



# Practice Writing Test 1, Task 1

## SAMPLE ANSWER + ANALYSIS

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### Writing Lab 1, Task 1:

#### Sample Answer (Time taken: approx. 15 minutes)

The top two pie graphs show that there was only a very slight increase in the Australian population in 2001. The increase came fairly equally from both a natural birth increase and immigrants moving to the country with the former being slightly more than the latter.

The bottom pie chart shows a breakdown of the countries from which the immigrants came. With a contribution of 34%, North and West Europe easily make up the largest portion of immigrants to Australia. The next largest contributors are Asia and South and East Europe – with contributions of 23% and 21% respectively. Not surprisingly given its geographical location, New Zealand is next making up 9% of the immigration total with the Americas only one percent less in their contribution at 8%. The least significant contribution comes from North Africa and the Middle East with 5%.

Without the large contribution of the European continent (55%) Australia's population would have been significantly reduced. Given it's proximity to Australia, perhaps Asia and New Zealand will continue to play a major part in the growth of the Australian population.

#### Why this answer would score well

- good use of describing words (eg. *slight increase, largest portion*)
- good use of academic words (eg. *proximity, significant*)
- good logical flow of ideas
- approximately 180 words (a little extra is good)
- spelling and punctuation are good

**Analysing Paragraph 1:**

The top two pie graphs show that there was only a very slight increase in the Australian population in 2001. The increase came fairly equally from both a natural birth increase and immigrants moving to the country with the former being slightly more than the latter.

Notes:

- The subject of the question (population growth in Australia) is addressed - not simply restated. It is written about using different words than those mentioned in the question.
- The introduction provides a specific detail about the subject (there was only a slight increase).
- Two of the three graphs are appropriately addressed
- good use of comparative structures (eg. *former and latter*)

**Analysing Paragraph 2:**

The bottom pie chart shows a breakdown of the countries from which the immigrants came. With a contribution of 34%, North and West Europe easily make up the largest portion of immigrants to Australia. The next largest contributors are Asia and South and East Europe – with contributions of 23% and 21% respectively. Not surprisingly given its geographical location, New Zealand is next making up 9% of the immigration total with the Americas only one percent less in their contribution at 8%. The least significant contribution comes from North Africa and the Middle East with 5%.

Notes:

- The major aspects/trends have been identified and written about in different ways. (eg. with a contribution, the next largest contributors, least significant contribution)
- The trends have been presented in an organised manner. Similar statistics have been grouped together and clear reference has been given to the order of the statistics (i.e. first, second, third, etc.)

**Analysing Paragraph 3:**

Without the large contribution of the European continent (55%) Australia's population would have been significantly reduced. Given its proximity to Australia, perhaps Asia and New Zealand will continue to play a major part in the growth of the Australian population.

Notes:

- A very brief conclusion is given which comments upon a key aspect of the graphs. It discusses a consequence of one of the significant trends in the data (ie. the very slight increase in the Australian population).

**How I developed this answer**

(Time Taken: 3-4 minutes)

**Step 1: Understand the question and the subject material**

I read the question carefully and studied the subject material.  
I then took the following summary notes on the test booklet:

- key words: growth, population, Australia, 2001
- top two charts = contributors to population growth
- 3rd pie chart = immigrants

I then started formulating my introduction.

**Step 2: Identify Trends**

For ease of comparison, I focused on describing the top two graphs together. I noticed the 'Total Population' graph showed a small increase and that the two factors affecting that increase were basically the same.

The third graph is the one I focused on because it had the most information. Very quickly, I noted that Europe was a big contributor to the Australian population. Because of its close location to Australia, Asia and New Zealand were also significant contributors.

I took the following summary notes on the test booklet:

- N & W Europe – largest
- Asia, S & E. Europe – 2nd and 3rd
- NZ – neighbour; America – similar contribution
- least significant – N. Africa & Mid. East

### **Step 3: Decide on Conclusions and Outcomes**

This is a very important part of my answer because it shows the examiner how well I have understood the graphs in the question. In reviewing my notes I could see that if Europe played a major part in the growth of the Australian population. Additionally, I focused on the geographical location of Australia's neighbours and saw their contribution as significant.

I took the following summary notes on the test booklet:

- Europe major contributors
- Asia & NZ neighbours

### **Step 4: Plan and write your answer**

Before I started writing I reviewed my notes and made sure my ideas were correct. I re-read all the titles and sub-titles on the graphs to make sure I was correctly addressing the question. I asked myself, "Have I mentioned the key trends from the graphs"? After checking again, I felt confident that I had.

As I began writing my introduction, I was very careful NOT to repeat the same wording in the question. Using my notes on the paper, I wrote my answer making edits constantly (I write my answers using a pencil). I tried to vary the length of the sentences – some short, some longer. Once I had mentioned all the points in complete sentences, I left myself 2 minutes to 'proof read' or correct any spelling or punctuation errors.

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# Practice Writing Test 1

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## WRITING TASK 1

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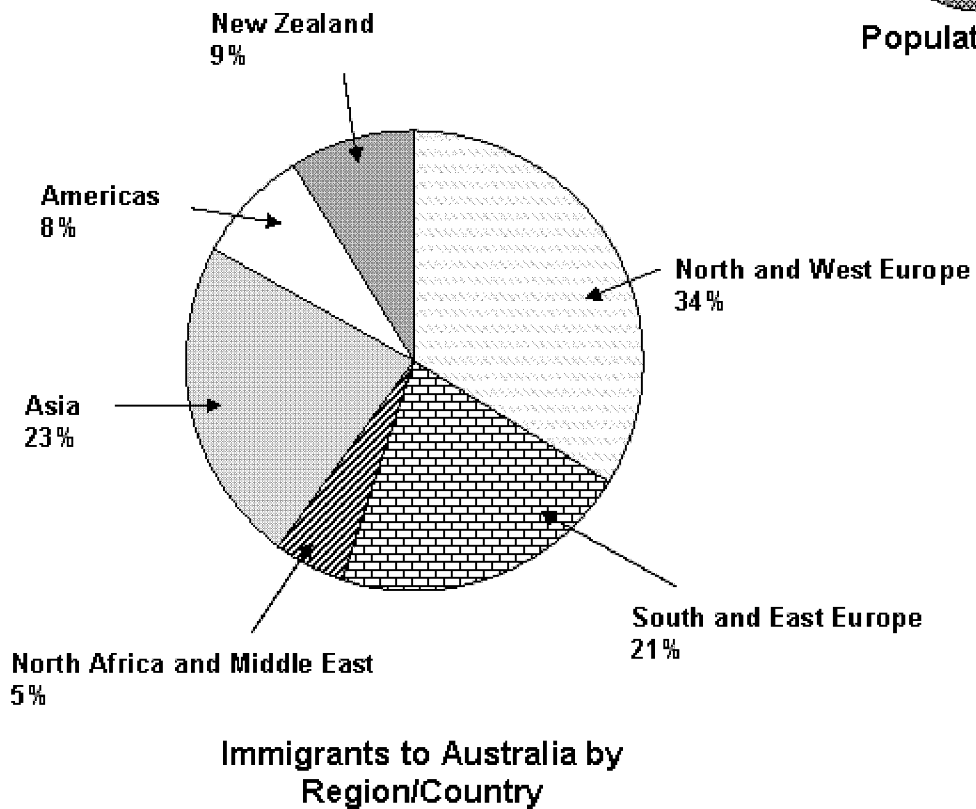
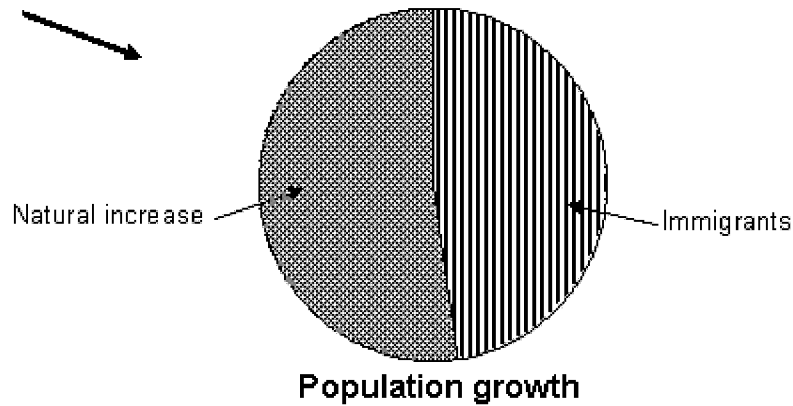
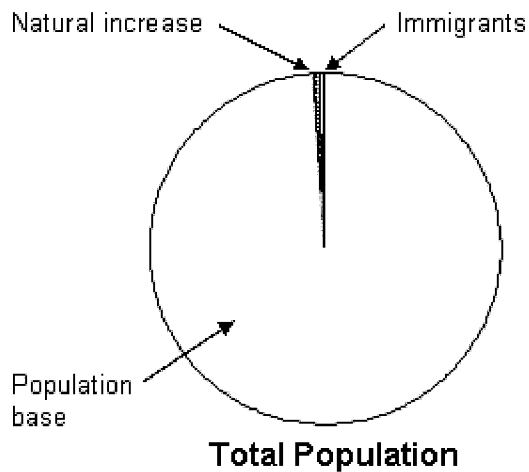
You should spend about 20 minutes on this task.

*The diagrams below show the growth in population in Australia in 2001.*

*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

You should write at least 150 words.

### **Population growth in Australia - 2001**



## WRITING TASK 2

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You should spend about 40 minutes on this task.

Write about the following topic:

*Some people think that scientists experimenting with animals in a laboratory is the only way we can guarantee new products will be safe for human use.*

*To what extent do you agree or disagree with this opinion?*

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

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**End of Sample Test**

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# Practice Writing Test 10

## TEST PAPER

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## WRITING TASK 1

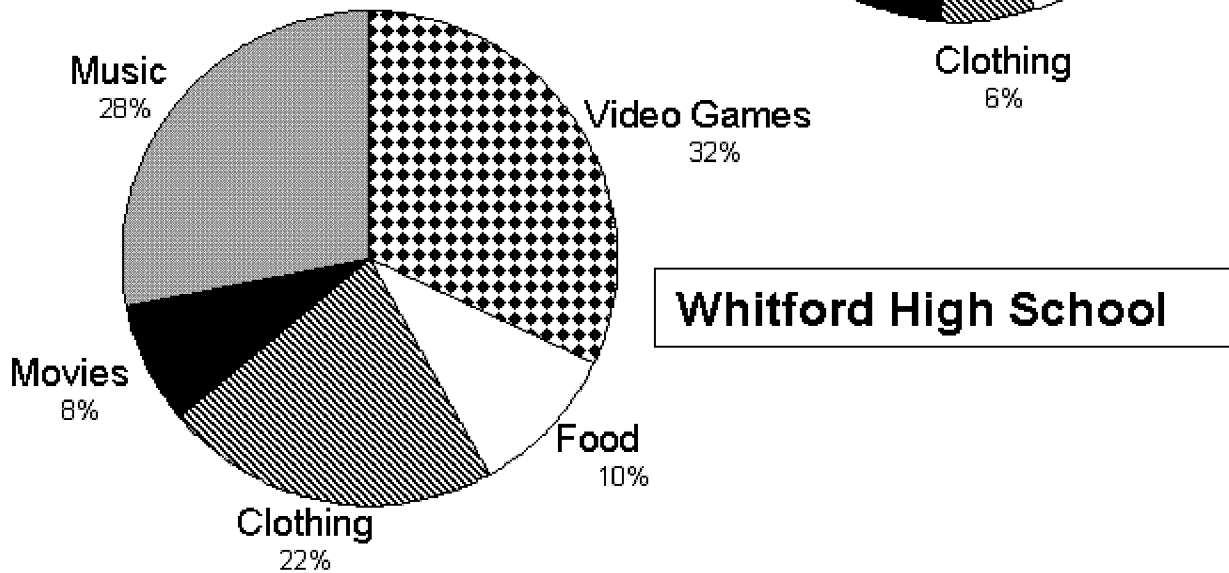
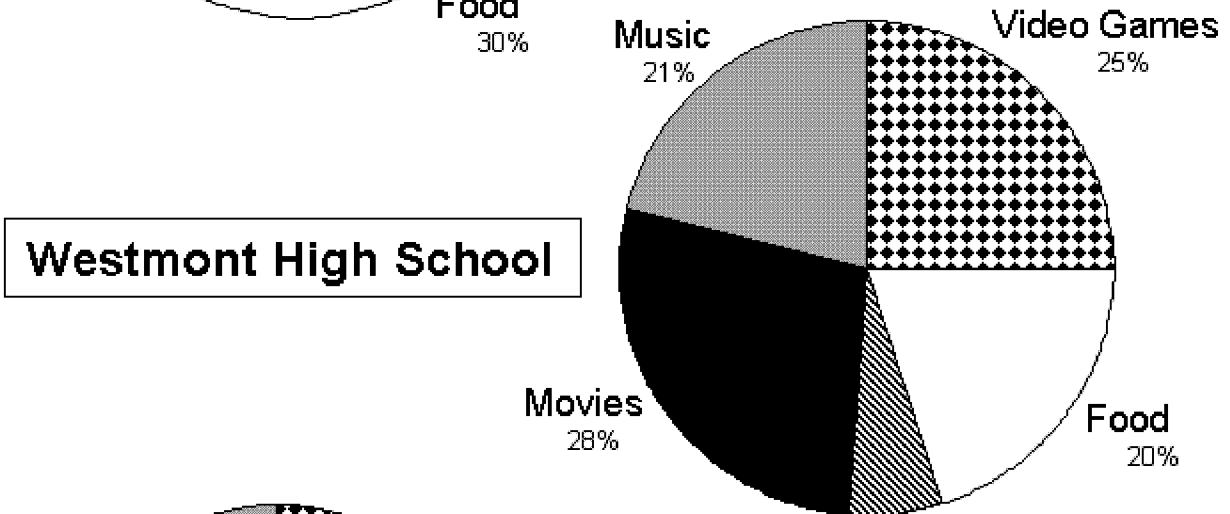
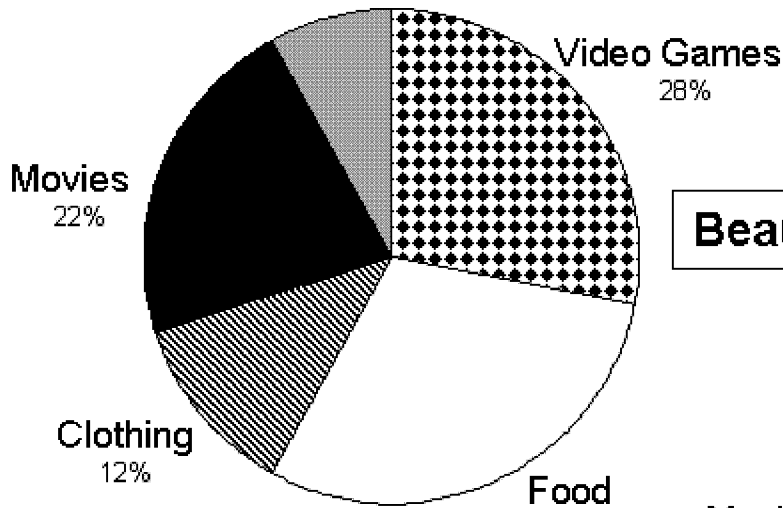
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You should spend about 20 minutes on this task.

*The charts below show what senior high school students in 3 different high schools (Beaufort, Westmont and Whitford) spent their money on in 2005.*

*Summarise the information by selecting and reporting the main features, and make comparisons where relevant*

You should write at least 150 words.



**WRITING TASK 2**

You should spend about 40 minutes on this task.

Write about the following topic:

*Some people think high school graduates should travel or work for a period of time instead of going directly to study at university.*

*Discuss the advantages and disadvantages of both approaches.*

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

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**End of Sample Test**

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# Practice Writing Test 10, Task 1

## SAMPLE ANSWER + ANALYSIS

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### Writing Lab 10, Task 1:

#### Sample Answer

The three pie graphs show five different categories in which students from three different high schools spent their money in 2005.

At Beaufort, 'Food' (30%), 'Video Games' (28%) and 'Movies' (22%) were the most popular areas in which money was spent, while 'Clothing' (12%) and 'Music' (8%) were clearly the least popular.

At Westmont, 'Movies' (28%), 'Video Games' (25%), 'Music' (21%) and 'Food' (20%) were all very much equal in popularity with 'Clothing' (6%) being easily the least popular.

At Whitford, 'Video Games' (32%), 'Music' (28%) and 'Clothing' (22%) were areas in which students spent the most money, while significantly less funds were spent on 'Food' (10%) and 'Movies' (8%).

Of the five categories of expenditure listed, only 'Video Games' were consistently highly rated by students from all three schools. In fact, 'Video Games' were ranked first at Whitford and a close second at both Beaufort and Westmont.

It is clear that apart from 'Video Games', expenditure among students of the three schools was somewhat unpredictable.

(166 words)

#### Why this answer would score well

- This answer would score well as it logically points out the key aspects of the graphs represented without making any unsupported statements.

- All aspects of the pie graphs are addressed the answer concludes with a nice summary statement
- The grammar, spelling and punctuation are all acceptable.
- The language used is of an academic standard which does not restate, but interprets the question.
- The word length is acceptable (162 words)

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# Practice Writing Test 10, Task 2

## SAMPLE ANSWER + ANALYSIS

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### Writing Lab 10, Task 2:

#### **Sample Answer** (Time Taken: Approx. 30 minutes)

In large numbers, high school graduates are opting to travel and work in various parts of the world rather than commencing full-time studies at university. There are many reasons for this choice but in my opinion, the disadvantages outweigh the advantages.

Certainly, students who travel do benefit from a different perspective of the world. The experiences they gain from interacting with people of other backgrounds or cultures is a valuable benefit of travel. In addition, the activity of finding work while traveling is also a maturing process which would build a degree of confidence in a young traveler.

However, the disadvantages are more significant. Students who graduate from high school are typically 17 or 18 years old. Given the escalating dangers in today's world, this age is too young for a person to be traveling solo. Problems and difficulties can arise that require mental and emotional maturity and a young person of 17 or 18 is simply not equipped to handle these unique pressures. In addition, for a young student, the transition into the university environment is not as difficult as it would be if they spent a year or two away from academic study. It is a far better use of their time to attend university, mature emotionally through the experience, and become more aware of a future career path.

Young students who travel after high school graduation are not making the best use of their time. It is much more advantageous for them to develop emotionally and secure a foothold on their future by completing a university degree. Once these life-forming activities are completed, then a young person might travel or work overseas.

(275 words)

**Why this answer would score well**

**PARAGRAPH 1:**

In large numbers, high school graduates are opting to travel and work in various parts of the world rather than commencing full-time studies at university. There are many reasons for this choice but in my opinion, the disadvantages outweigh the advantages.

**Notes:*****The first paragraph is effective because it:***

1. introduces the subject/topic
2. clearly demonstrates the writer's point of view (thesis statement)
3. presents a general fact about the subject (student travel is increasing and is popular)
4. uses the key words from the question without repeating them verbatim
5. demonstrates a good command of grammar, spelling and punctuation.
6. is a good length

**PARAGRAPH 2:**

Certainly, students who travel do benefit from a different perspective on the world. The experiences they gain from interacting with people of other backgrounds or cultures is a valuable benefit of travel. In addition, the activity of finding work while traveling is also a maturing process which would build a degree of confidence in a young traveler.

**Notes:*****The second paragraph is effective because it:***

1. introduces advantages (as the question asks us to do)
2. is long enough (contains around 50 words)
3. is not too emphatic, but believable

**PARAGRAPH 3:**

However, the disadvantages are more significant. Students who graduate from high school are typically 17 or 18 years old. Given the escalating dangers in today's world, this age is too young for a person to be traveling solo. Problems and difficulties can arise that require mental and emotional maturity and a young person of 17 or 18 is simply not equipped to handle these unique pressures. In addition, for a young student, the transition into the university environment is not as difficult as it would be if they spent a year or two away from academic study. It is a far better use of their time to attend university, mature emotionally through the experience, and become more aware of a future career path.

**Notes:*****The third paragraph is effective because it:***

1. introduces several good contrasting points/disadvantages (as the question asks the writer to do)
2. supports the main points made with clear supporting points/examples
3. is long enough; the writer's opinion should be supported by a longer, more convincing paragraph
4. is more emphatic and direct – the examiner can clearly understand the writer's position
5. utilises good vocabulary, grammar and punctuation

**PARAGRAPH 4:**

Young students who travel after high school graduation are not making the best use of their time. It is much more advantageous for them to develop emotionally and secure a foothold on their future by completing a university degree. Once these life-forming activities are completed, then a young person might travel or work overseas.

**Notes:*****The final paragraph is effective because it:***

1. re-emphasises the writer's position (as per the question)
2. the language used gives a sense of 'finality' to the piece
3. utilises good vocabulary, grammar and punctuation

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# Practice Writing Test 1, Task 2

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### Writing Lab 1, Task 2:

#### **Sample Answer** (Time taken: approx. 15 minutes)

There has been much debate on the topic of lab animals and product testing. Some people believe that scientists locking up animals in a laboratory environment is contrary to what nature intended – and they are probably right. Others believe laboratory animals perform a great service for humankind.

For many years now, scientists have been working hard to develop cures for diseases. Occasionally, new medicines and drugs are created which may be a solution to a serious illness plaguing mankind. In order to determine if there is any level of danger in these drugs, lab animals ingest them and are monitored for any unusual reactions. Therefore, lab animals play a vital role in the prevention of human death caused by a possible reaction to these new drugs.

Of course life for an animal in a laboratory environment is unnatural. If a person is said 'to be a guinea pig' it always carries with it a negative connotation and reminds us that an animal locked up in a cage, being fed various potentially dangerous substances is far from an enviable position! Being fed mechanically in a sterile environment all their lives, lab animals often become sluggish and fat and many of them die from hideous diseases. It is often a cruel existence.

There is however, one key element that cannot be overlooked in the discussion – animals are not humans. Although the life of animals in a lab is regrettable, I much prefer a guinea pig to die than a human being. The human need must always come first. It is sad that any living thing must suffer however, the use of laboratory animals in testing new products made today goes a long way toward helping humankind enjoy a better tomorrow.

(288 words)

#### **Why This Answer Would Score Well**

- good structure to the essay
  - the topic is clearly stated in the first paragraph
  - each idea flows logically
- each paragraph has a specific focus
- the vocabulary is of an academic standard
- conclusion has a compelling argument and a clever use of 'today' and 'tomorrow' as a contrast

### Analysing Paragraph 1:

There has been much debate on the topic of lab animals and product testing. Some people believe that scientists locking up animals in a laboratory environment is contrary to what nature intended – and they are probably right. Others believe laboratory animals perform a great service for humankind.

Notes:

- The paragraph is brief (3 sentences) but clearly identifies the topic.
- There is a comment regarding the relevancy of the topic today.
- Without restating it, the opening deals with the key elements of the question – scientists, experimenting with lab animals to ensure safe products for humans.
- The reader is introduced to both sides of the argument and a possible hint as to the writer's position is given through use of the phrase "and they are probably right" (use of the word 'probably' makes it a possibility only).

### Analysing Paragraph 2:

For many years now, scientists have been working hard to develop cures for diseases. Occasionally, new medicines and drugs are created which may be a solution to a serious illness plaguing mankind. In order to determine if there is any level of danger in these drugs, lab animals ingest them and are monitored for any unusual reactions. Therefore, lab animals play a vital role in the prevention of human death caused by a possible reaction to these new drugs.

Notes:

- this paragraph begins by reminding the reader of the relevancy of the topic ("For many years now...").
- It sets the scene with a very current example – the development of new products for humans
- It presents a strong case in support of the writer's position ("...lab animals play a vital role in the prevention of human death...").

### Analysing Paragraph 3:

Of course life for an animal in a laboratory environment is unnatural. If a person is said 'to be a guinea pig' it always carries with it a negative connotation and reminds us that an animal locked up in a cage, being fed various potentially dangerous substances is far from an enviable position! Being fed mechanically in a sterile environment all their lives, lab animals often become sluggish and fat and many of them die from hideous diseases. It is often a cruel existence.

Notes:

- The next paragraph flows well from the previous one and presents good ideas which are opposite to the previous position taken
- words such as **mechanically**, **sterile**, **sluggish** and **hideous** are good academic, descriptive words
- the example about a person being a 'guinea pig' demonstrates advanced knowledge of an English expression
- the ideas are compelling and succinct and definitely provide clear examples in contrast to the previous paragraph

### Analysing Paragraph 4:

There is however, one key element that cannot be overlooked in the discussion – animals are not humans. Although the life of animals in a lab is regrettable, I much prefer a guinea pig to die than a human being. The human need must always come first. It is sad that any living thing must suffer however, the use of laboratory animals in testing new products made today goes a long way toward helping humankind enjoy a better tomorrow.

Notes:

- The flow of ideas changes again and this time the reader is left in no doubt as to the writer's position.
- The most convincing argument is presented here and supports well the 2nd paragraph (arguments for).
- The final sentence gives the writing a sense of 'finality' and makes clever use of the contrast between today and tomorrow (present and future).
- The word count for this piece is around 290 words which is good.

## How I Developed This Answer

(Time Taken: 8-10 minutes)

### Introduction

I read the question several times and identified the key words.

- I underlined the following key words in the question: ***scientists experimenting with animals, laboratory, only way, guarantee new products safe for human(s).***

I recalled how this is a very controversial topic in the world today.

I would write the following summary notes on the test booklet:

- hot topic
- new products
- cruel to animals
- protects humans

### Arguments For

The first idea that came to my mind was that lab animals are like a kind of safety net for humans – they guard against the death of humans. Because we have this way to explore new medicines, ideas can be developed and tested without causing harm to humans.

I would write the following summary notes on the test booklet:

- prevents human death  
'safety net'
- advances scientific enquiry

### Arguments Against

One of the first ideas that came to mind was that it is cruel to house animals in labs. Although it is cruel I realised it was necessary. I decided to list ideas why it was cruel. I thought how they would get fat because of their confined areas and also that they might die of terrible (hideous) diseases caused by the experimentation.

I would write the following summary notes on the test booklet:

- cruelty to animals
- locked up
- hideous diseases

### Statement of Position

In this part of my argument I was tempted to add in the 2nd paragraph but I decided to wait for it until the third paragraph because I felt it was the most powerful idea in defence of my position. The basic question is animal life over human life.

I would write the following summary notes on the test booklet:

- humans more valuable
- my guinea pig or relative?
- humans come first

**Conclusion**

I combined the conclusion with my statement of position because I could tell that my essay was getting a bit long and I was running out of time. I wanted to make a powerful point at the end. I thought about how lab animals today allow scientists to develop (medical) ideas for the future (tomorrow). I liked the contrast of today and tomorrow so I used it in my conclusion.

I would write the following summary notes on the test booklet:

- sad, but necessary
- labs today --> better tomorrow

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# Practice Writing Test 2

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**WRITING TASK 1**

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You should spend about 20 minutes on this task.

*The table below shows the most popular types of holiday activities amongst British senior high school students in 2003.*

*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

You should write at least 150 words.

**Most popular holiday activities amongst British senior high school students in 2003.**

<b>Holiday Activity</b>	<b>Female</b>	<b>Male</b>
Reading	16	8
Playing sports	8	31
Sleeping/resting	25	15
Self-education	6	5
Gardening	4	6
Watching movies	27	23
Shopping	22	9
<b>TOTAL</b>	<b>108</b>	<b>97</b>



## WRITING TASK 2

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You should spend about 40 minutes on this task.

Write about the following topic:

*Governments around the world are spending billions in support of space programs. This money would be better spent on research into improvements in human health.*

*To what extent do you agree or disagree with this opinion?*

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

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**End of Sample Test**

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# Practice Writing Test 2, Task 1

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### Writing Lab 2, Task 1:

#### **Sample Answer** (Time taken: approx. 15 minutes)

The table highlights popular holiday activities in 2003 amongst 108 female and 97 male senior high school students in Britain. It reveals some significant differences and similarities between the two groups.

Of the statistics, 'playing sports' showed the greatest disparity with the number of males (31) being almost four times the number of females (8). Next, in terms of contrast were the activities of 'reading' and 'shopping'. In both activities, the number of females (16 and 22) at least doubled the number of males (8 and 9). While not being as dramatically different as the previous examples, there were marked differences between females (25) and males (15) in the activity of 'sleeping/resting'. These activities represented the most significant differences.

There were, however some similarities amongst the two groups. In the areas of 'self-education' and 'gardening', both males (5 and 6) and females (6 and 4) were surprisingly similar. Not surprisingly, 'movie watching' was also a similar area of interest with slightly more females (27) interested than males (23).

Generally, the results indicate that males prefer more physically demanding, outdoor activities whereas the females seem to prefer activities that are less strenuous.

(191 words)

#### **Why this answer would score well**

- good use of describing words (eg. dramatically different, *doubled*, *similar*)
- good use of academic words (eg. *marked differences*, *significant*, *strenuous*, *physically demanding*)
- good logical flows
- approximately 190 words (a little extra is good)
- spelling and punctuation are good

### Analysing Paragraph 1:

The table highlights popular holiday activities in 2003 amongst 108 female and 97 male senior high school students in Britain. It reveals some significant differences and similarities between the two groups.

#### Notes:

- The subject of the question (holiday activities amongst British high school students) is written using a slightly different combination of words from the question - not simply restated.
- The number of participants in the survey is given.
- The reader is introduced to information which will follow (significant differences and similarities).

### Analysing Paragraph 2:

Of the statistics, 'playing sports' showed the greatest disparity with the number of males (31) being almost four times the number of females (8). Next, in terms of contrast were the activities of reading and shopping. In both activities, the number of females (16 and 22) at least doubled the number of males (8 and 9). While not being as dramatically different as the previous examples, there were marked differences between females (25) and males (15) in the activity of sleeping/resting. These activities represented the most significant differences.

#### Notes:

- This paragraph focuses on the differences between the males and females.
- The trends are organised in a logical ranking from greatest to smallest difference.
- One group of similar differences has been grouped (reading and shopping).

### Analysing Paragraph 3:

There were, however some similarities amongst the two groups. In the areas of self-education and gardening, both males (5 and 6) and females (6 and 4) were surprisingly similar. Not surprisingly, movie watching was also a similar area of interest with slightly more females (27) interested than males (23).

#### Notes:

- This paragraph focuses upon the similarities between the males and females.
- The trends are organised in a logical ranking from greatest to smallest similarity.
- A comment ('not surprisingly') is added to reflect the popularity of movies amongst young people.

### Analysing Paragraph 4:

Generally, the results indicate that males prefer more physically demanding, outdoor activities whereas the females seem to prefer activities that are less strenuous.

#### Notes:

- This paragraph gives a logical conclusion which is clearly based upon the data from the table.
- 'Generally' is a good word to use in the conclusion because there are some exceptions in the analysis (ie. although most females do not participate in playing sports, some (8) do).

## How I developed this answer

(Time Taken: 3-4 minutes)

### Step 1: Understand the question and the subject material

I read the question carefully and studied the subject material.

- I underlined the following key words in the question: ***popular holiday activities, British senior high school students, 2003.***

I would write the following summary notes on the test booklet:

- 108 females/97 males
- similarities & differences

I then started formulating my introduction.

### Step 2: Identify Trends

Because there were seven (7) categories, I focused on locating the similarities and differences within them (this makes my answer easier to write!). I looked carefully for trends and immediately noticed that *playing sports* and reading *and shopping* were very different between females and males. The numbers for *sleeping and resting* were also quite different.

I also noticed that self-education and gardening were very similar amongst males and females. Watching movies was also quite similar (females slightly greater in number).

Once I had organised the group of information I knew writing the answer would be easy!

I made the following summary notes on the table on the test booklet:

Holiday Activity	Female	Male
Reading	16	8
Playing sports	8	31
Sleeping/resting	25	15
Self-education	6	5
Gardening	4	6
Watching movies	27	23
Shopping	22	9
<b>TOTAL</b>	<b>108</b>	<b>97</b>

Annotations:

- 1<sup>st</sup> difference: Playing sports (8 vs 31)
- 3<sup>rd</sup> difference: Sleeping/resting (25 vs 15)
- 2<sup>nd</sup> difference: Self-education (6 vs 5)
- 1<sup>st</sup> similarity: Gardening (4 vs 6)
- 2<sup>nd</sup> similarity: Watching movies (27 vs 23)

### Step 3: Decide on Conclusions and Outcomes

I studied the groups I made (in step 2) carefully and it became obvious to me that boys liked physically demanding activities (playing sports) and women preferred less physically demanding activities (reading).

I would write the following summary notes on the test booklet:

- generally - males more physically demanding
- females less physically demanding

### Step 4: Plan and write your answer

Before I started writing I reviewed my notes and made sure that I had logically grouped my answers and that they made sense. I re-read all the titles on the table and made sure that the information I had written in my notes was correct. I asked myself, "Have I mentioned the key trends from the table?" After checking again, I felt confident that I had.

As I began writing my introduction, I was very careful NOT to repeat the same wording in the question. Using my notes on the paper, I wrote my answer making edits constantly (I write my answers using a pencil). I tried to vary the length of the sentences – some short, some longer. I also was careful not to make any unsupported statements (I used the word 'generally'). I knew my answer would be made up of 4 paragraphs – introduction, similarities, differences and conclusion. Once I had mentioned all the points in complete sentences, I left myself 2 minutes to look for any spelling or punctuation errors.

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# Practice Writing Test 2, Task 2

## SAMPLE ANSWER + ANALYSIS

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### Writing Lab 2, Task 2:

#### Sample Answer

(Time taken: 30 minutes)

It is a fact that some governments are spending billions of dollars on space research each year. Recently, the USA announced that more money would be spent on their space programs. Meanwhile diseases like AIDS and cancer are continuing to claim the lives of more and more people.

Certainly, an awareness of what is occurring out beyond our earth is an interesting endeavour for those working in the field of science. Space exploration is the cause of many thousands of jobs around the world. Additionally, an awareness of the movements of planets and meteorites and the possibility that they may fall to earth helps us to be prepared if such a thing should happen.

It must be pointed out that the probability of a meteorite crashing to earth and killing thousands of people is very low. What will continue however, are the deaths of thousands and thousands of people caused by rampant diseases and illnesses throughout our planet. Many of these diseases are multiplied due to a lack of knowledge about them – ignorance is costly. Time and money spent on learning more effective ways to control or even eliminate them has the potential to help immeasurably the lives of people who are suffering and in pain. Consider the relief of a man in Africa suffering from disease once thought to be incurable but, due to research, a solution to his problem is found. Would the discovery of a new moon on Jupiter help this man? I think not.

The alleviation of human suffering through health research is more important than space programs and research. The basic value of human life makes it clear that improving human health is a wiser use of government money.

(284 words)

**Why this answer would score well**

- good structure to the essay
  - both sides of the issue are clearly stated
  - each idea flows logically
- each paragraph has a specific focus
- approximately 280 words
- the vocabulary is of an academic standard
- the conclusion has a solid argument for why money should be spent on humans rather than space research.

#### **Analysing Paragraph 1:**

It is a fact that governments are spending billions of dollars on space research each year. Recently, the USA announced that more money would be spent on their space programs. Meanwhile diseases like AIDS and cancer are continuing to claim the lives of more and more people.

#### **Notes:**

- The paragraph is brief (3 sentences) but clearly identifies the topic and establishes the sides of the argument.
- There is a comment regarding the relevancy of the topic today (USA recently announced more money to be spent on space programs).
- Without restating it, the opening deals with the key elements of the question – **governments are spending billions on space programs**, (instead of) **researching into improvements in human health**.

#### **Analysing Paragraph 2:**

Certainly, an awareness of what is occurring out beyond our earth is an interesting endeavour for those working in the field of science. Space exploration is the cause of many thousands of jobs around the world. Additionally, an awareness of the movements of planets and meteorites and the possibility that they may fall to earth helps us to be prepared if such a thing should happen.

#### **Notes:**

- Through use of appropriate English, this paragraph begins by reminding the reader of the relevance of space travel.
- Next three examples are given which help to strengthen the argument for space research:
  1. it is an interesting study,
  2. it creates many jobs and
  3. it could aid in the protection from falling meteorites.
- Good use of linking structures (certainly, additionally) and academic vocabulary (an interesting endeavour, space exploration, such a thing).

**Analysing Paragraph 3:**

It must be pointed out that the probability of a meteorite crashing to earth and killing thousands of people is very low. What will continue however, are the deaths of thousands and thousands of people caused by rampant diseases and illnesses throughout our planet. Many of these diseases are multiplied due to a lack of knowledge about them – ignorance is costly. Time and money spent on learning more effective ways to control or even eliminate them has the potential to help immeasurably the lives of people who are suffering and in pain. Consider the relief of a man in Africa suffering from disease once thought to be incurable but, due to research, a solution to his problem is found. Would the discovery of a new moon on Jupiter help this man? I think not.

**Notes:**

- The next paragraph flows well from the previous one and presents good ideas which are opposite to the previous position taken.
- Words such as *probability...is low, meteorite, rampant, ignorance is costly, immeasurably* are good academic, descriptive words.
- A rhetorical question about a new moon on Jupiter compels the reader to get involved in the discussion.
- the ideas are succinct and definitely provide clear examples in contrast to the previous paragraph

**Analysing Paragraph 4:**

*The alleviation of human suffering through health research is more important than space programs and research. The basic value of human life makes it clear that improving human health is a wiser use of government money.*

**Notes:**

- The writer's position is made very clearly in the last paragraph.
- The use of the word *alleviation* is a good academic word.
- **Note: demonstrate to the examiner your command of the English language through use of appropriate words!**
- The most important argument (the supremacy of human life) is restated here and supports well the 3<sup>rd</sup> paragraph (arguments for).

**How I developed this answer**

(Time Taken: 8-10 minutes)

**Introduction**

I read the question several times and identified the key words.

- I underlined the following key words in the question: **governments, spending billions, supporting space programs, better spent, research, human health.**
- I recalled how this is a very controversial topic in the world today.
- I thought about what I knew concerning this topic. **[NB: It can help to strengthen your answers if you are up-to-date on major world trends/events - so regularly read the news!]**. Yes, I heard recently that America committed more money to space exploration.

I would write the following summary notes on the test booklet:

- Fact: Billions of \$\$ are being spent on space research
- USA announced recently more money to be spent
- human health is declining (AIDS, Cancer)

**Arguments For**

- I decided initially that space exploration is very interesting. We are curious about what is out beyond our planet. This interest has created a 'space industry' which, in turn, has led to many jobs. I also thought of how knowledge of space surrounding earth has the possibility of protecting humankind from danger in the form of falling space rocks or larger meteorites.
- I did not spend a lot of time on this because I am arguing *against* spending billions on space research however, this part of your answer is important in presenting a 'balanced, educated argument'.
- **Note: even though I wrote 'etc' in the notes, DO NOT use 'etc' in your essay. Instead, write out exactly what you mean]**

I would write the following summary notes on the test booklet:

- It is interesting to know about what is happening in space
- lots of jobs created
- may protect us from falling meteorites, etc

### Arguments Against

- When I first read the question, the idea that came to mind is that billions of dollars seems too much money to be spending on space research **[Tip: in order to save time, be sure to argue according to ideas that come most naturally and quickly to your mind]**. I think the money would be better spent on continuing studies into improving human health. More money might attract better education in places like Africa where ignorance plays a big part in the illnesses that are extant there.
- As mentioned, because I am arguing *against* billions being spent, I combined this category with the 'My Position' category so that I would have a total of four (4) paragraphs. **[Tip: It is a good idea to combine the two categories into one paragraph]**.
- I decided that the use of a question at the end of the paragraph made the argument more compelling. I felt that in this case, the question forced the reader to get more involved in the issue and to form an opinion – to either agree with me or not.

I would write the following summary notes on the test booklet:

- diseases are rampant
- ignorance prolongs illness
- MANY could be helped – Africa

### Statement of Position

As mentioned, I decided to combine my statement of position with arguments against. I did this because I would make my arguments more compelling. Again, the reason I decided *against* spending billions was primarily because it was the first and, for me, most logical answer that I felt I could more easily defend.

I would write the following summary notes on the test booklet:

- Governments should spend \$\$ on research into improvements into human health
- helps people in need!!

### Conclusion

The conclusion simply restated my premise. I saw that the most important point in my argument was the value of human life over the value of space rockets/machines. My conclusion is brief but restates my key idea.

I would write the following summary notes on the test booklet:

- value of human life!!
- governments should spend \$\$ on helping human lives, not machines.



# Practice Writing Test 3

## TEST PAPER

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## WRITING TASK 1

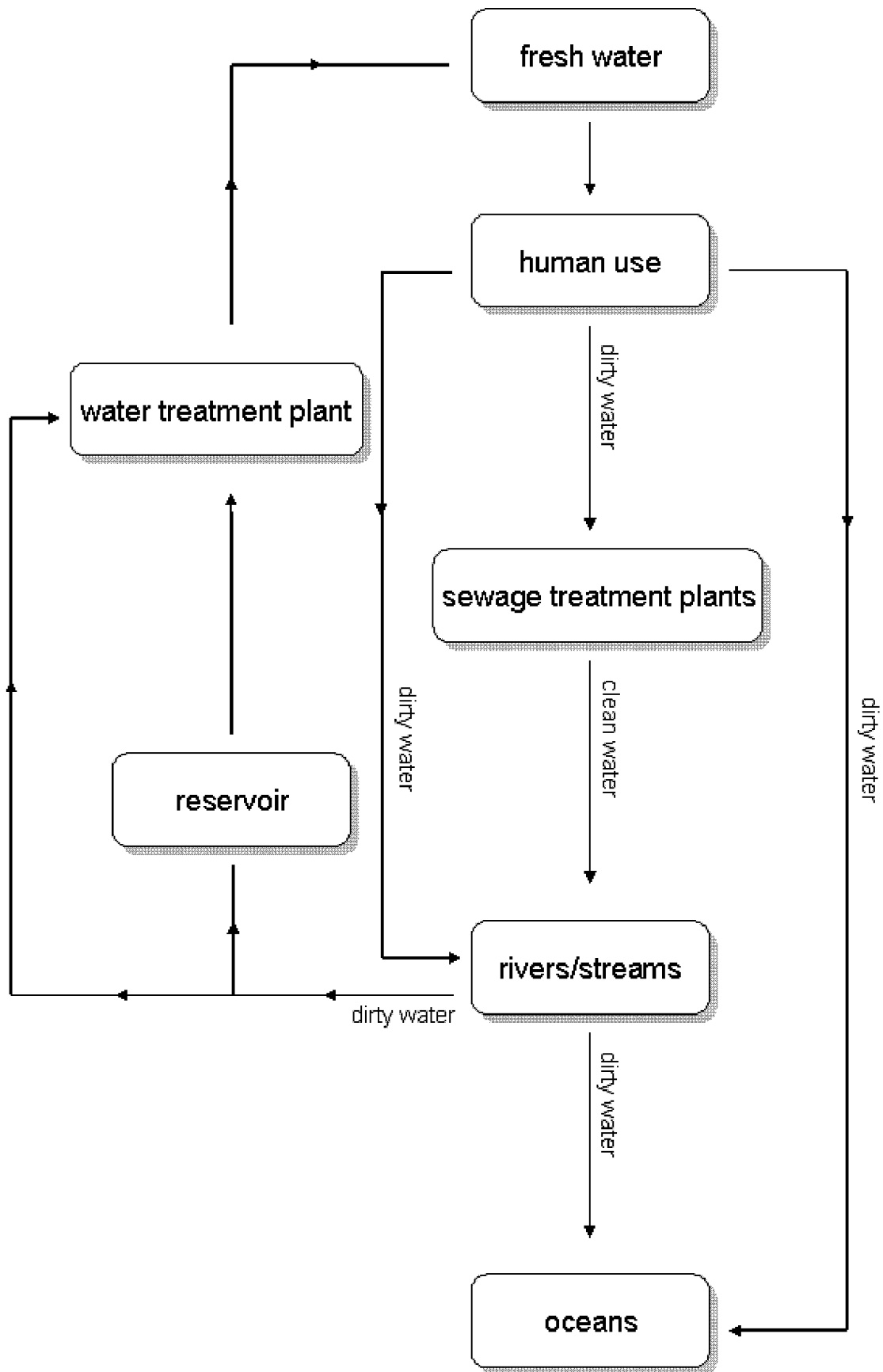
---

You should spend about 20 minutes on this task.

*The diagram below shows how the English city Bristol deals with water pollution.*

*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

You should write at least 150 words.



## WRITING TASK 2

---

You should spend about 40 minutes on this task.

Write about the following topic:

*Some people say that television is a very useful tool when it comes to education. Others argue that television is a much overused, ineffective teacher.*

*Discuss both of these views and give your opinion as to the usefulness of television as an educational tool.*

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

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**End of Sample Test**

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# Practice Writing Test 3, Task 1

## SAMPLE ANSWER + ANALYSIS

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### Writing Lab 3, Task 1:

#### Sample Answer

(Time taken: approx. 15 minutes)

The diagram shows the flow of clean and dirty water throughout the city of Bristol. Initially, the process begins with fresh water, fit for human consumption. As soon as it is used by humans, it becomes dirty and flows to three (3) separate destinations: rivers and streams, sewage treatment plants and the ocean.

The diagram shows that rivers and streams receive a mixture of clean and dirty water. The water which has been used by humans is the dirty water and the clean water flows from sewage treatment plants. The diagram also shows that dirty water is dumped into the ocean via rivers and streams. Thus the ocean receives an input of dirty water from rivers/streams and water used directly by humans.

Some of the dirty water flowing in rivers and streams does not end up in the oceans, it flows to reservoirs or goes directly to a water treatment plant. This water is then recycled and made ready for human use.

The flow of dirty water from two different sources into the ocean may have a negative effect upon the marine life in the area.

(186 words)

#### Why this answer would score well

- the description of the process has been well organised and flows logically
- all aspects of the process in the diagram have been covered
- the concluding paragraph offers an educated and clear potential outcome of the process
- the words used are well chosen and accurate
- approximately 180 words (a little extra is good)
- spelling and punctuation are good

**Analysing Paragraph 1:**

The diagram shows the flow of clean and dirty water throughout the city of Bristol. Initially, the process begins with fresh water, fit for human consumption. As soon as it is used by humans, it becomes dirty and flows to three (3) separate destinations: rivers and streams, sewage treatment plants and the ocean.

**Notes:**

- The subject is clearly stated with words different to those used in the question.
- The introduction very clearly and accurately deals with the first part of the process.
- The word 'consumption' is a good academic word.
- good use of transitional phrases (eg: *initially, as soon as*)

**Analysing Paragraph 2:**

The diagram shows that rivers and streams receive a mixture of clean and dirty water. The water which has been used by humans is the dirty water and the clean water flows from sewage treatment plants. The diagram also shows that dirty water is dumped into the ocean via rivers and streams. Thus the ocean receives an input of dirty water from rivers/streams and water used directly by humans.

**Notes:**

- The major aspects of the next part of the process are accurately addressed.
- The whole process from fresh water to oceans (the right side of the diagram) has been discussed in this paragraph.
- The clean and dirty water has been accurately described.
- A summary comment about the input of water into oceans is a good one.

**Analysing Paragraph 3:**

Some of the dirty water flowing in rivers and streams does not end up in the oceans, it flows to reservoirs or goes directly to a water treatment plant. This water is then recycled and made ready for human use.

**Notes:**

- The last part of the answer deals with the remaining two process (the left side of the diagram) which nicely rounds off the whole process.
- The ideas flow well from the previous paragraph.

**Analysing Paragraph 4:**

The flow of dirty water from two different sources into the ocean may have a negative effect upon the marine life in the area.

**Notes:**

- This final, short paragraph gives an accurate outcome statement concerning the whole process. This demonstrates to the reader/examiner a full understanding of the implications of the diagram.

## How I developed this answer

(Time Taken: 3-4 minutes)

### Step 1: Understand the question and the subject material

I read the question carefully and studied the subject material.

- I underlined the following key words in the question: **diagram, Bristol, water pollution.**

I would circle/underline the following aspects of the diagram on the test booklet:

- clean water/dirty water
- direction of arrows
- beginning and ending of the process

I then started formulating my introduction.

### Step 2: Identify Processes

I decided to divide the diagram into two parts – the first half I identified as beginning with fresh water and ending at the ocean. The second half I decided included the reservoir and water treatment plant. I decided to start with the right half of the diagram **[Note: if you are able to, group information - this demonstrates to the examiner that you have clearly understood the information in the diagram]**. I noticed that the process split into three sections – rivers and streams, sewage and ocean. I also noticed the outputs were either clean or dirty water.

I noticed that rivers receive input from two sources – clean and dirty water and in addition to water used by humans, outputs dirty water into the oceans.

The second or left half of the diagram is the 'recycled part'. Water flows *either* directly to reservoirs or water treatment plants. Either way, it ends up as recycled, fresh water.

I would make the following summary notes on the diagram on the test booklet:

- 2 groups
- reservoir & water treatment plant
- the others

### Step 3: Decide on Conclusions and Outcomes

Although a short part of the answer, this shows the examiner the degree to which I have understood the diagram. Looking at the diagram I could see that there was one major problem – the flow of dirty water into the ocean. I therefore determined to make mention of this in my conclusion.

I would write the following summary notes on the test booklet:

- dirty water » oceans = danger to marine life!

### Step 4: Plan and write your answer

Before I started writing I reviewed my notes and made sure that I had logically grouped my answers and that they made sense. I noticed a logical grouping of two sections – the left and right sides of the diagram. I re-read all the parts of the diagram and made sure that the information I had written in my notes was correct. I asked myself, "Have I mentioned all aspects of the diagram"? After checking again, I felt confident that I had. **[Note: you won't always be able to comment on all aspects of a diagram – there may be too much information. Then you must group like-information]**

As I began writing my introduction, I was very careful NOT to repeat the same wording in the question. Using my notes on the test booklet paper, I wrote my answer making edits constantly (I wrote my answers using a pencil). I tried to vary the length of the sentences – some shorter, some longer. I decided to divide my response into 4 paragraphs: introduction, first part of the diagram (right side), second half of the diagram (left side) and a concluding observation/statement. Once I had mentioned all the points in complete sentences, I left myself 2 minutes to look for any spelling or punctuation errors.

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## Practice Writing Test 3, Task 2

# SAMPLE ANSWER + ANALYSIS

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### Writing Lab 3, Task 2:

#### Sample Answer

(Time taken: 30 minutes)

The television is a relatively new invention which has had an enormous impact upon our modern world. It has opened up numerous educational opportunities for countless numbers of people. From the Amazon jungle to the pyramids of Egypt, people can learn almost anything about the world in the comfort of their own home.

In the past only the wealthy could experience the diversity of the world. The TV has changed all that. Now anyone – rich or poor – can experience and learn about our diverse world. The television has opened up a colourful world of learning opportunity for all people. The TV has made learning exciting! The traditional methods of learning from teachers talking to a class seem boring when compared to the dynamic and stimulating multi-media experience of the television. Research has shown that if people see and hear something, they remember it more easily. In a convenient, simple way, television allows students to use these two senses which makes the learning experience far more memorable.

There are, however some drawbacks with television as an educational tool. Perhaps the biggest is that TV may encourage passive learning. Learning should be an active process and TV may discourage this. Students can become so used to images flashing on the screen that they fail to carefully concentrate on the subject being presented. In addition, and perhaps more importantly, if the content presented is incorrect the passive learner will usually accept what they have seen as being correct. Thus, the TV can be a way of passing on misinformation.

Although there are some negatives associated with the television as a learning tool, the benefits outweigh them. The television will remain a convenient, stimulating and useful educational tool well into the future.

(288 words)

#### Why this answer would score well

- good structure to the essay
  - both sides of the issue are clearly stated
  - each idea flows logically
- each paragraph has a specific focus
- approximately 290 words
- the vocabulary is of an academic standard
- the conclusion 'revisits' the key parts of the question and clearly indicates the writer's position.

### Analysing Paragraph 1:

The television is a relatively new invention which has had an enormous impact upon our modern world. It has opened up numerous educational opportunities for countless numbers of people. From the Amazon jungle to the pyramids of Egypt, people can learn almost anything about the world in the comfort of their own home.

#### Notes:

- The paragraph is brief (2 sentences) but clearly identifies the topic (television as an educational tool) and hints at the writer's position regarding the topic (positive).
- The opening sets up the positive aspects of the role of TV:
  - that television has had a big impact upon our civilisation
  - that television presents a variety of learning topics
  - that **television is a useful tool when it comes to education.**

### Analysing Paragraph 2:

In the past only the wealthy could experience the diversity of the world. The TV has changed all that. Now anyone – rich or poor – can experience and learn about our diverse world. The television has opened up a colourful world of learning opportunity for all people. The TV has made learning exciting! The traditional methods of learning from teachers talking to a class seem boring when compared to the dynamic and stimulating multi-media experience of the television. Research has shown that if people see and hear something, they remember it more easily. In a convenient, simple way, television allows students to use these two senses which makes the learning experience far more memorable.

#### Notes:

- Through use of appropriate English, this paragraph continues to build upon the positive aspects of television and learning.
- three examples are given which help to strengthen the argument for TV as a positive tool for education:
  1. all people, regardless of income can access it
  2. it makes learning interesting and
  3. it presents information in a memorable way.
- Good flow of ideas and use of academic vocabulary/structures ("experience the diversity", "a colourful world of learning opportunity", "dynamic and stimulating multi-media experience").

### Analysing Paragraph 3:

There are, however some drawbacks with television as an educational tool. Perhaps the biggest is that TV may encourage passive learning. Learning should be an active process and TV may discourage this. Students can become so used to images flashing on the screen that they fail to carefully concentrate on the subject being presented. In addition, and perhaps more importantly, if the content presented is incorrect the passive learner will usually accept what they have seen as being correct. Thus, the TV can be a way of passing on misinformation.

#### Notes:

- The next paragraph flows well from the previous one and presents good ideas which are opposite to the previous position taken.
- Words such as "drawbacks", "passive learning", "passing on misinformation" are good academic, descriptive words.
- The phrase, "perhaps more importantly" gives emphasis to a strong point against television as a learning tool – that it may be "...passing on misinformation".

- the ideas are succinct and provide clear examples in contrast to the previous paragraph

#### Analysing Paragraph 4:

Although there are some negatives associated with the television as a learning tool, the benefits outweigh them. The television will remain a convenient, stimulating and useful educational tool well into the future.

#### Notes:

- The writer's position is made very clearly in the last paragraph ("the benefits outweigh (the negatives)").
- The final sentence gives the answer a sense of finality/conclusion by pointing the reader to further future applications of the TV as an educational tool.
- **Note: demonstrate to the examiner your command of the English language through use of appropriate words!**

## How I developed this answer

(Time Taken: 8-10 minutes)

#### Introduction

I read the question several times and identified the key words.

- I underlined the following key words in the question: *television, useful tool, education, others argue, television, much overused, ineffective teacher, discuss both views, give my opinion, usefulness of television, educational tool.*
- I took careful note that the question required me to discuss BOTH positive and negative aspects of the question AND THEN give my opinion.
- I thought about what I knew concerning this topic. I immediately felt that TV is a more positive than negative so I knew I would argue in favour of TV.

I would write the following summary notes on the test booklet:

- TV – relatively new invention, big impact
- countless educational opportunities
- comfort of home!

#### Arguments For

- I decided very quickly that due to my personal experience, I could think of more positive reasons for TV as an educational tool. **[Tip: Remember to argue according to the ideas which come to mind most naturally and quickly].** The first was that TV has allowed the 'common man' to gain information about many diverse things. Next I thought about how TV (through its use of multi-media) is more interesting to learn from. I remembered something I had read in the past that said we increase our ability to remember something if we involve our eyes and ears (two senses).
- Because I am arguing for television as an educational tool, I combined this category with the 'Statement of Position' category. This meant that I wrote a total of four (4) paragraphs. **[Tip: It is a good idea to combine the two categories into one paragraph].**

I would write the following summary notes on the test booklet:

- not only wealthy can learn
- diverse learning opportunities
- learning is exciting – multi-media experience
- hear + see = better learning
- **NOTE:** If possible, use personal experience or knowledge you have about the subject, it makes your argument/position more compelling.

#### Arguments Against

- On the negative side of the argument I remembered how there are thousands of inactive people who sit in front of the TV day and night – a big negative. This type of activity wastes time and causes individuals to become lazy when it comes to learning in the classroom.

- I felt quite strongly about this point (being a lazy learner), I even thought it may be strong enough for me to argue against TV as an educational tool however, more reasons 'for' television came to mind at the time of writing my answer.

I would write the following summary notes on the test booklet:

- TV - learning may be passive
- learning should be active
- TV info may be incorrect (misinformation)

### **Statement of Position**

As mentioned, I decided to combine my statement of position with arguments for. I did this because I felt it would make my arguments more compelling. Again, the reason I decided for television as a valuable educational tool was primarily because it was the first and, for me, most logical answer that I felt I could more easily defend.

I would write the following summary notes on the test booklet:

- stimulating!
- opens up a world of learning!

NOTE: These points support those I made in arguments 'for'

### **Conclusion**

The conclusion simply restated my opinion/premise. Because I believe TV in education is here to stay, I thought the conclusion would be better if I included a 'future use' element.

I would write the following summary notes on the test booklet:

- TV & learning = future use
- b/c convenient, stimulating, useful.

NOTE: b/c = because ; -)

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# Practice Writing Test 4

## TEST PAPER

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## WRITING TASK 1

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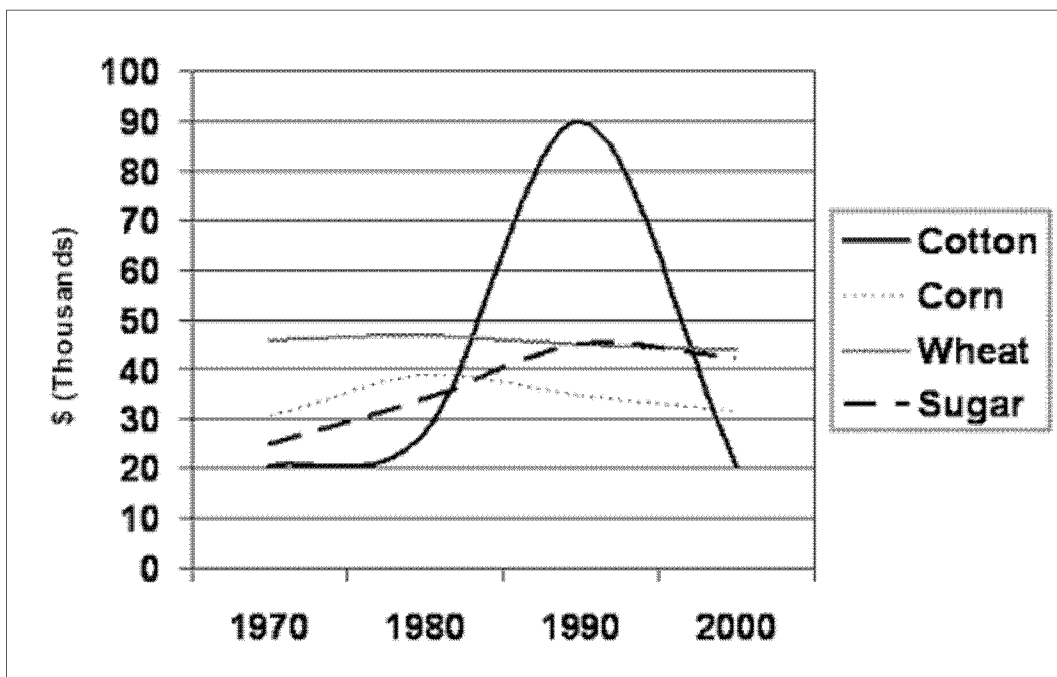
You should spend about 20 minutes on this task.

*The graph below shows the four leading types of farming produce in Mitchford city between 1970-2000.*

*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

You should write at least 150 words.

**Main produce in Mitchford – 1970 to 2000**



## WRITING TASK 2

---

You should spend about 40 minutes on this task.

Write about the following topic:

*When the time comes to commence full-time employment, individuals who have graduated from university deserve a higher salary than those who have not.*

*To what extent do you agree or disagree with this opinion?*

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

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**End of Sample Test**

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# Practice Writing Test 4, Task 1

## SAMPLE ANSWER + ANALYSIS

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### Writing Lab 4, Task 1:

#### Sample Answer

(Time taken: approx. 15 minutes)

The line graph shows the amount of money generated from cotton, corn, wheat and sugar in the city of Mitchford from 1970 to 2000.

In the 1970s, the four types of produce were quite similar in terms of their economic contribution to the city. In fact, wheat remained a solid performer from 1970 to 2000 at around \$45,000. Likewise, corn remained a fairly stable producer of income hovering around \$30,000 in the 1970s, increasing gradually to a high of around \$40,000 and then gradually declining to around \$30,000 in 2000. Sugar experienced some significant growth from 1970 (around \$25,000) to the mid 1990s (around \$45,000) and remained at this approximate level to 2000. Cotton showed the greatest fluctuation moving from around \$20,000 in the 1970s and mid 1980s to a peak of \$90,000 in the 1990s. It declined as quickly as it rose falling back to 20,000 in 2000.

The information clearly shows that in the 1990s, cotton was a huge contributor to the Mitchford economy with the other 3 types of produce providing a consistent and steady income over the 30 year period.

(185 words)

#### Why this answer would score well

- good use of describing words (eg. "huge contributor", "consistent and steady" )
- good use of academic words (eg. likewise, *significant growth, declined...quickly, a peak of, stable producer, fluctuation*)
- good logical flow of information
- approximately 185 words (a little extra is good)
- good spelling and punctuation



**Analysing Paragraph 1:**

The line graph shows the amount of money generated from cotton, corn, wheat and sugar in the city of Mitchford from 1970 to 2000.

**Notes:**

- The subject of the question (farming produce) is written using a slightly different combination of words from the question (ie it the wording from the question is not simply restated).
- The 4 different types of produce are mentioned.
- The introduction covers all key areas:
  - where (Mitchford),
  - when (1970-2000),
  - what (types of produce),
  - how much (money).

**Analysing Paragraph 2:**

In the 1970s, the four types of produce were quite similar in terms of their economic contribution to the city. In fact, wheat remained a solid performer from 1970 to 2000 at around \$45,000. Likewise, corn remained a fairly stable producer of income hovering around \$30,000 in the 1970s, increasing gradually to a high of around \$40,000 and then gradually declining to around \$30,000 in 2000. Sugar experienced some significant growth from 1970 (around \$25,000) to the mid 1990s (around \$45,000) and remained at this approximate level to 2000. Cotton showed the greatest fluctuation moving from around \$20,000 in the 1970s and mid 1980s to a peak of \$90,000 in the 1990s. It declined as quickly as it rose falling back to 20,000 in 2000.

**Notes:**

- This paragraph focuses on clear, accurate descriptions of all 4 types of produce.
- The trends are organised in a logical way – from smallest change to largest change:
  1. wheat
  2. corn
  3. sugar
  4. cotton
- Organising the information in a clear way shows the examiner that you really understand the data you are analysing.
- Because it can be difficult to determine exact numbers on a line graph, totals are sometime expressed as "around" or "approximately" (eg: around \$45,000).

**Analysing Paragraph 3:**

The information clearly shows that in the 1990s, cotton was a huge contributor to the Mitchford economy with the other 3 types of produce providing a consistent and steady income over the 30 year period.

**Notes:**

- This paragraph gives a logical conclusion which is clearly based upon the data from the table.
- The reader's attention is again specifically drawn to the 'two groups':
  1. wheat, sugar, corn
  2. cotton
- The information is accurate and brief.

## How I developed this answer

(Time Taken: 3-4 minutes)

### Step 1: Understand the question and the subject material

I read the question carefully and studied the subject material.

- I underlined the following key words in the question: **4 leading types, farming produce, Mitchford city, 1970-2000.**

I would write the following summary notes on the test booklet:

- 3 similar – corn, wheat, sugar
- 1 different - cotton

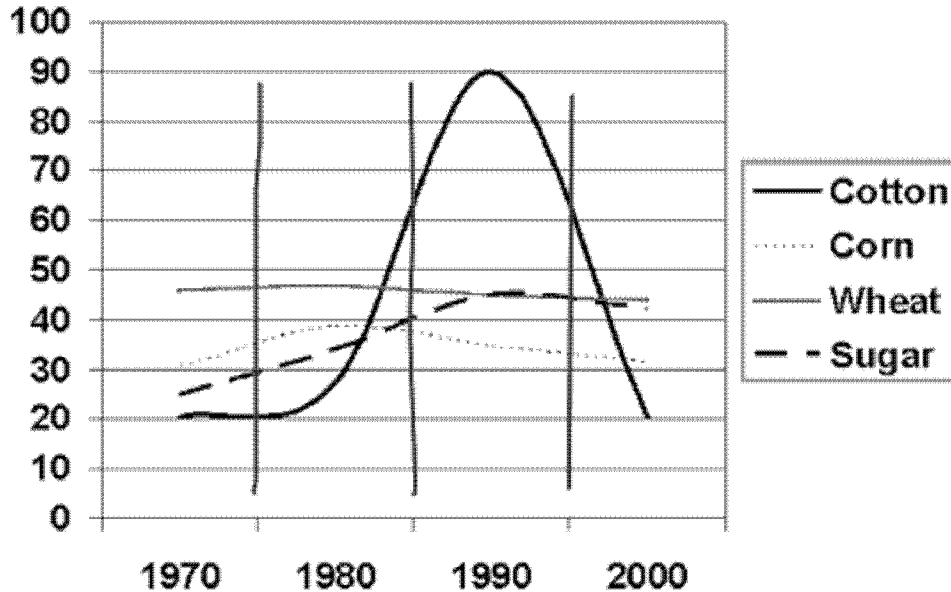
I then started formulating my introduction.

### Step 2: Identify Trends

Because there were only four (4) categories, I focused on locating the similarities and differences within them (this makes my answer easier to write!). I looked carefully for trends and immediately noticed that cotton was outstanding. I also noticed that the other farming produce (corn, wheat and sugar) were quite similar in terms of their economic contribution to the city of Mitchford.

Next I looked for differences within corn, wheat and sugar. I noticed that sugar experienced the biggest change, followed by corn and lastly wheat. I then decided I would present the information in a rank from smallest change to biggest change.

To help me better see the differences between the decades, I drew three straight vertical lines from each year.



This divided the graph into 4 sections and made it easier for me to see the differences in each decade.

### Step 3: Decide on Conclusions and Outcomes

I knew that my conclusion would need to reinforce my comment about cotton in the 1990s and show how the other produce was stable.

I would write the following summary notes on the test booklet:

- cotton – big influence in 1990s
- corn, wheat, sugar stable contribution

**Step 4: Plan and write your answer**

Before I started writing I reviewed my notes and made sure that I had logically grouped my ideas and that they made sense. I re-read all the titles on the graph and made sure that the information I had written in my notes was correct. I asked myself, "Have I mentioned the key trends in the graph" and "Is the information logically grouped"? After checking again, I felt confident that I had.

As I began writing my introduction, I was very careful NOT to repeat the same wording in the question. Using my notes on the paper, I wrote my answer making edits constantly (I write my answers using a pencil). I tried to vary the length of the sentences – some short, some longer. I also was careful not to make any unsupported statement (I used the word 'generally'). I made sure I covered the key aspects/major trends of the graph. I divided up my answer into 3 paragraphs – introduction, analysis of graph and conclusion. Once I had mentioned all the points in complete sentences, I left myself 2 minutes to look for any spelling or punctuation errors by reading through the answer slowly.

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# Practice Writing Test 4, Task 2

## SAMPLE ANSWER + ANALYSIS

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### Writing Lab 4, Task 2:

#### Sample Answer

(Time taken: 30 minutes)

There are some employers who offer university graduates higher salaries than other workers who did not study at university. Employees performing the same work-related tasks are therefore not paid equally because some went to university and some did not. As a result, employees who attended and graduated from university are given a financial advantage over those who did not.

In a way paying university graduates makes more sense. Employees who attended university for a period of at least three years have proven that they are disciplined. The many hours of sacrifice required to achieve a university degree shows that individuals have the ability to maintain a focus for the duration of their studies.

However, university studies are very different from the tasks assigned those in the workplace. Just because individuals are successful in completing a course of study at university does not necessarily mean they will be good employees. I have heard of numerous examples where university graduates were not effective in their positions and had to be demoted to lesser roles. Remuneration should be performance-based, according to the individual contributions made by the employee on the job, not according to whether or not an individual went to university. Consider a secretarial position that needs to be filled in a company. It is both unfair and discriminating for an employer to pay two different people doing the same job a higher or lower salary simply because one of them went to university and the other did not.

While it is true that the completion of a university course does take effort and discipline, it is not a true measure or guarantee of success in the workplace. Remuneration should be performance-based. Employees should be given the same salary opportunities as each other whether they have attended university or not.

(298 words)

**Why this answer would score well**

- good structure to the essay
  - both sides of the issue are clearly stated
  - each idea flows logically
- each paragraph has a specific focus
- approximately 300 words
- the vocabulary is of an academic standard
- the conclusion restates the key parts of the question and clearly indicates the writer's position.

**Analysing Paragraph 1:**

There are some employers who offer university graduates higher salaries than other workers who did not study at university. Employees performing the same work-related tasks are therefore not paid equally because some went to university and some did not. As a result, employees who attended and graduated from university are given a financial advantage over those who did not.

**Notes:**

- The paragraph clearly identifies the topic (university graduates making more money than non-university graduates) and hints at the writer's position regarding the topic (against the idea).
- The opening makes it clear that:
  - some (not all) employers pay more to university graduates
  - even though they perform the same tasks, they are not paid the same
  - university graduates are given **an advantage** over those who did not graduate from university

**Analysing Paragraph 2:**

In a way paying university graduates makes more sense. Employees who attended university for a period of at least three years have proven that they are disciplined. The many hours of sacrifice required to achieve a university degree shows that individuals have the ability to maintain a focus for the duration of their studies.

**Notes:**

- Through use of appropriate English, this paragraph gives a major argument for paying university graduates more – they have shown discipline.
- The words ("sacrifice, maintain focus, discipline") are all positive, academic words that strengthen the writer's point.
- The ideas expressed in this paragraph flow nicely from the introduction. The first sentence in the paragraph connects the topic (university graduates are paid more). The example is clear and adequate but not too detailed,

**Analysing Paragraph 3:**

However, university studies are very different from the tasks assigned those in the workplace. Just because individuals are successful in completing a course of study at university does not necessarily mean they will be good employees. I have heard of numerous examples where university graduates have not been effective in their positions and had to be demoted to lesser roles. Remuneration should be performance-based, according to the individual contributions made by the employee on the job, not according to whether or not an individual went to university. Consider a secretarial position that needs to be filled in a company. It is both unfair and discriminating for an employer to pay two different people doing the same job a higher or lower salary simply because one of them went to university and the other did not.

**Notes:**

- The next paragraph flows well from the previous one and presents good ideas which are opposite to the previous position taken. The word 'however' is always used as a 'signpost' to tell the reader an opposing point or idea is about to be presented
- Words such as "assigned", "numerous", "demoted", "remuneration", "performance-based", "individual contributions", "discriminating" are good academic, descriptive words that **relate well** to the work topic. **Note: You MUST demonstrate to the examiner your excellent vocabulary base making sure it relates to the topic.**
- The ideas are succinct and provide clear examples in contrast to the previous paragraph.

**Analysing Paragraph 4:**

While it is true that the completion of a university course does take effort and discipline, it is not a true measure or guarantee of success in the workplace. Remuneration should be performance-based. Employees should be given the same salary opportunities as each other whether they have attended university or not.

**Notes:**

- The writer's position is stated very clearly in the last paragraph (against university graduates getting more money).
- The point that remuneration should be performance-based is a sentence that says a lot but only uses few words.
- The final sentence gives the answer a sense of finality/conclusion by pointing the reader to further future applications of the TV as an educational tool.

## How I developed this answer

(Time Taken: 8-10 minutes)

### Introduction

I read the question several times and identified the key words.

- I underlined the following key words in the question: **commence full-time employment, graduated, university, deserve, higher salary, those who did not.**
- I took careful note that the question required me to show to what extent I agreed or disagreed with the opinion.
- I thought about what I knew concerning this topic. I immediately felt that it was unfair for people to receive extra money simply because they went to university. Therefore, I decided to argue **against** the idea that university graduates should be paid extra money.

I would write the following summary notes on the test booklet:

- some employers offer \*uni grads more \$\$
- same tasks, different pay
- \*uni-grads financial advantage

\*(Note: uni = university)

### Arguments For

- When I first read the question my initial thought was, "It's not fair to pay someone more money simply because they have been to university" (even though I have personally studied at university for over 7 years!). However, I knew that I needed to come up with a 'for' reason really quickly because I only had 40 minutes to write my answer! I thought quickly about the positives of going to university and the fact that university students must be disciplined came to mind. **[Tip: Remember to argue according to the ideas which come to mind most naturally and quickly].**
- I remembered hearing something about employers who paid more to staff that attended university. I decided to include this in my answer.

I would write the following summary notes on the test booklet:

- makes sense (in a way)
- uni students show discipline
- hours of sacrifice, maintain focus
- **NOTE:** If possible, use personal experience or knowledge you have about the subject, it makes your argument/position more compelling.

### Arguments Against

- I decided quite quickly that in a certain circumstance (ie. the same job) it is unfair to pay a person more money simply because he/she went to university. Although I believe going to university is an excellent idea and in some cases (eg: learning to teach, becoming a doctor, etc) you must have a university degree, I believe that people performing the same employment tasks should be paid the same salary.
- I think that there is no connection between university studies and tasks performed in the workplace (eg: a secretary, gardener, salesman, etc).
- Because I am arguing against university graduates being paid more, I combined this category with the 'Statement of Position' category. This meant that I wrote a total of four (4) paragraphs. **[Tip: It is a good idea to combine the two categories into one paragraph].**

I would write the following summary notes on the test booklet:

- study does NOT EQUAL work tasks
- uni students demoted
- remuneration based on performance



- secretarial position, equal pay

### Statement of Position

As mentioned, I decided to combine my statement of position with my arguments against. I did this because I felt it would make my arguments more compelling. Again, the reason I decided against paying higher salaries to university graduates was primarily because it was the first and, for me, most logical answer that I felt I could more easily defend.

### Conclusion

The conclusion simply restated my opinion/premise. Because I believe completing a university degree requires effort and discipline, I wanted to mention that in the conclusion to show my reader (the examiner!) that I am aware of the main reason why employers pay more for university graduates (this shows the examiner I have a deeper understanding of the topic).

I needed to restate my main reason against paying more for university graduates to clearly leave my position in the mind of my reader.

I would write the following summary notes on the test booklet:

- uni degree = effort and discipline
- uni degree NOT EQUAL to success in work tasks
- remuneration = performance

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# Practice Writing Test 5

## TEST PAPER

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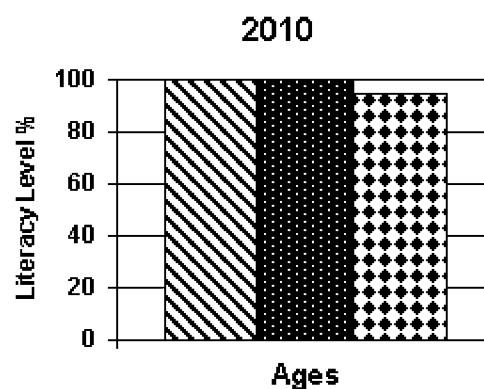
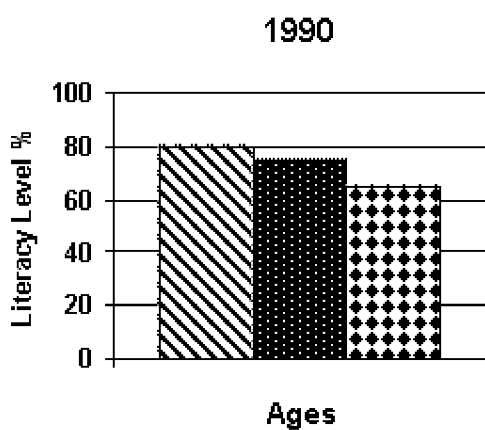
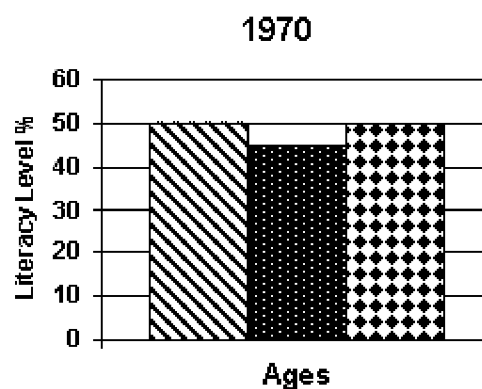
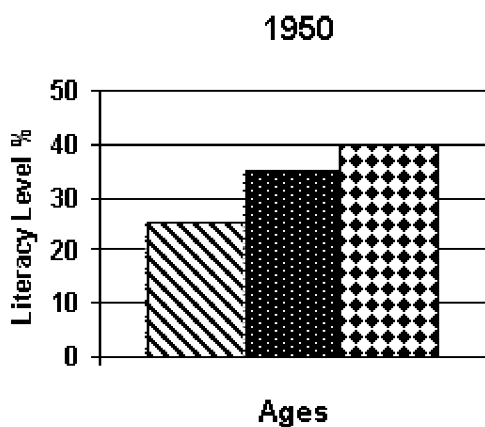
**WRITING TASK 1**




You should spend about 20 minutes on this task.

*The graphs below show the changes in literacy rates in an African country between 1950 and 2010.*

*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

You should write at least 150 words.



Ages     0-20     21-40     41-60

## WRITING TASK 2

---

You should spend about 40 minutes on this task.

Write about the following topic:

*Advertising is all around us, it is an unavoidable part of everyone's life. Some people say that advertising is a positive part of our lives while others say it is negative.*

*Discuss both views and give your own opinion.*

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

---

**End of Sample Test**

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# Practice Writing Test 5, Task 1

## SAMPLE ANSWER

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### Writing Lab 5, Task 1:

#### Sample Answer

The four graphs show the literacy rate changes amongst three age categories from 1950-2010 in an African country.

In 1950, it is clear that the youngest age group (0-20) is the lowest in terms of literacy (around 25%). The next group (21-40) showed a significantly higher percentage than their younger countrymen with the oldest group (41-60) having the highest literacy rate (40%). The 1970 graph indicates a dramatic change in the literacy rates of the 0-20 age group (from around 25% to 50%). The other two age groups also increased but not so dramatically (21-40 to 45% and 41-60 to 50%).

1990 saw continued growth in all three age groups. For the first time, the youngest age group (0-20) led the literacy rates (80%) with 21-40 (around 75%) and 41-60 (around 65%) following behind. 2010 shows that a very healthy improvement in literacy rates across all age groups is expected. Both 0-20 and 21-40 expect a 100% literacy rate with 41-60 showing around 95% - an excellent future result!

The graphs show a continuous, steady upward trend across all three age groups.

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## Practice Writing Test 5, Task 2

### SAMPLE ANSWER

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### Writing Lab 5, Task 2:

#### Sample Answer

Advertising in modern society is ubiquitous - on the radio, TV, the internet and in our letterboxes! While advertising has many benefits, the negative influence of advertising outweighs the positive.

It is true that advertising provides us with information on new products. If it were not for electronic and print advertising, many products would not be bought. In this way, advertising provides an important service to manufacturers and some consumers. Additionally, it fuels the advertising industry, creating jobs for thousands of people.

However, for many people advertising is an 'unwanted intruder' that comes into their homes. Television commercials are a great example of this. Just as we are enjoying a TV program, a commercial break occurs, forcing us to listen. Print-based advertising is also an intruder in many people's homes - letterboxes in my city fill up with pages and pages of advertising for products for which consumers have little or no use. Advertising can also foster greed. People can become greedy for a new product or image, they can become discontent with what they already have. In the end, the consumer is never really satisfied, always wanting 'newer and better' products. Telemarketing is another common form of advertising. Advertising people make telephone calls to unsuspecting homes (usually around dinner time!) trying to convince people to purchase their products or services. This kind of advertising is probably the most intrusive example of advertising and it can cause people to become very angry.

While advertising has some merits, essentially it is a negative, disruptive influence in our societies. At best, advertising should be removed from our societies, at the very least, it should be greatly reduced.

(274 words)

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# Practice Writing Test 6

## TEST PAPER

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**WRITING TASK 1**

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You should spend about 20 minutes on this task.

*The table below shows the average annual percentages of water pollution in four large cities in 2003.*

*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

You should write at least 150 words.

Water Pollution by Major Pollutants,  
2003

	Taipei	Sao Paulo	Tokyo	New York
Domestic Sewage	50	65	23	41
Pesticides	28	9	31	13
Erosion	12	20	23	12
Phosphates in detergents	10	6	23	34

## WRITING TASK 2

---

You should spend about 40 minutes on this task.

Write about the following topic:

*Some people think that students in high school should study music as a compulsory school subject.*

*Others believe that such a requirement would be a waste of valuable school study time.*

*Discuss both these views and give your own opinion.*

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

---

**End of Sample Test**

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# Practice Writing Test 6, Task 1

## SAMPLE ANSWER

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### Writing Lab 6, Task 1:

#### Sample Answer

The table points out the percentages of four different water pollutants in four of the world's larger cities in 2003.

'Domestic Sewage' is the first pollutant listed with Sao Paulo having the greatest percentage (65%) followed by Taipei (50%). New York (41%) is third with Tokyo (23%) showing the lowest percentage of the four listed countries.

With regard to 'Pesticides', Tokyo (31%) and Taipei (28%) were quite close and the other two cities, New York (13%) and Sao Paulo (9%), were also quite similar.

'Erosion' is the next pollutant listed on the table and in this area, Tokyo (23%) and Sao Paulo (20%) were quite similar. Interestingly, both New York and Taipei both registered the exact same percentage of erosion pollution (12%).

The last of the pollutants listed is 'Phosphates in Detergents'. In this category, New York (34%) is the clear 'leader' with Tokyo (23%) in second place. Taipei (10%) and Sao Paulo (5%) are a distant third and fourth place respectively.

The table indicates that no single country emerged as dominant in terms of the four pollutants listed.

---

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# Practice Writing Test 6, Task 1

## SAMPLE ANSWER

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### Writing Lab 6, Task 1:

#### Sample Answer

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# Practice Writing Test 7

## TEST PAPER

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**WRITING TASK 1**

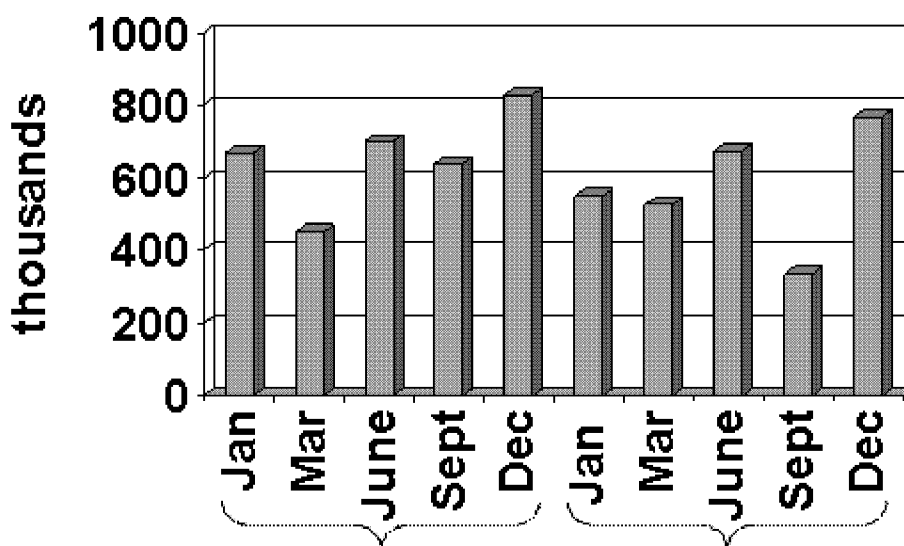
You should spend about 20 minutes on this task.

*The graph and table below show the changes in the number of overseas visitors and top 5 visitor countries to Britain in 2004 and 2005.*

*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

You should write at least 150 words.

## Visitors to Britain, 2004-5



### Top 5 Visitor Countries by year and % change from 2004

Countries, 2004	Countries, 2005	Change in %
1. Japan	1. Australia	+ 2%
2. Australia	2. Japan	- 3%
3. USA	3. USA	+ 2%
4. China	4. South Korea	+ 7%
5. South Korea	5. India	+ 13%

## WRITING TASK 2

---

You should spend about 40 minutes on this task.

Write about the following topic:

*Some people say that online learning is the most effective and convenient way to learn.*

*Others say that online learning will never be as effective as learning at a real school, in person.*

*Discuss both these views and give your own opinion.*

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

---

**End of Sample Test**

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# Practice Writing Test 7, Task 1

## SAMPLE ANSWER + ANALYSIS

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### Writing Lab 7, Task 1:

#### Sample Answer

The chart and table point out the numbers of overseas tourists and the most popular visitor countries to Britain in 2004-5.

It is clear from the bar graph that for almost every period (Jan-Dec), 2004 was a better year in terms of numbers of visitors to Britain. In fact the peak number over the two years was achieved in December, 2004 (around 800 thousand visitors). The most significant period in terms of difference was the September period - approximately 610,000 compared to approximately 315,000. The only period where the numbers of visitors was larger in 2005 was in March. The difference however was only marginal. Clearly, 2004 was the better year in terms of visitors to Britain.

The table shows that Japan, Australia, the USA and South Korea were the major visitors to the UK over the same period. According to the chart, Japan was the only country to experience a negative change in percentage (3%) but it still managed to remain in second place in 2005. Interestingly, India made the top 5 countries with a massive 13% change, taking the fifth position on the 'top 5' visitor countries list.

(190 words)

#### Why this answer would score well

- The language used is appropriate for the context and there is good analysis of the key areas (ie highs and lows) of the graph and table.
- The information flows in a logical and connected way. The information seems 'natural' and not contrived or 'unnatural'.



- The answer does not simply restate the information, it interprets it (the difference was only marginal, a massive 13% change, etc)
- The statements made are well supported with information in both the graph and table, they are not speculative or imagined.
- The grammar, spelling and punctuation are all acceptable.
- The word length is acceptable (190 words).

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# Practice Writing Test 7, Task 2

## SAMPLE ANSWER + ANALYSIS

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### Writing Lab 7, Task 2:

#### **Sample Answer** (Time Taken: Approx. 30 minutes)

It is true that online learning is a rapidly growing phenomenon around the world. It is also true that many people prefer to learn one-on-one with a 'real' person, in a real classroom. However for ease and convenience, online learning is an exceptional way for students to learn.

There are a couple of issues that online learning does not adequately satisfy. The biggest issue is that unlike a real classroom in an educational institution, there is often no 'real' teacher. If a student has a question or needs immediate feedback on a point, in most cases they are not able to get it. A big part of the learning process includes human interaction so the lack of a real, living teacher can be a negative for students.

While there are a few disadvantages with online learning, there are many more advantages. Many people who want to study also have day jobs and schools are often open when they are working. Online learning solves this problem – students can study whenever they have time – study flexibility. Time wastage is another issue. Many hours each day are wasted when a student studies in a traditional school setting. Non-study activities like travelling to school, chatting to classmates throughout the day, and travelling home are time wasters. Another online study benefit is the pace of learning. Students can learn without distractions at their own pace. This means that students can really focus on the course and, as a result, achieve better results.

Clearly, there are a number of very good benefits for students who choose to study online. No doubt this type of learning will increase in the coming years.

(275 words)

**Why this answer would score well**

**PARAGRAPH 1:**

It is true that online learning is a rapidly growing phenomenon around the world. It is also true that many people prefer to learn one-on-one with a 'real' person, in a real classroom. However for ease and convenience, online learning is an exceptional way for students to learn.

**Notes:*****The first paragraph is effective because it:***

1. introduces the subject/topic
2. clearly demonstrates the writer's point of view (thesis statement)
3. presents a general fact about the subject
4. does not repeat word-for-word the exact wording from the question
5. introduces the possibility of an opposing idea
6. demonstrates a good command of grammar, spelling and punctuation.
7. is long enough (contains around 40-50 words)

**PARAGRAPH 2:**

There are a couple of issues that online learning does not adequately satisfy. The biggest issue is that unlike a real classroom in an educational institution, there is often no 'real' teacher. If a student has a question or needs immediate feedback on a point, in most cases they are not able to get it. A big part of the learning process includes human interaction so the lack of a real, living teacher can be a negative for students.

**Notes:*****The second paragraph is effective because it:***

1. introduces an opposing point (as the question asks us to do)
2. is long enough (contains around 80 words)
3. is not too emphatic, but believable

**PARAGRAPH 3:**

While there are a few disadvantages with online learning, there are many more advantages. Many people who want to study also have day jobs and schools are often open when they are working. Online learning solves this problem – students can study whenever they have time – study flexibility. Time wastage is another issue. Many hours each day are wasted when a student studies in a traditional school setting. Non-study activities like travelling to school, chatting to classmates throughout the day, and travelling home are time wasters. Another online study benefit is the pace of learning. Students can learn without distractions at their own pace. This means that students can really focus on the course and, as a result, achieve better results.

**Notes:*****The third paragraph is effective because it:***

1. introduces several good contrasting points/arguments (as the question asks the writer to do)
2. supports the main points made with clear supporting points/examples
3. is long enough; the writer's opinion should be supported by a longer, more convincing paragraph
4. is more emphatic and direct – the examiner can clearly understand the writer's position
5. utilises good vocabulary, grammar and punctuation

**PARAGRAPH 4:**

Clearly, there are a number of very good benefits for students who choose to study online. No doubt this type of learning will increase in the coming years.

**Notes:**

***The final paragraph is effective because it:***

1. re-emphasises the writer's position (as per the question)
2. the language used gives a sense of 'finality' to the piece
3. utilises good vocabulary, grammar and punctuation

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# Practice Writing Test 8

## TEST PAPER

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## WRITING TASK 1

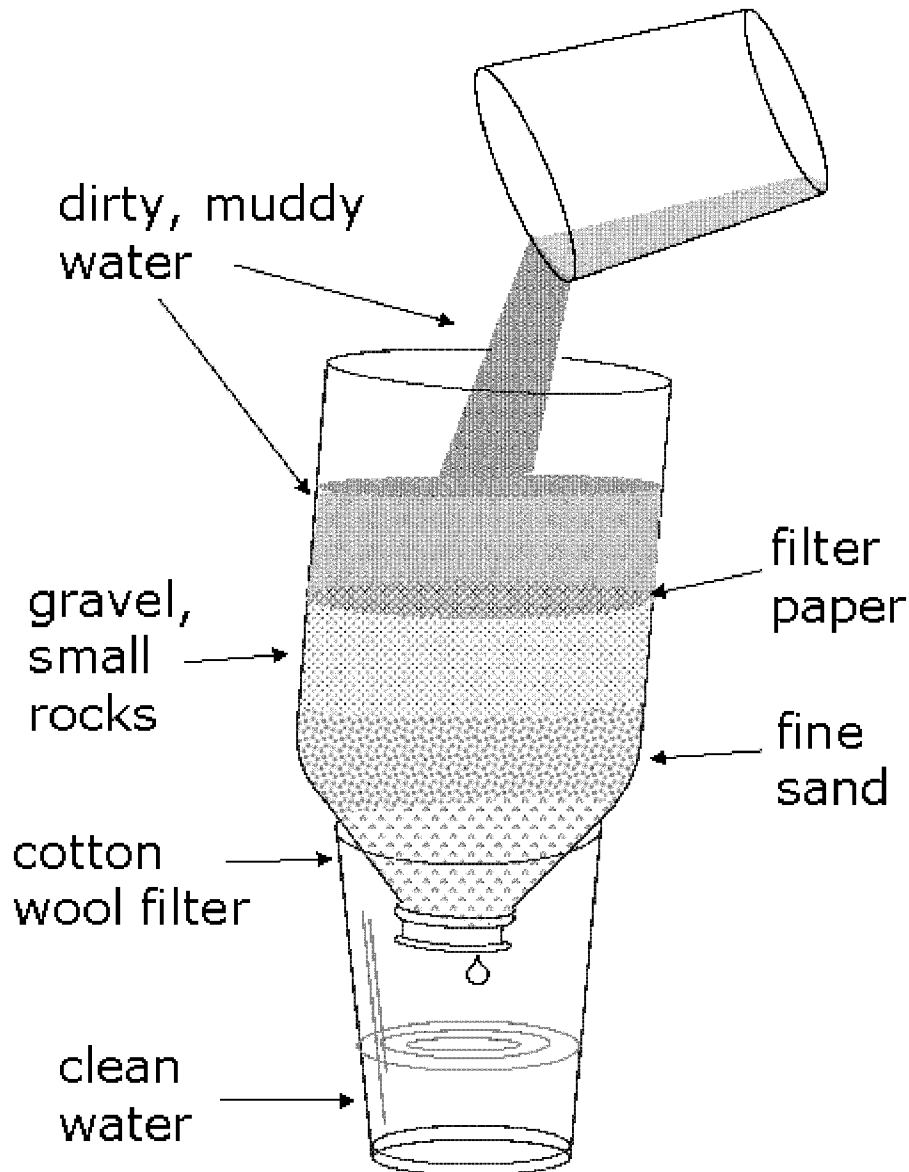
---

You should spend about 20 minutes on this task.

*The diagram below shows a process for turning dirty water into clean water.*

*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

You should write at least 150 words.



## WRITING TASK 2

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You should spend about 40 minutes on this task.

Write about the following topic:

*Advanced medical treatments are generally expensive. People's access to proper health care should not depend upon their level of income. All people have the right to access the best medicine available.*

*To what extent do you agree or disagree with this opinion?*

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

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**End of Sample Test**

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# Practice Writing Test 8, Task 1

## SAMPLE ANSWER + ANALYSIS

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### Writing Lab 8, Task 1:

#### Sample Answer

The diagram shows the process of dirty water being passed through a simple water filter until it finally comes out as clean water.

Initially, dirty, muddy water is poured out of what appears to be a clear glass into the open end of a clear container. The first section of the large container that the dirty water reaches is a layer of filter paper.

The water passes through the filter paper and continues on downward to pass through the next layer of filtration – gravel and small rocks. Once it has passed through this layer, it continues on to the next layer – fine sand.

The last layer of filtration which follows is a cotton wool filter. Once the water has passed through this layer it finally appears as clean water.

Thus, it can be seen that even though dirty water is poured in at the beginning of the filtration process, once it has passed through the 4 levels of filtration (filter paper, gravel/small rocks, fine sand and a cotton wool filter), it emerges as clean water

(175 words)

#### Why this answer would score well

- This answer would score well as it logically follows the process of water filtration without making any unsupported statements. Each paragraph describes a major part of the process.
- All aspects of the diagram are addressed and a tidy conclusion is given.
- The grammar, spelling and punctuation are all acceptable.



- The language used is of an academic standard which does not restate, but interprets the question.
- The grammar, spelling and punctuation are all acceptable.
- The word length is acceptable (175 words)

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## Practice Writing Test 8, Task 2

# SAMPLE ANSWER + ANALYSIS

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### Writing Lab 8, Task 2:

#### **Sample Answer** (Time Taken: Approx. 30 minutes)

In the world today, many people are suffering from terrible life-threatening diseases. Unfortunately adequate health care is often lacking - especially for those who are poor. It is very disappointing that individuals who are sick and in need of advanced medical treatments are not able to be treated due to their level of income.

It is clear that advanced medical treatments are expensive and someone must pay for them. Where does the money come from, who will pay the medical bills? Will the recipient of the health care fully appreciate the value of what they have been given? Will the sacrifice of the rich individual or country that has paid for their life-changing medical treatments be fully appreciated? These are difficult questions to fully answer but nothing of worth can be free, someone has to pay.

The overarching point however, must be the sanctity of human life. Surely a human life is worth more than a sum of money. Human life is precious and we must do all we can to save it. It is simply not good enough to say to an individual, "I could save your life but since you can not afford to pay me, you are going to die". Unfortunately, this is the harsh reality in both the developed and developing world. Many people are dieing because they cannot afford the advanced medical treatments needed to prolong their lives. Money should not determine who has the opportunity to live.

I believe that all people should have the right to access the best medicine available. However, those given access should be educated to appreciate the value of what they have been given, the value of the gift. How wealthy a person is should not determine if an individual lives or dies.

(294 words)

**Why this answer would score well**

**PARAGRAPH 1:**

In the world today, many people are suffering from terrible life-threatening diseases. Unfortunately adequate health care is often lacking - especially for those who are poor. It is very disappointing that individuals who are sick and in need of advanced medical treatments are not able to be treated due to their level of income.

**Notes:*****The first paragraph is effective because it:***

1. introduces the subject/topic
2. clearly demonstrates the writer's point of view (thesis statement)
3. presents a general fact about the subject (life-threatening diseases)
4. uses the key words from the question without repeating them verbatim
5. demonstrates a good command of grammar, spelling and punctuation.
6. is long enough (around 50 words)

**PARAGRAPH 2:**

It is clear that advanced medical treatments are expensive and someone must pay for them. Where does the money come from, who will pay the medical bills? Will the recipient of the health care fully appreciate the value of what they have been given? Will the sacrifice of the rich individual or country that has paid for their life-changing medical treatments be fully appreciated? These are difficult questions to fully answer but nothing of worth can be free, someone has to pay.

**Notes:*****The second paragraph is effective because it:***

1. introduces an opposing point (as the question asks us to do)
2. is long enough (contains around 80 words)
3. is not too emphatic, but believable

**PARAGRAPH 3:**

The overarching point however, must be the sanctity of human life. Surely a human life is worth more than a sum of money. Human life is precious and we must do all we can to save it. It is simply not good enough to say to an individual, "I could save your life but since you can not afford to pay me, you are going to die". Unfortunately, this is the harsh reality in both the developed and developing world. Many people are dieing because they cannot afford the advanced medical treatments needed to prolong their lives. Money should not determine who has the opportunity to live.

**Notes:*****The third paragraph is effective because it:***

1. introduces several good contrasting points/arguments (as the question asks the writer to do)
2. supports the main points made with clear supporting points/examples
3. is long enough; the writer's opinion should be supported by a longer, more convincing paragraph
4. is more emphatic and direct - the examiner can clearly understand the writer's position
5. utilises good vocabulary, grammar and punctuation

**PARAGRAPH 4:**

I believe that all people should have the right to access the best medicine available. However, those given access should be educated to appreciate the value of what they have been given, the value of the gift. How wealthy a person is should not determine if an individual lives or dies.

**Notes:*****The final paragraph is effective because it:***

1. re-emphasises the writer's position (as per the question)
2. the language used gives a sense of 'finality' to the piece
3. utilises good vocabulary, grammar and punctuation

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# Practice Writing Test 9

## TEST PAPER

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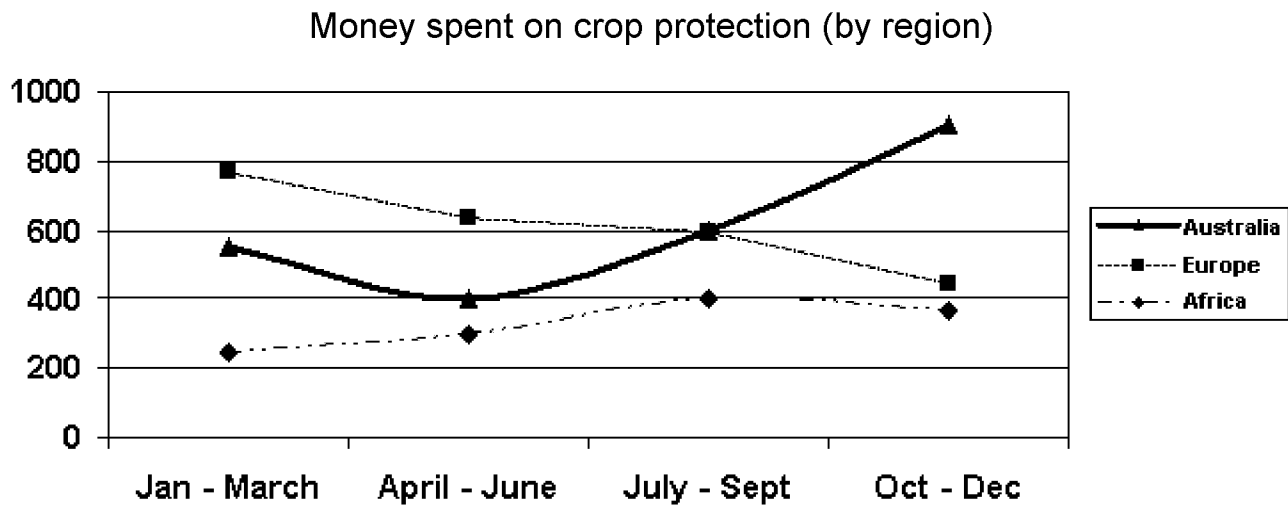
## WRITING TASK 1

You should spend about 20 minutes on this task.

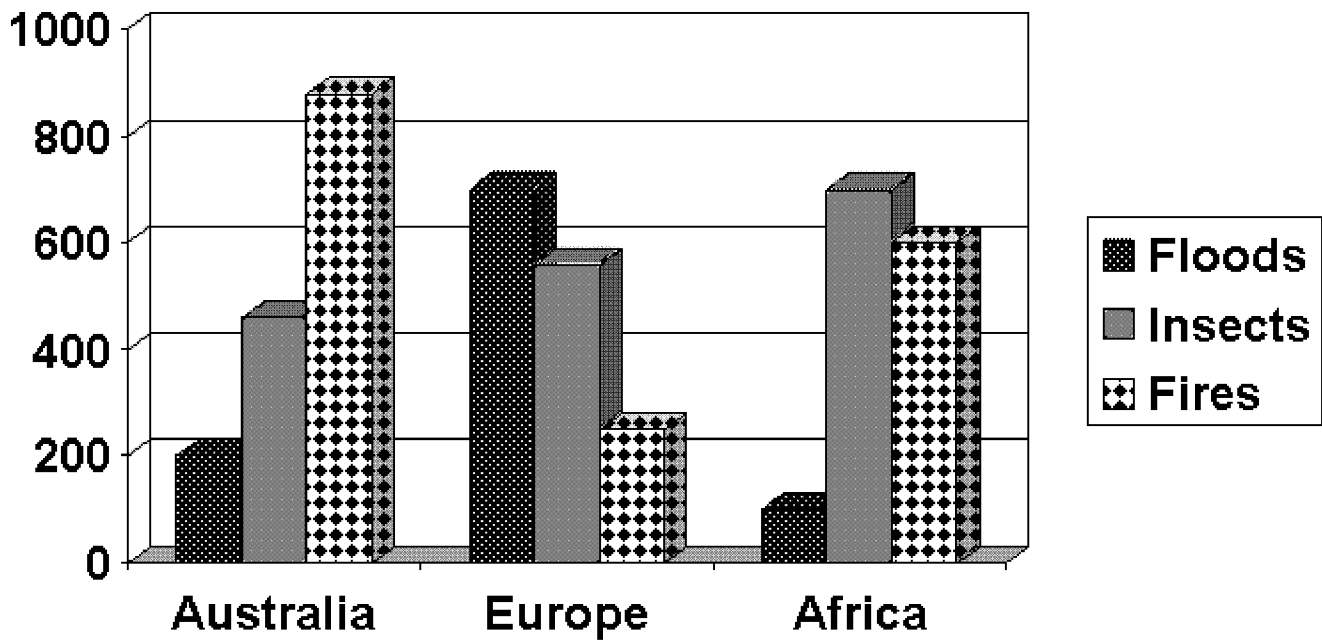
*The graphs below show the amount of money spent on protecting crops and how crops are damaged in three different regions of the world in 2005.*

*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

You should write at least 150 words.



Type of damage to crops (by category)



## WRITING TASK 2

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You should spend about 40 minutes on this task.

Write about the following topic:

*International travellers can cause problems in the countries to which they travel. On the other hand, international travellers can bring real advantages with them.*

*Are the problems international travellers cause greater than the advantages they bring?*

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

You should write at least 250 words.

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## End of Sample Test

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# Practice Writing Test 9, Task 1

## SAMPLE ANSWER + ANALYSIS

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### Writing Lab 9, Task 1:

#### Sample Answer

The line and bar graphs show the amount of money spent on the protection of crops and three ways in which land is damaged in Australia, Europe and Africa.

With regard to the amount of money spent on crop protection, a number of features are clearly evident. Firstly, in the months of January to June, Europe spent the greatest amount of money on crop protection (ranging from around \$800 to \$600 million). For the months of July to December, Australia was the greatest spender with the final quarter (ranging from around \$450 to \$900 million). Over the total 2005 period, Africa was clearly the region that spent the least amount of money (ranging from around \$200-400 million).

In relation to 'type of damage to crops', it is clear that in Australia, 'fires' caused the greatest damage in 2005 (around 600 million hectares). For Europe, floods had the greatest negative effect and in Africa, insects caused the greatest damage to land.

(175 words)

#### Why this answer would score well

- This answer would score well as it logically points out the key aspects of both graphs represented without making any unsupported statements.
- All aspects of the diagram are addressed and a tidy conclusion is given.
- The grammar, spelling and punctuation are all acceptable.
- The language used is of an academic standard which does not restate, but interprets the question.

- The word length is acceptable (175 words)

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# Practice Writing Test 9, Task 2

## SAMPLE ANSWER + ANALYSIS

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### Writing Lab 9, Task 2:

#### **Sample Answer** (Time Taken: Approx. 30 minutes)

With the general decrease in travelling costs, international travel is becoming more prevalent. For a variety of reasons and with greater frequency, people are travelling to other countries. International visitors bring their own range of behaviours and customs to the countries they visit. I believe the advantages international travellers bring to the countries they choose to visit outweigh the negatives.

Unfortunately, all countries have within them people who exhibit undesirable behaviour. The vociferous minority seem to leave an impression in the minds of people in host countries. Whether it be leaving the hotel room in a complete mess, or loudly arguing about a matter with a local person, international visitors are sometimes a poor advertisement for their countries. This is certainly the negative side of international visitors.

However, the far greater impression international visitors leave is a good one. Typically, international visitors bring with them money which they inject into the local economy they are visiting which is excellent for business. They can also educate the local people about what life is like in another part of the world. These international travellers are like 'ambassadors' for their country and can cause others to want to visit their country – this brings with it obvious economic benefits as well. In addition, international visitors can help others to see things from a different perspective and, often, improve on the way things are done.

Problems can arise from international visitors however, the benefits they bring to the countries they visit are greater. International visitors around the world will continue to impact the countries to which they travel, it is up to the individual to make sure the example they set is a good one.

(280 words)

**Why this answer would score well****PARAGRAPH 1:**

With the general decrease in travelling costs, international travel is becoming more prevalent. For a variety of reasons and with greater frequency, people are travelling to other countries. International visitors bring their own range of behaviours and customs to the countries they visit. I believe the advantages international travellers bring to the countries they choose to visit outweighing the negatives.

**Notes:*****The first paragraph is effective because it:***

1. introduces the subject/topic
2. clearly demonstrates the writer's point of view (thesis statement) which directly addresses the question
3. presents a general fact about the subject (student travel is increasing and is popular)
4. uses the key words from the question without repeating them verbatim
5. demonstrates a good command of grammar, spelling and punctuation.
6. is a good length

**PARAGRAPH 2:**

Unfortunately, all countries have within them people who exhibit undesirable behaviour. The vociferous minority seem to leave an impression in the minds of people in host countries. Whether it be leaving the hotel room in a complete mess or loudly arguing about a matter with a local person, international visitors are sometimes a poor advertisement for their countries. This is certainly the negative side of international visitors.

**Notes:*****The second paragraph is effective because it:***

1. introduces the negative side of international tourist visits (as the question asks us to do)
2. is long enough (shorter than paragraph 3)
3. presents some good, relevant ideas

**PARAGRAPH 3:**

However, the far greater impression international visitors leave is a good one. Typically, international visitors bring with them money which they inject into the local economy they are visiting which is excellent for business. They can also educate the local people about what life is like in another part of the world. These international travellers are like 'ambassadors' for their country and can cause others to want to visit their country – this brings with it obvious economic benefits as well. In addition, international visitors can help others to see things from a different perspective and, often, improve on the way things are done.

**Notes:*****The third paragraph is effective because it:***

1. introduces several good contrasting points/problems (as the question asks the writer to do)
2. supports the main points made with clear supporting points/examples
3. is long enough; the writer's opinion should be supported by a longer, more convincing paragraph
4. is more emphatic and direct – the examiner can clearly understand the writer's position
5. utilises good vocabulary, grammar and punctuation

**PARAGRAPH 4:**

Problems can arise from international visitors however, the benefits they bring to the countries they visit are greater. International visitors around the world will continue to impact the countries to which they travel, it is up to the individual to make sure the example they set is a good one.

**Notes:*****The final paragraph is effective because it:***

1. re-emphasises the writer's position (as per the thesis statement)
2. the language used gives a sense of 'finality' to the piece
3. utilises good vocabulary, grammar and punctuation

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