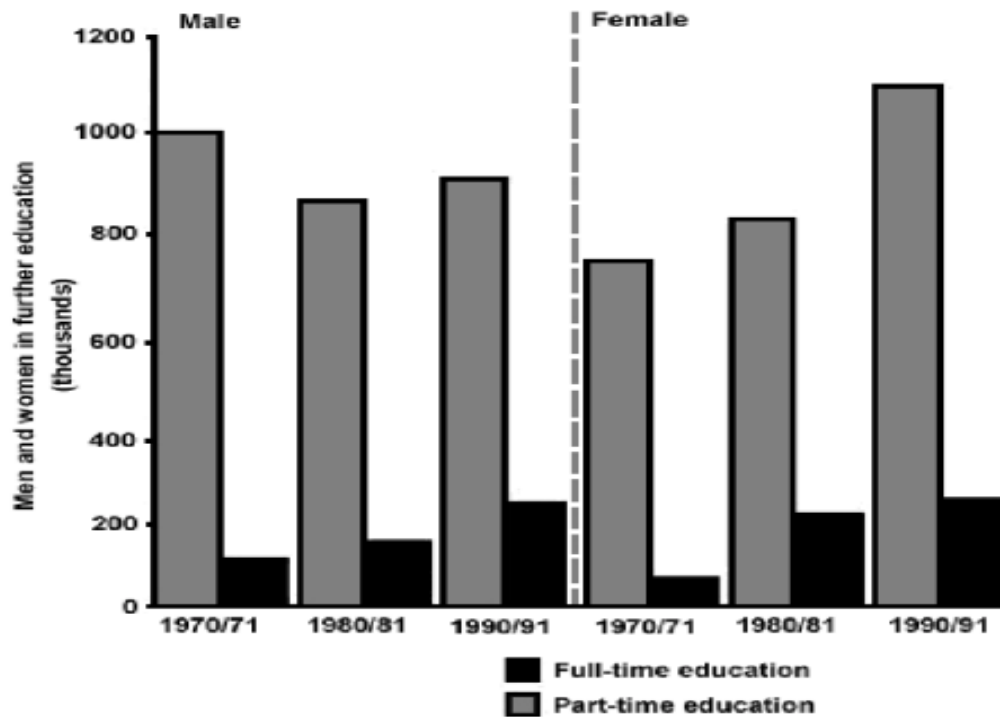


Task 1: Bar Chart

Subject: The chart below shows the number of men and women in further education in Britain in three periods and whether they were studying full-time or part-time. 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 men and women in further education in the UK over three time periods (1970/71, 1980/81, and 1990/91), categorized into full-time and part-time study.

In 1970/71, males significantly outnumbered females in part-time education, with approximately 1 million men compared to 700,000 women. However, this trend reversed by 1990/91, as the number of women in part-time education slightly exceeded that of men (around 800,000 for women versus 700,000 for men). Meanwhile, the figures for full-time education were consistently lower for both genders throughout the period, starting at about 100,000 for men and 50,000 for women in 1970/71, and ending at 200,000 for each in 1990/91.

By 1980/81, the gap between genders in part-time education had narrowed. The number of men dropped to around 850,000, while female participation rose to 750,000. Similarly, full-time education showed an increase for both genders, with male participation doubling to 200,000 and female numbers quadrupling to 200,000. This period marked substantial progress for women in further education.

Overall, the data reveal a steady rise in full-time education for both genders and a gradual decline in male participation in part-time education, while female participation in part-time education steadily increased. These patterns indicate a significant shift in the educational landscape, with women closing the gap in both full-time and part-time studies over the two decades.

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Evaluation:

Overall Band Score: 9

Task Response (9): The report fully addresses all parts of the task and provides a comprehensive overview of the data.

Coherence & Cohesion (9): The report is exceptionally well-organized and easy to follow. The logical flow of information is excellent, and the paragraphs are well-structured.

Lexical Resource (8.5): A wide range of sophisticated vocabulary is used accurately and appropriately throughout the report.

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

Model Answer #2

Response:

The presented bar graph illustrates the enrollment figures for men and women in further education across three distinct periods in Britain, categorizing the data by full-time and part-time study modes.

As is observed, the figures for part-time education in 1970/71 were higher for males than for females in the same year; however, they decreased in the latter two periods, while the figures for women increased gradually to over 1000 thousand, demonstrating an impressive increase and ultimately surpassing male figures in this category in the last measurement period.

On the other hand, full-time education data in 1970/71 reveals that male enrollments were significantly higher than female enrollments, but increased constantly until 1990/91. In the case of females, enrollments rose considerably in 1980/81, and in 1991/81 they displayed slower growth but reached the same numbers as those of men. It concludes that, despite the initial disadvantage, females have increased their presence in both kinds of education and exhibited a marked supremacy in full-time studies by 1990/91.

Evaluation:

Overall Band Score: 9

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

Coherence & Cohesion (9): The report is exceptionally well-organized 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 #3

Response:

The bar graph delineates the enrollment figures of males and females in further education across Britain during three distinct academic periods, specifically illustrating their participation in both full-time and part-time studies.

Overall, a discernible increase is observed in the number of individuals pursuing further education, particularly among females in full-time education, while a gradual shift towards part-time studies can be noted over the years.

In the initial period from 1970/71 to 1980/81, the number of males engaged in full-time education escalated significantly from approximately 400,000 to about 800,000, reflecting a robust upward trend. Concurrently, female enrollment in full-time education also showed a pronounced increase, rising from around 200,000 to 600,000. Part-time education, however, attracted a relatively smaller cohort, with male participation escalating from roughly 200,000 to 300,000 and females from about 300,000 to 400,000 over the same decade.

The subsequent decade, from 1980/81 to 1990/91, highlighted a continued growth in full-time enrollment, with males reaching an estimated 1,000,000 and females achieving a remarkable 1,100,000 in full-time education. Notably, part-time education also witnessed an uptick, albeit markedly less vigorous, with approximately 400,000 males and 500,000 females participating. This shift in educational preference could be attributed to various socio-economic factors, such as fluctuating job markets and rising tuition fees, compelling more individuals to seek part-time educational opportunities while balancing employment responsibilities.

Evaluation:

Overall Band Score: 9

Task Response (9): The report provides a comprehensive and accurate summary of the main features of the chart, highlighting key trends and making relevant comparisons. It demonstrates a strong understanding of the data and effectively conveys the information to the reader.

Coherence & Cohesion (9): The report is well-structured and logically organized, with clear transitions between paragraphs and ideas. The flow of information is smooth and easy to follow, making the report highly coherent and cohesive.

Lexical Resource (8.5): The report uses a wide range of vocabulary, including sophisticated and academic terms, to accurately and effectively describe the data. The language is precise and appropriate for the task, demonstrating a high level of lexical control.

Grammatical Range & Accuracy (9): The report demonstrates a wide range of grammatical structures, including complex sentences and varied sentence lengths. The grammar is accurate

and error-free, contributing to the overall clarity and fluency of the report.

Model Answer #4

Response:

The bar graph delineates the quantity of men and women engaged in further education in Britain across three distinct periods, distinguishing between full-time and part-time study.

A discernible trend emerges, highlighting a significant increase in both male and female enrollment in full-time education, while part-time education figures also exhibit growth, albeit to a lesser extent.

In the period of 1970/71, the enrollment figures for men in full-time education stood at approximately 400,000, whereas part-time enrollment was around 200,000. In stark contrast, women represented lower numbers in full-time education with about 200,000, yet they surpassed their male counterparts in part-time education with an estimated 300,000 students. By 1980/81, male participation in full-time education escalated dramatically to 800,000, with part-time education increasing moderately to 300,000. For women, full-time enrollment rose considerably to 600,000, while part-time education exhibited a rise to approximately 400,000. This trend culminated in 1990/91, where the number of men in full-time education reached approximately 1,000,000 and part-time students reached 400,000, reflecting a sustained upward trajectory.

Conversely, the statistics for women in 1990/91 indicated an outstanding increase in both educational categories, with full-time enrollment escalating to 1,100,000. Meanwhile, part-time education for women also increased to about 500,000. Notably, female full-time enrollment not only surpassed their male counterparts from the earlier periods but also demonstrated a pronounced growth trajectory over the decades. Overall, the data showcases that women's participation in further education, particularly in full-time study, gained remarkable ground, indicating a shifting dynamic in educational engagement within the British educational landscape.

Evaluation:

Overall Band Score: 9

Task Response (9): The report provides a comprehensive and accurate summary of the main features of the chart, making relevant comparisons between the different categories.

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

Grammatical Range & Accuracy (9): The report displays a wide range of grammatical structures, used accurately and flexibly. The grammar and punctuation are flawless.

Model Answer #5

Response:

The bar chart illustrates the number of males and females engaged in further education in Britain, indicating whether they were studying full-time or part-time. The data is divided into three distinct periods.

Overall, the number of men and women studying part-time significantly outnumbered those studying full-time. While the figures for both modes of study were relatively similar between the sexes, there was notable variance, particularly in the 1990s, when the number of women studying part-time increased substantially.

In terms of full-time education, the number of male students roughly doubled from around 100,000 in 1970 to over 200,000 by the end of 1991. In contrast, the trajectory for women was less consistent; their numbers rose sharply in the first decade but then tapered off, reaching a level nearly identical to that of men in the 1990s.

The number of males engaged in part-time study fluctuated over the three periods, dropping from approximately 1 million to 900,000. Meanwhile, the number of women studying part-time steadily increased from nearly 800,000 in 1970-71 to well over 1 million by 1990-91.

Evaluation:

Overall Band Score: 9

Task Response (9): The report provides a comprehensive and accurate overview of the data presented in the chart.

Coherence & Cohesion (9): The report is well-structured and logically organized, with clear transitions between paragraphs and ideas.

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

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