washing machines ownership*]; however, the majority of sentences are error-free.
>
> This is a good example of a higher-level response to this Task 1 question.

TEST 1, WRITING TASK 2

This is an answer written by a candidate who achieved a **Band 4.5** score.

In today's world, It is fact that few nations higher individuals are becoming interested in finding out about the history of house they are live in for there are several reasons for this think. If asked questions, Both these questions i discussed further.

Discussing the first question, there are many reasons for the finding out for history's of house they are stay in. Firstly, the oldest house is very much given value as a classical house because of there old house was made by using old raw material and some time in auction their value in money also rises. Such as In Vadodara city some oldest house will be their like maharaja sayaji rao's house; However, In some old house there was some archological thinks for example old coin or old currency and using their oldest currency give highest value.

Reffering, the second question people also can carry out research into this subjects because its subject give classical knowledge about house and other building. Such as in oldest year how individual use raw materials for making bracks. and bracks are very strong compair to new one. Furthermor human being also known about oldest things and give their specific knowledge to their child for increases interest to the knowing history subjects. For example child also know about history of india because of their knowledge become made u pride person of india.

All in all, the interest of finding out of history of their house is also useful and also continue with research into a history subject; However, some people also interested to find out history and knowning history of different subject. its give extra knowledge about some things, that you want to know. I agree with the second question.

Here is the examiner's comment:

There are two parts to this question and this response tries to address both parts, but there is irrelevant information and only limited ideas are presented. In the first part, the 'reasons', there are two relevant ideas (the value of the property and archaeological interest), but the rest is irrelevant and unclear. Similarly, in the second part, ideas are limited and do not relate fully to the question of 'how' people research. In the final sentence, it says [*I agree*] but this question only asks us to give reasons and describe how research can be done, not to agree or disagree. This demonstrates that the prompt has not been fully understood.

These ideas have been organised into four paragraphs; however, there is a lack of progression and sentences do not flow naturally.

Vocabulary is just adequate to address the question, but errors in the use of vocabulary cause confusion [*archological thinks* / archaeological things | *bracks* / bricks | *knowning* / knowing].

Punctuation is faulty [*If asked questions, Both these questions i discussed further*] and there are frequent grammatical errors that make this response very difficult to understand.

TEST 1, WRITING TASK 2

This is an answer written by a candidate who achieved a **Band 6.5** score.

Being interested by researching the history of the home where people lives is a unsual trend in some countries. At first let's see the reasons that push them to find out about history of their home.

Some people lives in old towns where the history was very important, like old capitals. They can discover important things about others families, they could be politician, writers, kings, or simple farmers. It's a way to obtain souvenirs from the past, to give to their house a personality and a spirit. IF people discover that their house used to be a house of a famous person or of an important person the value of the house will change and they can sell it and earn lot of money. The house could be given to the government like a heritage for the citizens. Some people are unhappy in their life in their house, they think about mysterious things, they hear voices and they belive that their own house is habitated by gosts and spirits, they try to know a soul it history for solving their problems.

Now we can speak about the way that can help them to research into this subject. The first way to help people to know about things nowadays is internet. It is the easiest way to begin a research. They can try to have information on the town, then on the neibourhood and at least on their own house. The other way and the best way for obtaining serious informations is to go to the council of the town and do a requiest. Normally, each town or each region has his archieve, They can try to go there and to read about their town maybe they will discover that their own house was something important. In my opinion it is very hard to have information about our own house mostly about it history, but if it was built on a archeological site it could be a good idea to do research on it. Trying to find information on internet, by our council, in the archieves, or with the help of a notary can be useful to them and to the country.

Here is the examiner's comment:

> This response addresses both parts of the question. A range of ideas is expressed and the writer attempts to pull the ideas together at the end.
>
> There are three paragraphs, but the organisation would benefit from a final paragraph to capture the concluding comments.
>
> The range of vocabulary is good with examples of higher-level items [*obtain souvenirs* | *notary*] but there are a number of errors [*habitated by gosts* / inhabited by ghosts | *neibourhood* / neighbourhood | *requiest* / request | *archieve* / archive]. Similarly, the range of grammatical structures is reasonable, but the level of error means the Band Score cannot be higher than 6.5.

TEST 2, WRITING TASK 1

This is an answer written by a candidate who achieved a **Band 5.0** score.

The picture tells the process of sugar cane becomes sugar. Overal the sugar cane need to be farmed for certain time until the harvest time before it turns into sugar.

It takes 12 to 18 months for the sugar cane to be ready for the harvest. There are two ways for harvesting using the harvesting tractor or manual harvest. Both of them are good. Harvesting using the harvest tractor is easy and fast. The time efficiency will make the production goes faster although it needs more cost. In the other hand manual harvesting is less cost but it takes too much time only for harvesting.

The sugar cane which has been harvesting will be crushed and become juice. The juice is purified in a limestone filter and then cook become syrup. This evaporator will take sometimes before the last process where the syrup is seperated from the sugar crystals that later become the sugar.

Here is the examiner's comment:

> This response presents each step in the process from beginning to end. There is no overview that summarises the main stages of the process. The section that makes a comparison between the mechanised and the manual harvesting processes is irrelevant and should not be included. The order of the response is logical, mapping to the seven stages of the process. There is some use of sequencers [*then* | *before* | *later*], but generally cohesive devices are faulty [*Overal* | *In the other hand*].
>
> Vocabulary use is minimally adequate for the task, we can follow the process but there are frequent errors [*seperated*] and word choice is weak [*picture* / diagram | *less cost* / less expensive | *sometimes* / some time]. The level of error in sentence structure is noticeable [*cook become syrup*] and makes the response difficult to follow.
>
> This response could be improved by the addition of an overview to summarise the process, and fewer errors in the choice of vocabulary and grammatical resources.

TEST 2, WRITING TASK 1

This is an answer written by a candidate who achieved a **Band 5.5** score.

Sugar is one of the food that is used to make foods or drinks. Without sugar, our foods or even drinks will be tasteless. Not to forget, sugar is not readily available because we cannot naturally get it from plants. Here in Malaysia, there are few factories or companies that manufacture sugar from sugar cane plant. There are few steps that need to be done before the sugar is present.

First and foremost, farmer or gardener will plant a garden of sugar cane for about 12 to 18 months. The process of watering and fertilizing need to be done in order for the plant grown to be healthy and good quality. Next, when the sugar cane is ready, step two is done by harvesting the sugar cane plant. Harvesting process is carried out by two ways; first by using a harvesting tractor and not just that, human itself can harvest the sugar cane. Steps three is continued by crushing the sugar cane in a machine. This step is to make sure that the juice can be extracted out in a large volume.

After the juice is produced and collected, the product is filtered by using limestone filter. This is to ensure that no dirt or unwanted materials stuck in the juice before being evaporated. When the filtrate is already clean and clear, the juice will be filled into an evaporator. The evaporator will heat up the sugar cane juice with a very high temperature. This to allow the juice to become more concentrated and all the water is removed. When the juice is slightly dry and free from water, the syrup is placed is a centritage to separate the sugar crystals formed from syrup. Centrifuge machine will spin the syrup to totally remove the liquids present. The last process that need to be done is drying and cooling. The product that are crytals formed will be exposed to a wide and hot area to evaporate the leftout water. Finally, the sugar is ready to be used.

Manufacturing sugar is important especially in Asra's county because sweets such as sugar is our main necessity. Sugar not just be used by our family at homes but also being exported to the worldwide. This to help out county living in a better economy and stable goverment. Hence, process of manufacturing sugar need to be learned by certain community so that it will be continued by the future generations.

Here is the examiner's comment:

The main steps of the process are clearly presented but the first and last paragraphs contain irrelevant information which is not required. The response should also include an overview that summarises the main stages of the process, but this is missing.

The steps of the process are presented in order and progression is clear. Some effective cohesive devices are used to organise ideas, including sequencing devices [*First and foremost | Next | After | Finally*], but generally there is some repetition [*the sugar cane | evaporator*].

The range of vocabulary is adequate, with some good examples [*extracted | concentrated*], but overall, control is limited with some errors in word choice [*leftout* / leftover].

The response contains a range of structures to describe the process [*is carried out by | can be extracted | will be exposed to | is ready to be used*] and although errors in grammar are frequent, the meaning is still clear.

This response could be improved by adding an overview, removing the irrelevant information about the manufacture of sugar across the world and using more accurate vocabulary and grammatical structures.

TEST 2, WRITING TASK 2

This is an answer written by a candidate who achieved a **Band 5.0** score.

Have you ever see the advertisement whether on the train, in television or even on the internet saying that their products are the newest and the best? There are many reasons why these are happening. As for me, I think this is a negative development in advertising Industry because of 3 reasons.

The first and most important reason is that the consumer will think that the products have the advantage as they display in the advertisement but the truth it is not. This can lead to misunderstanding and that's against the law that protect the right of the consumer. For instance, the whitening cream claimed that they can make us being white within 7 days but there is no substance in the world that can do that.

Moving to the next reason is that the producer will no longer care about the real

Here is the examiner's comment:

> This response starts well, with an engaging opening paragraph where the candidate's position is clearly stated [*a negative development*]. A reason is given [*the consumer will think that the products have the advantage*] and an example is included, but this is a related problem caused by false advertising and does not address the requirements of the question. As the response is unfinished and ends mid-sentence, and ideas are limited, the score for this response is low.
>
> Due to the short response, and the lack of ideas, there is no overall progression and a limited number of cohesive devices. Vocabulary is also limited, but minimally adequate for this question. There is a limited range of sentence structures too.
>
> A longer response could have provided a wider range of vocabulary and sentence structures to raise the Band Score.

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irlanguage

TEST 2, WRITING TASK 2

This is an answer written by a candidate who achieved a **Band 6.5** score.

Advertising has been developed as one of the main pillars in business world. Although there are multiple ways of advertising a product, it appears to be that companies keep insisting on the new features their product has and this might not be a good idea.

First of all, it is important to say that marketing and advertising can make a difference in a competitive system. Furthermore, companies need to show that their new product is better than the previous ones and those from rival companies. Thirdly, this forces companies to innovate and improve their products. For example, Apple brings a new iPhone almost every year, reinventing it each time.

Although it might seem a good idea, actually this kind of advertising could possible lead to the worst situation. This is called aggressive marketing because it centres the consumer attention in a specific characteristic and ignoring the rest. An specific example could be "No man's sky" videogame which was advertised as the revolutionary game that would change videogames concept. Unfortunately, that was far from reality. The game had a lot of problems and errors that made obvious the developer company stressed too much in advertising.

In conclusion, I think focusing in new features is good for the companies but has a terrible effect for consumers, who might end up disappointed after buying the product.

Here is the examiner's comment:

> The candidate directly addresses the question and presents a clear position. They give three reasons why businesses advertise the 'new' aspects of their products and illustrate this by referring to the Apple iPhone (the second paragraph). In the second part of the response, they give an example of a 'new' videogame that disappointed many customers when it was launched because it did not meet the high expectations. This is a good response, but it does not reach the minimum word count of 250. Further development of these ideas would lead to a higher Band Score.
>
> Organisation is clear with good use of cohesive devices, although in the second paragraph, devices are quite mechanical, placed at the start of each sentence [*First of all | Furthermore | Thirdly | For example*]. There is effective paragraphing to group the ideas together. The range of vocabulary is both adequate and appropriate, with some good use of collocation [*make a difference | forces companies to innovate | end up disappointed*]. There is a variety of complex sentence forms, with a high level of accuracy, although some errors remain.
>
> If the candidate had met the minimum word count of 250 words, they could have demonstrated a wider range of vocabulary and grammatical structures and achieved a higher score.

TEST 3, WRITING TASK 1

This is an answer written by a candidate who achieved a **Band 5.0** score.

The diagram shows the site of south west airport current and how it will redevelop in the furture.

Overview, we can see from the diagram that the walkway will be expanded from now to after redevelopment. The middle area now is empty, while the shop will be add at left area in the future. Now the arrivals area is empty space. However, the arrivals area will be built some equipments.

First, now the gates area just has 8 gates and two walkway, whereas that area will be expanded to 18 gates and will be changed transport that is sky train. After then, the shop will be add left area that blow the sky train after redevelopment. Finally, the departures area will be chanded direction and add bag drop space. However, the arrivals area will be built three type of the difference space such as café, ATM, car hire and compare to now is very prevailing.

Here is the examiner's comment:

> This is not a strong response, but it manages to include all the main changes to be made to the airport (in the third paragraph). The second paragraph is an attempted overview, but the information is too general [*built some equipments*] and there is no mention of the increase in number of departure gates. To improve this answer, the main changes need to be summarised.
>
> There are some cohesive devices [*while | However | First | whereas*], but there is also incorrect use [*Overview | that is | After then*] and repetition [*the arrivals area*] which indicates faulty cohesion within sentences.
>
> Vocabulary is limited but is minimally adequate to answer the question. There are errors in spelling [*furture* / future | *blow* / below | *chanded* / changed] and some words are not clear [*very prevailing*?].
>
> Similarly, grammatical structures are limited. There are some correct examples [*will be expanded*], but errors are frequent, especially with future structures, e.g. the use of the passive [*will be add | will be built three type of*].

TEST 3, WRITING TASK 1

This is an answer written by a candidate who achieved a **Band 6.0** score.

The two plans present the changes between the current and the future features of South West Airport after redevelopement.

On the whole, the south part of the airport will be expanded and certain facilities will be moved or newly placed at both the departure and the arrival halls Firstly, according to the expand of the gate hall, the more gates are added. The extended distance will be connected by sky trains as the Y-shaped new gate area is inappropriate to walk for passengers with luggage.

Secondly, some existing facilities will change their locations. For example The cafe and check-in desk at departures will be rearranged in the same hall and Bag frop counter will occupy the previous location of check in desk.

Lastly, new services will be introduced at arrivals in order to help the passengers who finish their journey and are going to travele after the airport, such as ATM service and Car hiring service. Additionally shops will be sited in duty-free area, which can be used after passing the security and passport control.

Here is the examiner's comment:

> The response covers the main changes and additions at the airport; however some details are missing, such as the new café in arrivals. There is an attempt at an overview at the beginning of the second paragraph, but it is quite general [*certain facilities*] and the overview could be improved by a summary of the changes, e.g. to provide a wider range of facilities to benefit passengers.
>
> Some effective linking devices have been used at the beginning of sentences [*Firstly | Secondly | Lastly*] and within sentences [*as | who | such as*]. The response has been organised into four paragraphs, but it does jump from the *arrivals* back to the *shops* in departures. It would be better to organise the information more logically, e.g. starting with departures and ending with arrivals.
>
> Vocabulary is adequate and there are some attempts to use less common items [*expanded | certain facilities | connected by | duty-free area*] although there are some errors [*On the whole* / overall | *expand* / expansion] and a few slips with spelling [*frop* / drop | *travele* / travel].
>
> There are some examples of more complex sentences, e.g. the final sentence, and future structures [*will be connected | is inappropriate to walk | can be used*]. The errors in grammatical structures do not interrupt the message. To improve the score, a wider range of grammatical structures could be used overall.

TEST 3, WRITING TASK 2

This is an answer written by a candidate who achieved a **Band 5.0** score.

The topic of costs of sugar is widely discussed and debated around the world today. Some feel that it should be made more expensive to encourage people to buy less sugar, while others disagree. In my opinion, sugary products needs to be more expensive to buy.

It is true that, people demand to buy things doesn't cost much, however cheap products make more consumer which is less expensive sugar products make more consumer.

However, it has more benefits if sugary products is more expensive and that makes less consumer. The first reason is less sugar makes people more healthy. Sugar causes halm for our body and creates many health problem such as cancer. The second reason is sugar is addictive. If you take sugar products, that make you feel that you need sugar such as smoking.

In conclusion, I agree that sugary products should be made more expensive.

Here is the examiner's comment:

> A position is expressed in the first paragraph, agreeing with the suggestion that sugary products should be made more expensive. Ideas are limited, but health problems such as cancer and sugar addiction are mentioned. Cohesion within the response is weak and the errors do cause some lack of clarity and result in repetition [*make more consumer | sugar*].

> Paragraphing is largely inadequate because there are two examples of one-sentence paragraphs. However, the candidate does present an introduction and a conclusion.

> Due to the response being less than 150 words (well below the expected 250 words), the range of vocabulary and grammar is limited. There is a lack of variety in vocabulary, with some taken from the question. Also, there are few grammatically correct sentences. A longer response with a wider range of language would improve the score.

TEST 3, WRITING TASK 2

This is an answer written by a candidate who achieved a **Band 5.5** score.

Sugary food and drink alway lead to different health problems for people in different ages. Government are looking at varity of methords to encourage citizens to consume less sugar. One solution of it is sugary goods should be made more expensive. Which I agree that is right.

I believe that everyone of us like sugary food and drink such as sweets, cakes and coke, people often say having sweet food and drink will make them happy when they are depressed. Furthermore sugary food also help to keep blood sugar in a health level, but there are alway people over consume sugar that causing problems.

The disadventage of consuming too much sugar will lead to different kind of problem on body such as heart attack, high blood pressure that is causing a lot of people dead every year but the most significant damage will to the national health system when more people are getting more health problem it will cost the health system more money to help them.

People eat sweet food or drinks to make them happy which I think there is wide range of ways can deal with depresstion. For myself I will choose to go for a walk, which is health and cost less. People should try to do some outdoor activities which help them relax and improve physcial condition of there body it is like double benefit for them.

From all the different point I wrote, I agree that sugary produce should be made more expensive, when it more expensive people less likely buy it and government can increase the price by adding tax on it, the tax can go back to the national health service to help others.

Here is the examiner's comment:

> The response does not directly refer to the main point that sugary products should be made more expensive. It is mentioned in the introduction and the conclusion but not in the three central paragraphs. After the introduction (the first paragraph), the second paragraph talks about the effect of eating sugar, the third paragraph talks about the health challenges caused by eating sugar and the cost to health systems, and the fourth paragraph explores ways people can be happier without eating sugar. This does not provide a clear development in relation to agreeing or disagreeing with the main point of the question.
>
> As a result, there is a lack of overall progression even though cohesive devices [*Furthermore | but*] are used effectively. There are also two examples of one-sentence paragraphs, which limit the score.
>
> There is an adequate range of vocabulary with some good examples [*significant damage | double benefit*] and a mix of simple and complex grammatical structures.

TEST 4, WRITING TASK 1

This is an answer written by a candidate who achieved a **Band 5.0** score.

This diagram shows how Plastic bottles are recycled bottles. Overall It can be seen from the graph that there are 8 stages to recycling Plastic bottles.

The process for recycling bottles begins with throwing plastic items in pins. Following this, The Plastic bottles are collected from pins and taken to recycling centre. The next stage is to sort the bottles if it can be recycled or not. The following step, The bottles that will recycling again have been compressed in boxes. Following this, The bottles are crushed by special machines and washed in a big pool. After this, They are taken to producing plastic pellets. Before last stage, bottles are heated to form raw material to be already to final stage that is to producing end products. Then the products take the same process again.

Here is the examiner's comment:

> There is an attempt at an overview for this task; however, saying [*there are 8 stages*] is not sufficient because it does not summarise the main stages of the process. Key information is provided but some details are missing, e.g. naming the products that are made at the end of the process.

> The stages of the process are presented in the correct order and progression is clear. However, each sentence in the main paragraph starts with a linking device [*Following this* | *The next stage* | *After this*]. These devices are overused and some are faulty [*The following step*].

> The range of vocabulary is limited but minimally adequate. The errors do cause some difficulty for the reader [*pins* / bins] and most of the stronger vocabulary is copied from the question [*recycling centre* | *producing plastic pellets* | *to form raw material* | *producing end products*]. A wider range of vocabulary would be needed for a higher score.

> The range of grammatical structures is limited [*bottles are collected* | *bottles are crushed* | *bottles are heated*] and errors are frequent but the meaning is still clear.

> To score more highly, the overview should summarise the main stages of the process, e.g. plastic bottles are collected, sorted, broken down and then made into a range of new products.

TEST 4, WRITING TASK 1

This is an answer written by a candidate who achieved a **Band 7.5** score.

The diagram illustrates the recycling process of plastic bottles. It is a long process of destroying the used product completely, make useful raw material to produce new products. All the parts of the process has been detailed below.

It all starts with garbage. The used plastic bottles are thrown into the dustbins. All the garbage is collected and put forward for sorting. This is an important step, as all sort of waste cannot be recycled. Then the problem of carrying all the waste items individually is sorted by compressing them into huge blocks by machines. These blocks become easier to carry. Then they are taken to a machine for crushing. Each and every part of the former used bottles are now crushed to smaller pieces. They are properly washed to remove impurities, paints or any kind of chemical markings.

Here comes the interesting part. Those pieces are further coverted into plastic pellets. This becomes the useful raw material, now ready to make new products. These same plastic pellets can be used to produce various new products. It is done by heating the pellets, creating brand new things; like bags, penciles, clothing and even new plastic bottles, of course. All of them are said 'environment friendly', which is a very important aspect with respect to mother nature. This cycle may keep repeating, as again these things will be thrown in garbage after use.

Hence, this diagram states the different parts of recycling in a very useful manner of illustrations.

Here is the examiner's comment:

This response begins with a clear summary of the recycling process in the task and then presents the main stages appropriately.

Ideas are logically organised with clear progression through the process. The second paragraph deals with stages 1–5 and then the third paragraph covers stages 6–9. There is a good range of cohesive devices [*These blocks | Those | These same | which*], but there is some repetition [*plastic pellets | new products*] and one-sentence paragraphs which prevent the higher Band Score here.

The range of vocabulary allows some flexibility with some higher-level items [*detailed below | remove impurities*], but there are occasional errors in spelling [*coverted* / converted | *importent* / important] and word choice [*former used bottles* / used bottles | *said* / called | *states* / presents] which prevent a higher rating.

A wide variety of complex grammatical structures is used to describe the process, including passive forms [*are thrown | is collected*] and modal forms [*can be used | may keep repeating*]. Occasional errors remain, for example, in the first paragraph [*make* / making | *has* / have].

This is a very good response and all the main stages are covered appropriately. For a fully developed response the candidate could say that bottles are thrown into the recycling bin not the [*dustbins*] at stage 1 and mention the truck that transports the recycling waste at stage 2.

TEST 4, WRITING TASK 2

This is an answer written by a candidate who achieved a **Band 6.0** score.

It is said that all future vehicles will be driverless. Although some people may fear the fact that there will be no drivers in cars, buses and truck, there are more advantages than disadvantages, it will be beneficial to decrease accidents, more convenient for non-drives and reduce the cost of providing and obtaing drivers license all over the world.

Firstly, most accidents are occurred by human errors such as not paying attention. Consequently, if cars were driven by programes alrealldy installed in vehicles, they would detect dangers around them better than humans. For example, in Japan, cars that are able to detect any objects around them have been introduced recently. It is already preventing a large number of accidents. As the population of elder people increases, vehicles are required to have higher technologies. Therefore, driverless car can be one of the solutions.

Secondly, start driving ages are varied among countries; however, most countries allow people to drive any forms of four-wheel vehicles when they become teenagers or older. In addition, some old people stop driving when reach certain ages. When young children and older people without driver's license would like to travel but no public transportation, it is impossible for them to move. On the other hand, if there were driverless cars, all those people could travel without having someone who can drive. Thirdly, issuing and renewing drivers licences cost a lot of money for most countries. Additionally in some countries, it costs a lot of money to obtain a driver's license for drivers as well. Therefore if cars are driverless, driver's license would not be required as well.

In conclusion, as I believe that there would be more advantages in introducing more driverless transportation. The ability of computers is much advanced so that it will prevent many accidents. People who cannot drive even can drive around without a driving skill. Finally, driverless transportation will reduce license cost.

Here is the examiner's comment:

> This response is clearly in favour of the advantages of driverless vehicles and all the evidence given is in support of driverless vehicles. If the writer had included some of the disadvantages, they could have performed better, as this question suggests both sides should be addressed.
>
> However, a lot of good examples are given and three strong reasons are offered in the introduction, followed by further examples in the main part of the response. It is easy to read due to the range of cohesive devices that link the sentences together [*Consequently | Therefore | On the other hand*] and also refer to previous ideas [*they | one of the solutions | those people | someone who can drive*], but there are errors [*when reach / when they reach*]. In addition, each sentence starts with a linking device, which makes the overall effect a little mechanical; this could be reduced to make the text sound more natural.
>
> There is a good range of vocabulary including some collocation [*detect dangers | reach certain ages | issuing and renewing drivers licences*].
>
> Similarly, there is a range of grammar with frequent error-free sentences. There is a mix of structures including [*if*] clauses and accurate use of modal forms [*could | would*], but there are a few errors too.

TEST 4, WRITING TASK 2

This is an answer written by a candidate who achieved a **Band 6.5** score.

For the past decade the idea of driveless vehicles has become one of the most widely discussed by both common people and experts in different fields. The enthusiasm of implementing new techology has been competing with drawbacks of such a dramatic change into existing transport system.

The first argument to support driveless cars is safety. According to statistics, main reasons for car accidents include breaking road rules due to drivers' low qualification, lack of experience or attention, drunk driving and speeding. Automatic system is not influenced by anything which can be names a "human factor". The part of car crashes due to mechanical break down is considered to be much lower, so the level of car accidents can be expected to decrease with driveless technology.

Another advantage of automatically driven vehicles lies in maximal availablity of such cars for many categories of consumers. Nowadays usage of cars is limited for children and teenagers under certain age, as well as for people with certain health problems. Hiring a driver always results into additional expences which are not necessary in case of driveless technology.

Nevertheless, the inevitable disadvantage of such progress is unemployment level rise. At present, thousands of drivers all over the world are engaged in the transportation. In case they lose their jobs they should be offered an opportunity to get another qualifications. Otherwise, this may result into social crisis and crime level increase.

In conclusion, decrease of car accidents and wide use of automobile transport are by all means more essential to me. Although the unemployment cannot be ignored, there is still enough time to prevent negative result of implementing driveless vehicles.

Here is the examiner's comment:

> This response addresses both sides of the question, but there are more reasons and examples given for the advantages of driverless vehicles. One more idea about the disadvantages would improve the response. The ideas are well organised across five paragraphs and the candidate's position is made clear in the concluding paragraph.
>
> There is some good use of less common vocabulary [*competing with* | *human factor* | *social crisis*] and collocation [*automatically driven vehicles*]; however, errors remain in the spelling [*availablity* / availability | *expences* / expenses | *driveless* / driverless] and the words chosen [*low qualification* / low skills | *part* / proportion | *maximal* / maximising].
>
> Complex grammar structures are used and many sentences have multiple clauses [*Hiring a driver … which* | *In case they … they should*]. There are, however, errors with verb ending, articles and word order which detract from the score.