



Examiner's Report

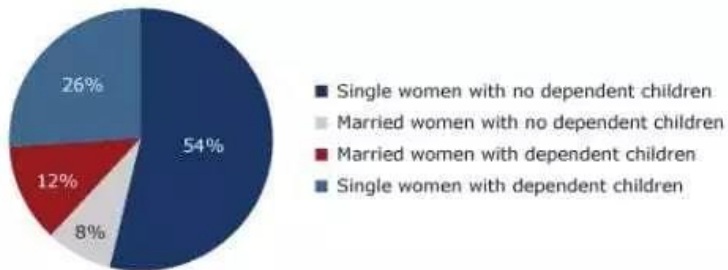
IELTS Task 1 Writing

Topic: 2 charts

Overall Score: Band 6

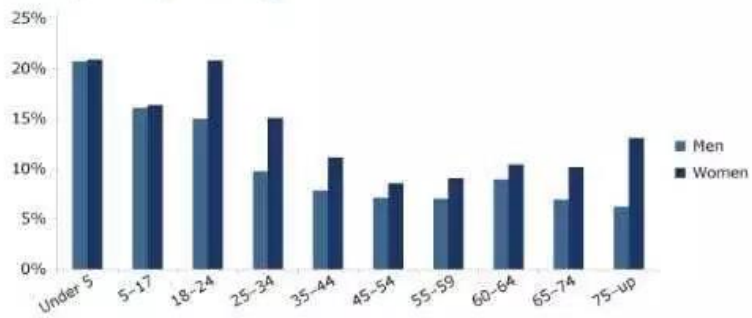
Task Achievement	Cohesion & Coherence	Vocabulary	Grammar	Overall Score (Task 2)
5	6	7	7	6

Women in poverty: family composition of household



Source: U.S. Census Bureau, Current Population Survey, 2008 Annual Social and Economic Supplement.

Poverty rates by sex and age



Source: U.S. Census Bureau, Current Population Survey, 2008 Annual Social and Economic Supplement.

The pie chart compares the proportions of poor women living in different households while the bar chart gives the same information, but comparing two genders across age groups in the US in 2008.

Overall, it is clear that more women, compared to men, were living under poverty and the figures are particularly striking for single women.

Looking at the pie chart closely, we can see that single women without dependent children made up the majority, with 54% of all women classified as poor in the US. Just over a quarter were single mothers with young children. Married women with and without dependent children accounted for only 12% and 8% respectively.

As for the bar chart, it shows that poverty rates were higher for younger age groups, with gender differences being not as noticeable. The highest figure for both men and women fell under 0-5 age category, at 20%. For women, another age group with the highest figure, the same 20%, was 18-24. The biggest difference in gender could be witnessed in the oldest age group, 75 and over, where almost 15% of women were considered poor as opposed to just 5% for men.

Rewritten:

The pie chart compares the proportions of poor women living in different households while the bar chart details similar information related to poverty by gender according to age in the US in 2008.

Looking first at the pie chart, it is clear the single women, and particularly those without dependent children, tended to be poorest compared to both types of married women. Women without dependent children were found to be in poverty at a rate of 54% and single women with children followed distantly at 26%. Much lower were married women with and without dependent children accounting for only 12% and 8%, respectively.

Overall, for the bar chart, poverty rates for men decreased steadily as they got older while the poverty rates for women were higher throughout and fell and rose according to age. The highest figures for men and women were 0-5, with both around 20%. The poverty rate for men then fell steadily to 16% for ages 5 – 17 and so on before there was a spike around age 60-64 at nearly 10% before they continued to fall. For women, there was a spike in poverty at 18 – 24 (nearly 20%) before a steady fall and another sharp increase for 60 to 75 and up, rising to around 13%.

Examiner's Summary

Task Achievement: Band 5

The pie chart compares the proportions of poor women living in different households while the bar chart gives the same similar information, but comparing two genders across age groups in the US in 2008.

Comment [G1]: Not exactly the same info!

Overall, it is clear that more women, compared to men, were living under poverty and the figures are particularly striking for single women.

Comment [G2]: This sentence means nothing – you must say how they are striking for it to count for anything. Once the examiner sees this it is automatic band 5 for task achievement. It is very close to being fine because it is mostly obvious that you mean they are striking in a negative way but... it's a bit risky!

Looking at the pie chart closely, we can see that single women without dependent children made up the majority, with 54% of all women classified as poor in the US. Just over a quarter were single mothers with young children. Married women with and without dependent children accounted for only 12% and 8% respectively.

Comment [G3]: This paragraph reads very mechanically because there is no comparison. See my paragraph.

Looking at the pie chart more closely, it is clear that single women without dependent children were most likely to be in poverty, with 54% of them in poverty. Following this is single mothers with children at around half this number (26%), while the least likely demographics to be found in poverty were married women with and without dependent children accounting for only 12% and 8%, respectively.

As for the bar chart, it shows that poverty rates were higher for younger age groups, with gender differences being not as noticeable at early ages. The highest figure for both men and women fell under 0-5 age category, at 20%. For women, another age group with the highest figure, the same 20%, was 18-24. The biggest difference in gender could be witnessed in the oldest age group, 75 and over, where almost 15% of women were considered poor as opposed to just 5% for men.

Comment [G4]: There isn't really anything here on the trend – how it is shaped like a U for women and for men it is steady decline...

Word count: 160

Examiner's Report:

Strengths: The overview is nearly very good, there is data throughout and some comparison in the 3rd paragraph.

Weaknesses: The overview was not clear enough for band 6 in terms of the pie chart (nearly!) and there was very little on the trend in terms of ages at all. There is a ton of missing data for the bar chart (and no overview for it) – this could easily be a band 4 for TA!

Action: Overview and comparison. Overview and comparison. Overview and comparison!

Cohesion & Coherence: Band 6

The pie chart compares the proportions of poor women living in different households while the bar chart gives the same information, but comparing two genders across age groups in the US

in 2008. Overall, it is clear that more women, compared to men, were living under poverty and the figures are particularly striking for single women.

Comment [G5]: Write together as one paragraph.

Looking at the pie chart more closely, we can see that single women without dependent children made up the majority, with 54% of all women classified as poor in the US. Just over a quarter were single mothers with young children. Married women with and without dependent children accounted for only 12% and 8%, respectively.

As for the bar chart, it shows that poverty rates were higher for the younger age groups, with gender differences being not as noticeable. The highest figure for both men and women fell under the 0-5 age category, at 20%. For women, another age group with the highest figure, the same at 20%, was 18-24. The biggest difference in gender could be witnessed in the oldest age group, 75 and over, where almost 15% of women were considered poor as opposed to just 5% for men.

Comment [G6]: This sentence is wordy and confusing. Try to put the age and group at the beginning of the sentence and the data at the end so that it reads easier.

Examiner's Report:

Strengths: There are clear paragraphs and all the information is described in a logical order. You use linking words accurately and there is good referencing. There are few mistakes.

Weaknesses: It is a little mechanical and feels like you are just describing it step by step without any clear structure for the paragraphs. The first sentence and the overview should be part of the same paragraph and there are some small mistakes throughout with articles and the clarity of your writing.

Action: Compare more and study up on articles a bit!

Vocabulary: Band 7

The pie chart compares the proportions of poor women living in different households while the bar chart gives the same information, but comparing two genders across various age groups in the US in 2008.

Overall, it is clear that more women, compared to men, were living under poverty and the figures are particularly striking for single women.

Looking at the pie chart in closer detail, we can see that single women without dependent children made up the majority, with 54% of all women classified as poor in the US. Just over a quarter were single mothers with young children. Married women with and without dependent children accounted for only 12% and 8% respectively.

As for the bar chart, it shows that poverty rates were higher for younger age groups, with gender differences being not as noticeable. The highest figure for both men and women was recorded under 0-5 age category, at 20%. For women, another age group with the highest figure, the same 20%, was 18-24. The biggest difference in gender could be witnessed in the oldest age group, 75 and over, where almost 15% of women were considered poor as opposed to just 5% for men.

Examiner's Report:

Strengths: A good range of vocabulary is used and you are able to describe all the areas of the graphs.

Weaknesses: Some mistakes with collocations and word form. A greater number of natural expressions and collocations will raise this score.

Action: Keep up the good, accurate work but also try to improve the range of expressions that you can use!

Grammar: Band 7

The pie chart compares the proportions of poor women living in different households while the bar chart gives the same information, but ~~comparing~~ compares two genders across age groups in the US in 2008.

Overall, it is clear that more women, compared to men, were living under poverty and the figures are particularly striking for single women.

Looking at the pie chart more closely, we can see that single women without dependent children made up the majority, with 54% of all women classified as poor in the US. Just over a quarter were single mothers with young children. Married women with and without dependent children accounted for only 12% and 8% respectively.

As for the bar chart, it shows that poverty rates were higher for the younger age groups, with gender differences being not as noticeable. The highest figures for both men and women fell under 0-5 age category, at 20%. For women, another age group with the highest figure, the same 20%, was 18-24. The biggest difference in gender could be witnessed in the oldest age group, 75 and over, where almost 15% of women were considered poor as opposed to just 5% for men.

Examiner's Report:

Strengths: Most grammar is accurate and there are some good examples of subordinate clauses, gerunds, modal verbs, and the passive voice.

Weaknesses: A few small mistakes and greater flexibility with grammar would help this score. Some sentences have very similar structures and more comparison would help with that.

Action: Work on comparing more to bring up your CC, TA, and grammar scores all at once!

Overall Score: Band 6

Examiner's Summary:

Strengths: Overall it was a good attempt. You described the graphs accurately, there were few mistakes in grammar and the vocabulary was very strong.

Weaknesses: Some of the writing was a little wordy and unclear and the vocabulary and grammar was only strong – not as strong as it has to be for band 8. The task achievement is what needs the most work. You must describe all areas of the graphs in your writing, even if you group them together (for example by describing several age groups together in the bar chart). You also need an overview for each graph.

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	<ul style="list-style-type: none"> fully satisfies all the requirements of the task clearly presents a fully developed response 	<ul style="list-style-type: none"> uses cohesion in such a way that it attracts no attention skillfully manages paragraphing 	<ul style="list-style-type: none"> uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' 	<ul style="list-style-type: none"> uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	<ul style="list-style-type: none"> covers all requirements of the task sufficiently presents, highlights and illustrates key features/bullet points clearly and appropriately 	<ul style="list-style-type: none"> sequences information and ideas logically manages all aspects of cohesion well uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> uses a wide range of vocabulary fluently and flexibly to convey precise meanings skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation 	<ul style="list-style-type: none"> uses a wide range of structures the majority of sentences are error-free makes only very occasional errors or inappropriacies
7	<ul style="list-style-type: none"> covers the requirements of the task (Academic) presents a clear overview of main trends, differences or stages (General Training) presents a clear purpose, with the tone consistent and appropriate clearly presents and highlights key features/bullet points but could be more fully extended 	<ul style="list-style-type: none"> logically organises information and ideas; there is clear progression throughout uses a range of cohesive devices appropriately although there may be some under-/over-use 	<ul style="list-style-type: none"> uses a sufficient range of vocabulary to allow some flexibility and precision uses less common lexical items with some awareness of style and collocation may produce occasional errors in word choice, spelling and/or word formation 	<ul style="list-style-type: none"> uses a variety of complex structures produces frequent error-free sentences has good control of grammar and punctuation but may make a few errors
6	<ul style="list-style-type: none"> addresses the requirements of the task (Academic) presents an overview with information appropriately selected (General Training) presents a purpose that is generally clear; there may be inconsistencies in tone presents and adequately highlights key features/bullet points but details may be irrelevant, inappropriate or inaccurate 	<ul style="list-style-type: none"> arranges information and ideas coherently and there is a clear overall progression uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical may not always use referencing clearly or appropriately 	<ul style="list-style-type: none"> uses an adequate range of vocabulary for the task attempts to use less common vocabulary but with some inaccuracy makes some errors in spelling and/or word formation, but they do not impede communication 	<ul style="list-style-type: none"> uses a mix of simple and complex sentence forms makes some errors in grammar and punctuation but they rarely reduce communication

5	<ul style="list-style-type: none"> ▪ generally addresses the task; the format may be inappropriate in places ▪ (Academic) recounts detail mechanically with no clear overview; there may be no data to support the description ▪ (General Training) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate ▪ presents, but inadequately covers, key features/bullet points; there may be a tendency to focus on detail
4	<ul style="list-style-type: none"> ▪ attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate ▪ (General Training) fails to clearly explain the purpose of the letter; the tone may be inappropriate ▪ may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate
3	<ul style="list-style-type: none"> ▪ fails to address the task.

