

## Task 1: Table

**Subject:** The table below gives information about the problems faced by children in two primary schools in 2005 and 2015.

| Problem Areas              | 2005     |          | 2015     |          |
|----------------------------|----------|----------|----------|----------|
|                            | School A | School B | School A | School B |
| Reading ability            | 22       | 8        | 23       | 9        |
| Handwriting                | 28       | 7        | 28       | 7        |
| Spelling                   | 30       | 5        | 25       | 10       |
| Listening skills           | 35       | 11       | 20       | 12       |
| Verbal expression of ideas | 35       | 14       | 21       | 15       |
| Concentration in lessons   | 40       | 15       | 18       | 15       |
| Following instructions     | 42       | 6        | 18       | 12       |

## **Model Answer #1**

### **Response:**

The table presents the percentage of children experiencing various educational difficulties in two primary schools in 2005 and 2015.

Overall, School A had a significantly higher percentage of students struggling with educational issues compared to School B in both years. However, while School A saw a noticeable improvement across all problem areas over the decade, School B experienced a slight increase in difficulties.

In 2005, the most prevalent issues in School A were following instructions (42%), concentration in lessons (40%), and verbal expression of ideas (35%). However, by 2015, these figures had dropped significantly to 18%, 18%, and 21%, respectively. Similarly, listening skills, which affected 35% of students in 2005, declined to 20% in 2015. Although handwriting remained unchanged at 28%, spelling difficulties decreased from 30% to 25%.

Conversely, School B had far fewer students facing educational challenges, with the highest recorded issue in 2005 being concentration in lessons at 15%. By 2015, this figure rose slightly to 15%, alongside small increases in reading ability (from 8% to 9%), spelling (from 5% to 10%), listening skills (from 11% to 12%), and following instructions (from 6% to 12%). Handwriting, however, remained stable at 7%.

In summary, School A showed a significant reduction in learning difficulties over the years, while School B saw minor increases in some areas but still maintained much lower rates of educational challenges.

### **Evaluation:**

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

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

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

**Lexical Resource (9):** A wide range of sophisticated vocabulary is used accurately and appropriately. The lexical choices enhance the clarity and precision of the report.

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

## **Model Answer #2**

### **Response:**

The table illustrates the percentages of children experiencing various educational difficulties in two primary schools (School A and School B) in 2005 and 2015.

Overall, School A saw a significant decline in the proportion of children facing educational problems over the decade, whereas School B experienced a slight increase in most categories. The most common issues in both schools were following instructions and concentration.

In 2005, the highest proportion of children in School A struggled with following instructions (42%), which dropped significantly to 18% in 2015. Similarly, the percentage of students with concentration issues fell from 40% to 18%. Other problem areas, such as listening skills and verbal expression of ideas, also declined substantially, from 35% in 2005 to 20% and 21% in 2015, respectively.

In contrast, School B reported much lower percentages in 2005, with following instructions affecting only 6% of students and concentration problems at 15%. However, by 2015, these figures rose to 12% and 18%, respectively. Smaller increases were observed in other categories, such as reading ability (8% to 9%) and spelling (5% to 10%). Handwriting, however, remained almost unchanged at 7-8%.

### **Evaluation:**

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

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

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

**Lexical Resource (9):** A wide range of sophisticated vocabulary is used precisely and appropriately. The lexical choices enhance the clarity and impact of the report.

**Grammatical Range & Accuracy (9):** The grammar is flawless. A wide range of grammatical structures is used accurately and effectively.

## **Model Answer #3**

### **Response:**

The table provides data about the proportions of students facing numerous educational obstacles in two primary schools, namely school A and school B, during the years 2005 and 2015.

Overall, significant reductions in the percentages of students with learning difficulties was witnessed in school A, while the reverse was true for school B.

In school A, students facing difficulties in following instruction saw a substantial drop from 42% in 2005 to 18% in 2015 . Similarly, those struggling with concentration in lessons decreased dramatically from 40% to 18%. The declines were also observed in verbal expressions of ideas (35% to 21%), listening skills (35% to 20%), and spelling (30% to 25%). Handwriting issues remained constant at 28%, while reading ability problems experienced a slight increase from 22% to 23%.

Conversely, school B's data exhibited minimal changes between 2005 and 2015. Students with reading ability problems increased marginally from 8% to 9%, while handwriting and concentration in lessons obstacles remained unchanged at 7% and 15%, respectively. Spelling and following instructions difficulties saw a double growth, (5% to 10% ) and (6% to 12%), respectively. There were modest increases in the shares of students dealing with obstacles in listening skills (11% to 12%) and verbal expression of ideas (14% to 15%).

### **Evaluation:**

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

**Task Response (9):** The report fully addresses all parts of the task and provides a clear and accurate summary of the data.

**Coherence & Cohesion (9):** The report is well-organized and easy to follow. The information flows logically, with clear transitions between paragraphs and ideas.

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

**Grammatical Range & Accuracy (8):** The grammar is mostly accurate, with only minor errors that do not impede understanding. A slightly wider range of grammatical structures could be used.

## **Model Answer #4**

### **Response:**

The table provides data on the prevalence of seven educational problems faced by children in two primary schools, School A and School B, in the years 2005 and 2015. A clear contrast emerges between the two schools, with School A demonstrating a notable decrease in the percentage of students experiencing these problems, while School B shows an overall increase.

In 2005, School A exhibited significantly higher percentages of students facing educational challenges compared to School B. Listening skills, verbal expression of ideas, and concentration in lessons were the most common problems in both schools, with figures ranging from 35% to 40% in School A and 11% to 15% in School B. School A, however, had a significantly higher percentage of children struggling with following instructions (42%) compared to School B (6%).

By 2015, a significant shift in the trend was observed. School A witnessed a substantial decrease in the percentage of students experiencing problems in the areas of listening, verbal expression, concentration, and following instructions, with figures ranging from 18% to 21%. Conversely, School B experienced an increase in these areas, with percentages ranging from 12% to 15%. The remaining problem areas, including reading ability, handwriting, and spelling, remained relatively stable in both schools, with percentages ranging from 23% to 28% in School A and 7% to 10% in School B.

### **Evaluation:**

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

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

**Coherence & Cohesion (9):** The report is well-structured and logically organized. The paragraphs flow smoothly and the ideas are connected effectively.

**Lexical Resource (8.5):** The report demonstrates a wide range of vocabulary, used accurately and appropriately. The language is sophisticated and natural.

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

## **Model Answer #5**

### **Response:**

The table illustrates the challenges encountered by children in two primary schools in 2005 and 2015.

Overall, school A had a higher percentage of students facing educational difficulties compared to school B. The prevalence of problems decreased in school A but increased in school B over the specified period.

In the year 2005, school A had notably higher percentages of students experiencing issues in all categories compared to school B. For instance, 42% of students in school A had trouble following instructions, while the same issue affected only 6% of students in school B. Additionally, the range of problems faced by students in school A varied from 22% to 40%, whereas in school B, the percentages fluctuated between 5% and 15%.

Between 2005 and 2015, the proportion of students encountering challenges in concentrating during lessons and following instructions at school A saw a significant decrease to approximately 18%. Moreover, a decline was observed in the percentages of students grappling with other educational hindrances at school A. In contrast, at school B, there was a twofold increase in the prevalence of spelling and following instruction difficulties to around 10% and 12% respectively, with the other educational problems showing no change in percentages.

### **Evaluation:**

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

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

**Coherence & Cohesion (9):** The report is well-structured and logically organized. The paragraphs flow smoothly and the ideas are connected effectively.

**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 task.

**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 #6**

### **Response:**

The table presents the percentage of children experiencing various educational difficulties in two primary schools in 2005 and 2015.

Overall, School A had a significantly higher percentage of students struggling with educational issues compared to School B in both years. However, while School A saw a noticeable improvement across all problem areas over the decade, School B experienced a slight increase in difficulties.

In 2005, the most prevalent issues in School A were following instructions (42%), concentration in lessons (40%), and verbal expression of ideas (35%). However, by 2015, these figures had dropped significantly to 18%, 18%, and 21%, respectively. Similarly, listening skills, which affected 35% of students in 2005, declined to 20% in 2015. Although handwriting remained unchanged at 28%, spelling difficulties decreased from 30% to 25%.

Conversely, School B had far fewer students facing educational challenges, with the highest recorded issue in 2005 being concentration in lessons at 15%. By 2015, this figure rose slightly to 15%, alongside small increases in reading ability (from 8% to 9%), spelling (from 5% to 10%), listening skills (from 11% to 12%), and following instructions (from 6% to 12%). Handwriting, however, remained stable at 7%.

In summary, School A showed a significant reduction in learning difficulties over the years, while School B saw minor increases in some areas but still maintained much lower rates of educational challenges.

### **Evaluation:**

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

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

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

**Lexical Resource (9):** A wide range of sophisticated vocabulary is used accurately and appropriately. The lexical choices enhance the clarity and precision of the report.

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

## **Model Answer #7**

### **Response:**

The table illustrates the percentages of children experiencing various educational difficulties in two primary schools (School A and School B) in 2005 and 2015.

Overall, School A saw a significant decline in the proportion of children facing educational problems over the decade, whereas School B experienced a slight increase in most categories. The most common issues in both schools were following instructions and concentration.

In 2005, the highest proportion of children in School A struggled with following instructions (42%), which dropped significantly to 18% in 2015. Similarly, the percentage of students with concentration issues fell from 40% to 18%. Other problem areas, such as listening skills and verbal expression of ideas, also declined substantially, from 35% in 2005 to 20% and 21% in 2015, respectively.

In contrast, School B reported much lower percentages in 2005, with following instructions affecting only 6% of students and concentration problems at 15%. However, by 2015, these figures rose to 12% and 18%, respectively. Smaller increases were observed in other categories, such as reading ability (8% to 9%) and spelling (5% to 10%). Handwriting, however, remained almost unchanged at 7-8%.

### **Evaluation:**

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

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

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

**Lexical Resource (9):** A wide range of sophisticated vocabulary is used precisely and appropriately. The lexical choices enhance the clarity and impact of the report.

**Grammatical Range & Accuracy (9):** The grammar is flawless. A wide range of grammatical structures is used accurately and effectively.

## **Model Answer #8**

### **Response:**

The table provides data about the proportions of students facing numerous educational obstacles in two primary schools, namely school A and school B, during the years 2005 and 2015.

Overall, significant reductions in the percentages of students with learning difficulties was witnessed in school A, while the reverse was true for school B.

In school A, students facing difficulties in following instruction saw a substantial drop from 42% in 2005 to 18% in 2015 . Similarly, those struggling with concentration in lessons decreased dramatically from 40% to 18%. The declines were also observed in verbal expressions of ideas (35% to 21%), listening skills (35% to 20%), and spelling (30% to 25%). Handwriting issues remained constant at 28%, while reading ability problems experienced a slight increase from 22% to 23%.

Conversely, school B's data exhibited minimal changes between 2005 and 2015. Students with reading ability problems increased marginally from 8% to 9%, while handwriting and concentration in lessons obstacles remained unchanged at 7% and 15%, respectively. Spelling and following instructions difficulties saw a double growth, (5% to 10% ) and (6% to 12%), respectively. There were modest increases in the shares of students dealing with obstacles in listening skills (11% to 12%) and verbal expression of ideas (14% to 15%).

### **Evaluation:**

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

**Task Response (9):** The report fully addresses all parts of the task and provides a clear and accurate summary of the data.

**Coherence & Cohesion (9):** The report is well-organized and easy to follow. The information flows logically, with clear transitions between paragraphs and ideas.

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

**Grammatical Range & Accuracy (8):** The grammar is mostly accurate, with only minor errors that do not impede understanding. A slightly wider range of grammatical structures could be used.

## **Model Answer #9**

### **Response:**

The table provides data on the prevalence of seven educational problems faced by children in two primary schools, School A and School B, in the years 2005 and 2015. A clear contrast emerges between the two schools, with School A demonstrating a notable decrease in the percentage of students experiencing these problems, while School B shows an overall increase.

In 2005, School A exhibited significantly higher percentages of students facing educational challenges compared to School B. Listening skills, verbal expression of ideas, and concentration in lessons were the most common problems in both schools, with figures ranging from 35% to 40% in School A and 11% to 15% in School B. School A, however, had a significantly higher percentage of children struggling with following instructions (42%) compared to School B (6%).

By 2015, a significant shift in the trend was observed. School A witnessed a substantial decrease in the percentage of students experiencing problems in the areas of listening, verbal expression, concentration, and following instructions, with figures ranging from 18% to 21%. Conversely, School B experienced an increase in these areas, with percentages ranging from 12% to 15%. The remaining problem areas, including reading ability, handwriting, and spelling, remained relatively stable in both schools, with percentages ranging from 23% to 28% in School A and 7% to 10% in School B.

### **Evaluation:**

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

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

**Coherence & Cohesion (9):** The report is well-structured and logically organized. The paragraphs flow smoothly and the ideas are connected effectively.

**Lexical Resource (8.5):** The report demonstrates a wide range of vocabulary, used accurately and appropriately. The language is sophisticated and natural.

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

## **Model Answer #10**

### **Response:**

The table illustrates the challenges encountered by children in two primary schools in 2005 and 2015.

Overall, school A had a higher percentage of students facing educational difficulties compared to school B. The prevalence of problems decreased in school A but increased in school B over the specified period.

In the year 2005, school A had notably higher percentages of students experiencing issues in all categories compared to school B. For instance, 42% of students in school A had trouble following instructions, while the same issue affected only 6% of students in school B. Additionally, the range of problems faced by students in school A varied from 22% to 40%, whereas in school B, the percentages fluctuated between 5% and 15%.

Between 2005 and 2015, the proportion of students encountering challenges in concentrating during lessons and following instructions at school A saw a significant decrease to approximately 18%. Moreover, a decline was observed in the percentages of students grappling with other educational hindrances at school A. In contrast, at school B, there was a twofold increase in the prevalence of spelling and following instruction difficulties to around 10% and 12% respectively, with the other educational problems showing no change in percentages.

### **Evaluation:**

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

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

**Coherence & Cohesion (9):** The report is well-structured and logically organized. The paragraphs flow smoothly and the ideas are connected effectively.

**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 task.

**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 #11**

### **Response:**

The table presents the percentage of children experiencing various educational difficulties in two primary schools in 2005 and 2015.

Overall, School A had a significantly higher percentage of students struggling with educational issues compared to School B in both years. However, while School A saw a noticeable improvement across all problem areas over the decade, School B experienced a slight increase in difficulties.

In 2005, the most prevalent issues in School A were following instructions (42%), concentration in lessons (40%), and verbal expression of ideas (35%). However, by 2015, these figures had dropped significantly to 18%, 18%, and 21%, respectively. Similarly, listening skills, which affected 35% of students in 2005, declined to 20% in 2015. Although handwriting remained unchanged at 28%, spelling difficulties decreased from 30% to 25%.

Conversely, School B had far fewer students facing educational challenges, with the highest recorded issue in 2005 being concentration in lessons at 15%. By 2015, this figure rose slightly to 15%, alongside small increases in reading ability (from 8% to 9%), spelling (from 5% to 10%), listening skills (from 11% to 12%), and following instructions (from 6% to 12%). Handwriting, however, remained stable at 7%.

In summary, School A showed a significant reduction in learning difficulties over the years, while School B saw minor increases in some areas but still maintained much lower rates of educational challenges.

### **Evaluation:**

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

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

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

**Lexical Resource (9):** A wide range of sophisticated vocabulary is used accurately and appropriately. The lexical choices enhance the clarity and precision of the report.

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

## **Model Answer #12**

### **Response:**

The table illustrates the percentages of children experiencing various educational difficulties in two primary schools (School A and School B) in 2005 and 2015.

Overall, School A saw a significant decline in the proportion of children facing educational problems over the decade, whereas School B experienced a slight increase in most categories. The most common issues in both schools were following instructions and concentration.

In 2005, the highest proportion of children in School A struggled with following instructions (42%), which dropped significantly to 18% in 2015. Similarly, the percentage of students with concentration issues fell from 40% to 18%. Other problem areas, such as listening skills and verbal expression of ideas, also declined substantially, from 35% in 2005 to 20% and 21% in 2015, respectively.

In contrast, School B reported much lower percentages in 2005, with following instructions affecting only 6% of students and concentration problems at 15%. However, by 2015, these figures rose to 12% and 18%, respectively. Smaller increases were observed in other categories, such as reading ability (8% to 9%) and spelling (5% to 10%). Handwriting, however, remained almost unchanged at 7-8%.

### **Evaluation:**

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

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

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

**Lexical Resource (9):** A wide range of sophisticated vocabulary is used precisely and appropriately. The lexical choices enhance the clarity and impact of the report.

**Grammatical Range & Accuracy (9):** The grammar is flawless. A wide range of grammatical structures is used accurately and effectively.

## **Model Answer #13**

### **Response:**

The table provides data about the proportions of students facing numerous educational obstacles in two primary schools, namely school A and school B, during the years 2005 and 2015.

Overall, significant reductions in the percentages of students with learning difficulties was witnessed in school A, while the reverse was true for school B.

In school A, students facing difficulties in following instruction saw a substantial drop from 42% in 2005 to 18% in 2015 . Similarly, those struggling with concentration in lessons decreased dramatically from 40% to 18%. The declines were also observed in verbal expressions of ideas (35% to 21%), listening skills (35% to 20%), and spelling (30% to 25%). Handwriting issues remained constant at 28%, while reading ability problems experienced a slight increase from 22% to 23%.

Conversely, school B's data exhibited minimal changes between 2005 and 2015. Students with reading ability problems increased marginally from 8% to 9%, while handwriting and concentration in lessons obstacles remained unchanged at 7% and 15%, respectively. Spelling and following instructions difficulties saw a double growth, (5% to 10% ) and (6% to 12%), respectively. There were modest increases in the shares of students dealing with obstacles in listening skills (11% to 12%) and verbal expression of ideas (14% to 15%).

### **Evaluation:**

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

**Task Response (9):** The report fully addresses all parts of the task and provides a clear and accurate summary of the data.

**Coherence & Cohesion (9):** The report is well-organized and easy to follow. The information flows logically, with clear transitions between paragraphs and ideas.

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

**Grammatical Range & Accuracy (8):** The grammar is mostly accurate, with only minor errors that do not impede understanding. A slightly wider range of grammatical structures could be used.

## **Model Answer #14**

### **Response:**

The table provides data on the prevalence of seven educational problems faced by children in two primary schools, School A and School B, in the years 2005 and 2015. A clear contrast emerges between the two schools, with School A demonstrating a notable decrease in the percentage of students experiencing these problems, while School B shows an overall increase.

In 2005, School A exhibited significantly higher percentages of students facing educational challenges compared to School B. Listening skills, verbal expression of ideas, and concentration in lessons were the most common problems in both schools, with figures ranging from 35% to 40% in School A and 11% to 15% in School B. School A, however, had a significantly higher percentage of children struggling with following instructions (42%) compared to School B (6%).

By 2015, a significant shift in the trend was observed. School A witnessed a substantial decrease in the percentage of students experiencing problems in the areas of listening, verbal expression, concentration, and following instructions, with figures ranging from 18% to 21%. Conversely, School B experienced an increase in these areas, with percentages ranging from 12% to 15%. The remaining problem areas, including reading ability, handwriting, and spelling, remained relatively stable in both schools, with percentages ranging from 23% to 28% in School A and 7% to 10% in School B.

### **Evaluation:**

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

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

**Coherence & Cohesion (9):** The report is well-structured and logically organized. The paragraphs flow smoothly and the ideas are connected effectively.

**Lexical Resource (8.5):** The report demonstrates a wide range of vocabulary, used accurately and appropriately. The language is sophisticated and natural.

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

## **Model Answer #15**

### **Response:**

The table illustrates the challenges encountered by children in two primary schools in 2005 and 2015.

Overall, school A had a higher percentage of students facing educational difficulties compared to school B. The prevalence of problems decreased in school A but increased in school B over the specified period.

In the year 2005, school A had notably higher percentages of students experiencing issues in all categories compared to school B. For instance, 42% of students in school A had trouble following instructions, while the same issue affected only 6% of students in school B. Additionally, the range of problems faced by students in school A varied from 22% to 40%, whereas in school B, the percentages fluctuated between 5% and 15%.

Between 2005 and 2015, the proportion of students encountering challenges in concentrating during lessons and following instructions at school A saw a significant decrease to approximately 18%. Moreover, a decline was observed in the percentages of students grappling with other educational hindrances at school A. In contrast, at school B, there was a twofold increase in the prevalence of spelling and following instruction difficulties to around 10% and 12% respectively, with the other educational problems showing no change in percentages.

### **Evaluation:**

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

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

**Coherence & Cohesion (9):** The report is well-structured and logically organized. The paragraphs flow smoothly and the ideas are connected effectively.

**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 task.

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