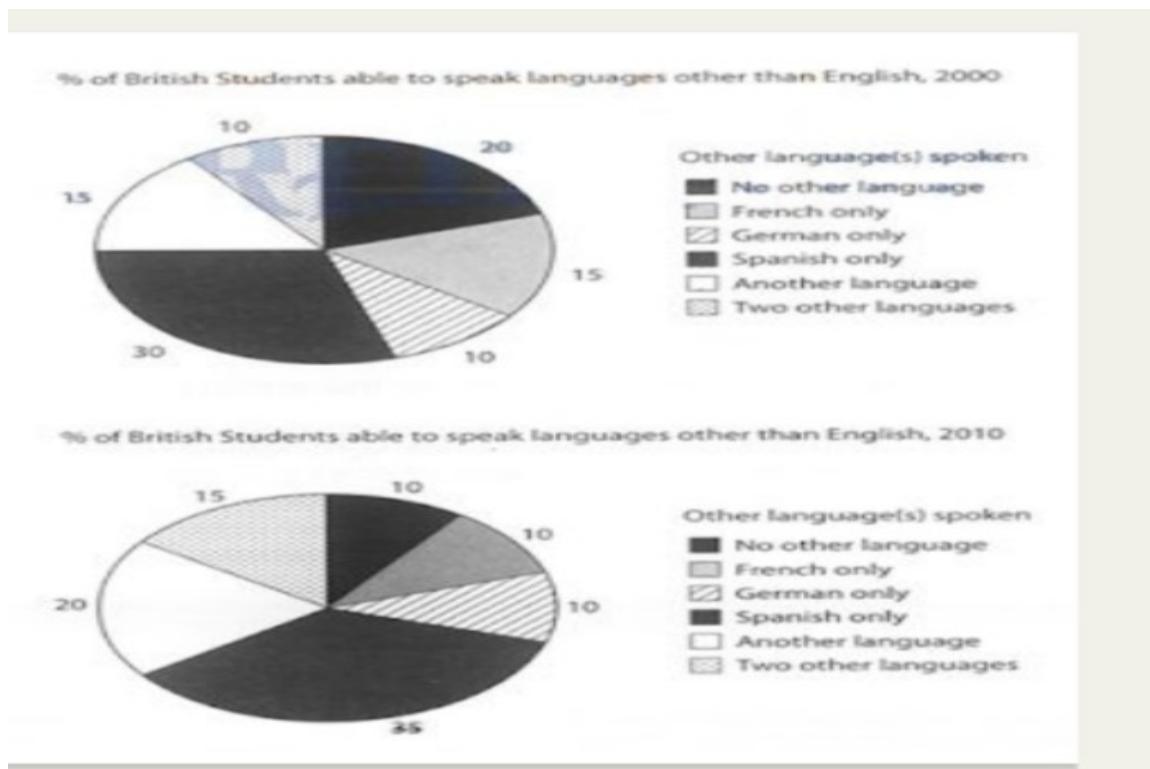


## Task 1: Pie Chart

**Subject:** The charts below show the proportions of British students at one university in England who were able to speak other languages in addition to English, in 2000 and 2010.



## **Model Answer #1**

### **Response:**

The pie charts provide a comparative analysis of the proportions of British students at a university in England who were proficient in languages other than English during the years 2000 and 2010.

Overall, there was a notable reduction in the percentage of students who could speak exclusively English, accompanied by an increase in the number of multilingual students, particularly those speaking Spanish.

In 2000, the data revealed that 20% of students were monolingual, speaking only English, while by 2010, this figure had decreased to 10%. Conversely, the proportions of students speaking other languages demonstrated a varied pattern. The category of those speaking Spanish exclusively exhibited the most significant rise, increasing from 30% in 2000 to 35% in 2010. Additionally, the subgroup of students who communicated in more than one language, specifically those speaking another language and two other languages, also expanded. The percentage of students conversant in another language rose from 15% to 20%, while those who spoke two additional languages increased from 10% to 15%.

In contrast, the numbers for students speaking only French and German showed stability with slight declines. The proportion of students conversant solely in French declined from 15% to 10%, and the German-speaking subgroup remained unchanged at 10% across both years. This indicates that, while there was a clear shift towards multilingualism, the interest in French language proficiency appeared to diminish over the same period. The overall trends suggest a significant evolution in language acquisition among British students, reflecting broader linguistic and cultural shifts.

### **Evaluation:**

#### **Overall Band Score: 9**

**Task Response (9):** Excellent response to the task. All key features are accurately described and compared.

**Coherence & Cohesion (9):** The report is exceptionally well-structured and easy to follow. The flow of information is natural and logical.

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

**Grammatical Range & Accuracy (9):** The grammar is flawless. A wide range of grammatical structures is used with complete accuracy and fluency.

## **Model Answer #2**

### **Response:**

The pie charts compare the proportion of British students by their foreign language knowledge in 2000 and 2010. Overall, the number of students with no skills in foreign language decreased, while Spanish remained the most popular language choice at this university.

Spanish accounted for the largest share of foreign languages in 2000. However, every fifth British student at this university did not speak any other language apart from English. This was the second-largest group of respondents. What is more, there was an equal percentage of students declaring knowledge of French and another language (15 percent in both cases).

Similarly, Spanish speakers comprised the biggest category in the 2010 survey, with 35 percent. In contrast to the previous results, those speaking English only had been replaced by those using another language in the second place. The latter group constituted a fifth of all surveyees in 2010. French users, German students, and those speaking no foreign language made up ten percent each.

### **Evaluation:**

#### **Overall Band Score: 9**

**Task Response (9):** The report provides a clear and accurate overview of the data presented in the charts. It effectively highlights the key trends and comparisons.

**Coherence & Cohesion (9):** The report is well-structured and logically organized. The paragraphs flow smoothly and the information is presented in a clear and concise manner.

**Lexical Resource (8.5):** The report demonstrates a wide range of vocabulary, using precise and appropriate language to describe the data. The language is sophisticated and natural.

**Grammatical Range & Accuracy (9):** The report is grammatically accurate and uses a variety of sentence structures effectively. The punctuation is also correct and appropriate.

## **Model Answer #3**

### **Response:**

The pie charts illustrate the segments of British pupils who can speak other languages in addition to English in 2000 and 2010 at a university in England.

Overall, it is evident that the largest segment in both years consisted of students who could speak only Spanish. Conversely, pupils who could speak German represented the smallest percentage.

According to the chart in 2000, a significant majority of pupils spoke only Spanish, accounting for 30%. The second largest group was for students who did not speak any other languages, representing less than a quarter of the total, at merely 20%. Pupils who could speak French and another language held at an equal percentage, of 15%. Additionally, there were equal proportions related to students who spoke two other languages and those who spoke only German.

By 2010, it was clear that the proportion of Spanish speakers remained consistent with 2000, at 35%. In addition, the next largest group, at 20%, consisted of students who spoke other languages. The percentage of pupils who could speak two other languages rose to 15%, an increase of 5% from 2000. The proportion of pupils who were unable to speak any other languages decreased to a mere 10%, and the students who could speak both German and French also accounted for one in ten.

### **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 smoothly.

**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 #4**

### **Response:**

The two pie charts illustrate the percentages of British students who were proficient in languages other than English, at a particular university in England, comparing the data for the years 2000 and 2010.

Overall, it is evident that Spanish was the most popular language spoken by British students. Also, while other languages experienced minimal changes in popularity, German remained consistent throughout the period.

In 2010, there was an approximate 5% growth in acquiring both Spanish and another language to 35% and 20% respectively. Likewise, in 2000, the proportion of students learning two other languages grew by 5%, reaching 15% from an initial 10%.

With regards to the remaining categories, French, initially at 15%, experienced a modest decrease to 10%, by 2010, representing a 5% drop. Similarly, the proportion of students who did not study any other languages dropped from 20% to 10%, indicating a 10% decline. In contrast, German remained stable throughout the period, with 10% of students consistently choosing it.

### **Evaluation:**

#### **Overall Band Score: 9**

**Task Response (9):** The report provides a clear and accurate overview of the data presented in the charts. It effectively addresses all aspects of the task.

**Coherence & Cohesion (9):** The report is well-structured and easy to follow. The information is presented logically and coherently, with smooth transitions between paragraphs and sentences.

**Lexical Resource (9):** The report demonstrates a wide range of vocabulary, used accurately and appropriately. The language is sophisticated and natural.

**Grammatical Range & Accuracy (9):** The report exhibits a wide range of grammatical structures, used with precision and fluency. There are no errors in grammar or punctuation.

## **Model Answer #5**

### **Response:**

The pie charts depict the proportions of different languages spoken by British students at a university in England over a decade, between 2000 and 2010.

Overall, there was a notable decline in the number of students who only spoke English, while Spanish emerged as the most popular language spoken by British students. An increasing number of students showed an inclination towards bilingualism and multilingualism.

In 2000, 20% of students at the university communicated only in English, but this figure dropped sharply to half its value over the next decade (10%). French speakers also exhibited a similar decline from 15% to 10%. Meanwhile, the proportion of German speakers remained stable at 10% over the 10-year period.

Contrastingly, the proportion of students speaking Spanish showed a significant increase, rising from 30% to 35% in 2010, making it the most preferred language during this period. Furthermore, bilingual and multilingual students exhibited a similar upward trend, initially starting off at 15% and 10% respectively, increasing by 5% and accounting for 20% and 15% of the total, respectively.

### **Evaluation:**

#### **Overall Band Score: 9**

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

**Coherence & Cohesion (9):** The report is very well-organized and easy to follow. The paragraphs are well-structured and flow smoothly.

**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.