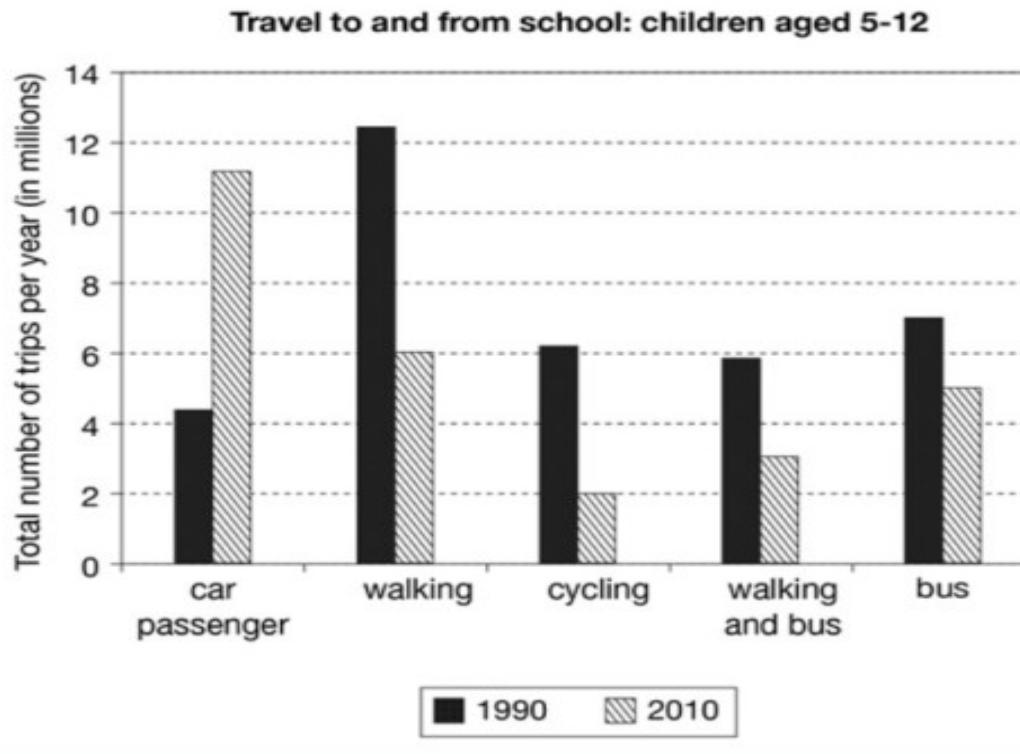


Task 1: Bar Chart

Subject: The chart below shows the number of trips made by children in one country in 1990 and 2010 to travel to and from school using different modes of transport. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



Model Answer #1

Response:

The bar chart illustrates the number of trips made by children aged 5-12 to and from school using five different modes of transport in the years 1990 and 2010.

Overall, while car usage increased dramatically over the period, other modes such as walking, cycling, walking and bus, and taking the bus independently saw significant declines. Notably, car travel, which was the least used mode in 1990, became the most common in 2010.

In detail, walking was the most popular mode of transport in 1990, with over 12 million trips, but this figure halved to 6 million in 2010, losing its leading position to car travel. Car travel, conversely, increased from about 4 million trips in 1990 to nearly 11 million in 2010, making it the most preferred method.

Cycling and the combination of walking and bus were both used for around 6 million trips in 1990. However, by 2010, these modes had decreased to 2 million and 3 million trips, respectively, showing a three-fold and two-fold reduction. Bus travel, which accounted for approximately 7 million trips in 1990, dropped to 5 million in 2010 but remained the third most common mode throughout the period.

Evaluation:

Overall Band Score: 9

Task Response (9): Excellent response to the task. All key features of the visual are accurately described and analyzed.

Coherence & Cohesion (9): The report is very well-organized and easy to follow. The ideas flow smoothly and logically, with clear transitions between paragraphs and sentences.

Lexical Resource (8.5): A wide range of vocabulary is used accurately and appropriately, demonstrating a sophisticated command of the language.

Grammatical Range & Accuracy (9): The report is grammatically flawless, with a wide range of structures used correctly and effectively.

Model Answer #2

Response:

The provided bar graph illustrates the data on the number of trips made by children in a particular country in 1990 and 2010 for different modes of transport when traveling to and from school.

Overall, in 1990, walking was the most favored mode of transport followed by bus, cycling, walking and bus, and car passenger. Conversely, in 2010, car passenger became the most preferred mode of transport with a significant increase in trips, while the other modes saw a decrease in usage.

In 1990, the majority of children aged 5 to 12 opted for walking to travel to and from school, with over 12 million trips recorded. On the other hand, the usage of car passenger was the lowest at slightly above 4 million trips. However, in 2010, there was a significant shift in transportation preference, as the number of car passenger trips surged to around 11 million, surpassing other modes. The trips by walking, cycling, walking and bus, and bus saw a substantial decline, almost halving their 1990 figures.

Comparing the two years, the decline in the total number of trips for buses was relatively minor, with a reduction of about 2 million trips. It is evident that the trend in transportation mode for school commutes among children shifted drastically from predominantly walking in 1990 to a significant preference for car passenger in 2010.

Evaluation:

Overall Band Score: 9

Task Response (9): Excellent response to the task. All key features are identified and compared effectively.

Coherence & Cohesion (9): The report is very well-structured and easy to follow. The information flows smoothly and logically.

Lexical Resource (8.5): A wide range of vocabulary is used accurately and appropriately. The language is sophisticated and natural.

Grammatical Range & Accuracy (9): The report demonstrates a wide range of grammatical structures with complete accuracy and fluency.

Model Answer #3

Response:

The chart provides information on the number of trips to and from school using various modes of transport in 1990 and 2010.

Overall, the data reveal significant declines in the use of most transport types, except for traveling to school as a car passenger, which saw a substantial increase over the period.

In detail, physical methods of traveling to school were more prevalent in 1990 compared to vehicle usage. Walking was the most popular method among students in 1990, but it experienced a significant drop over two decades, falling to 6 million trips per year and becoming the second most common mode in 2010. Cycling and walking combined with bus usage started at similar levels, but both saw declines of about threefold and twofold, reaching 2 million and 3 million trips per year, respectively, in 2010.

Conversely, the use of vehicles to reach school saw a dramatic rise. The number of trips as a car passenger surged by approximately 7 million, from just over 4 million to 11 million trips per year in 2010, even though it was less popular than walking in 1990. Meanwhile, bus usage also followed the trend of decline, dropping to 5 million trips in 2010.

Evaluation:

Overall Band Score: 9

Task Response (9): Excellent response to the task. All key features are identified and compared effectively.

Coherence & Cohesion (9): The report is very well-organized and easy to follow. The information is presented logically and coherently.

Lexical Resource (9): A wide range of vocabulary is used accurately and appropriately. The language is sophisticated and natural.

Grammatical Range & Accuracy (9): The report demonstrates a wide range of grammatical structures with complete accuracy and fluency.

Model Answer #4

Response:

The chart illustrates data about the number of trips that were made to and from school using different types of transport in 1990 and 2010.

Overall, it can be seen that there were considerable downward trends in the usage of most types of transport; however, traveling to school as a car passenger showed a significant rise over the period.

Looking at the details, in 1990, more physical ways of traveling to school were popular rather than the usage of vehicles. Walking was the most popular among pupils in 1990; however, it saw a significant decline over two decades, reaching 6 million trips a year, making it the second-highest number in 2010. Following that, cycling and walking and bus despite starting at around the same level, the numbers for them decreased about 3 and 2 times, reaching 2 and 3 million per year in 2010, respectively.

By contrast, if we look at using vehicles to reach school, the figure for traveling to school as a car passenger rocketed tremendously by about 7 million, from just above 4 million to 11 million times a year in 2010; however, it was not as popular as walking in 1990. Next, the figure for buses followed the pattern, decreasing to 5 million times in 2010.

Evaluation:

Overall Band Score: 9

Task Response (9): The report provides a clear and accurate summary of the main features of the chart, highlighting the key trends and making relevant comparisons. All aspects of the task are addressed effectively.

Coherence & Cohesion (9): The report is well-organized and easy to follow. The information is presented logically, with clear transitions between paragraphs and sentences. The use of cohesive devices is sophisticated and contributes to the overall clarity and flow of the report.

Lexical Resource (8.5): The report demonstrates a wide range of vocabulary, which is used accurately and appropriately. The language is precise and varied, with a good use of synonyms and collocations. The report also includes some sophisticated vocabulary related to the topic, such as 'rocketing' and 'tremendously'.

Grammatical Range & Accuracy (9): The report displays a wide range of grammatical structures, which are used accurately and with flexibility. The sentences are varied in length and complexity, and the punctuation is correct throughout. The report is virtually error-free.

Model Answer #5

Response:

The chart illustrates data about the number of trips that were made to and from school using different types of transport in 1990 and 2010.

Overall, it can be seen that there were considerable downward trends in the usage of most types of transport; however, traveling to school as a car passenger showed a significant rise over the period.

Looking at the details, in 1990, more physical ways of traveling to school were popular rather than the usage of vehicles. Walking was the most popular among pupils in 1990; however, it saw a significant decline over two decades, reaching 6 million trips a year, making it the second-highest number in 2010. Following that, cycling and walking and bus despite starting at around the same level, the numbers for them decreased about 3 and 2 times, reaching 2 and 3 million per year in 2010, respectively.

By contrast, if we look at using vehicles to reach school, the figure for traveling to school as a car passenger rocketed tremendously by about 7 million, from just above 4 million to 11 million times a year in 2010; however, it was not as popular as walking in 1990. Next, the figure for buses followed the pattern, decreasing to 5 million times in 2010.

Evaluation:

Overall Band Score: 9

Task Response (9): The report provides a clear and accurate summary of the main features of the chart, highlighting the key trends and making relevant comparisons. All aspects of the task are addressed effectively.

Coherence & Cohesion (9): The report is well-organized and easy to follow. The information is presented logically, with clear transitions between paragraphs and sentences. The use of cohesive devices is sophisticated and contributes to the overall clarity and flow of the report.

Lexical Resource (8.5): The report demonstrates a wide range of vocabulary, which is used accurately and appropriately. The language is precise and varied, with a good use of synonyms and collocations. The report also includes some sophisticated vocabulary related to the topic, such as 'rocketing' and 'tremendously'.

Grammatical Range & Accuracy (9): The report displays a wide range of grammatical structures, which are used accurately and with flexibility. The sentences are varied in length and complexity, and the punctuation is correct throughout. The report is virtually error-free.