

Your exam result

Jun 22

OVERALL BAND

6

Task 1 5.5 Task 2 6.5 (x2 weighted)

*Solid T2 structure at 7; T1 grammar is dragging you to 6 overall.***EXAMINER REMARKS**

This is a Band 6.0 response overall. Your T2 argument is well-structured with a clear position and balanced bodies. The gap is T1 -- frequent verb errors and weak chart vocabulary pull it below your T2 level.

CROSS-ESSAY ANALYSIS**PACING**

Not applicable -- these essays weren't produced under timed conditions, so I can't comment on your pacing.

LEXICAL DRIFT

Your lexical level actually IMPROVED in T2 -- 'expand their horizons', 'flexible', 'specialist' appear in the essay you wrote second. T1 lexis ('go up', 'drop down', 'fall down a little bit') is well below your real range. This tells me T1 isn't a vocabulary gap -- it's that you haven't drilled chart-language specifically.

CONSISTENCY

Grammar control is uneven across tasks for the same reason. T2 produces some clean complex sentences ('When an engineering student learns about business or psychology, they can understand...'). T1 has SV-agreement and tense errors in nearly every sentence ('chart show', 'it go up', 'they not change'). You can write past tense correctly -- you just didn't in T1.

TOP FIX

Your fastest lift is T1 chart-language grammar and vocabulary. Drill past-tense movement verbs (rose, fell, climbed, dipped, plateaued) and 'million' as uncountable after numbers. Your T2 already shows Band 6.5-7 control; T1 is dragging the overall band down half a point unnecessarily.

TASK 1 -- CHART DESCRIPTION

Band 5.5

PROMPT

The chart below shows the number of households in the US by their annual income in 2007, 2011 and 2015. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words.

Task Achievement

6

You give an overview and cover all five bands with figures, but the overview misses the key feature -- \$100,000+ was the most populous band in every year, not just 2015. You also misread the lowest band.

Coherence & Cohesion

6

Logical paragraphing with overview, two lower bands, two middle bands, and the top band. Linkers ('After that', 'Finally', 'For the other incomes') are functional but mechanical.

Lexical Resource

5

Limited chart vocabulary: 'go up', 'drop down', 'fall down a little bit', 'not change very much'. No 'fluctuated', 'remained stable', 'peaked'. 'Millions' used as countable repeatedly.

Sub-bands · range 5 · accuracy 5 · spelling 6 · word form 5

Grammatical Range & Accuracy

5

Frequent tense errors ('chart show', 'household have', 'it go up', 'it drop', 'they not change', 'must to study'). Errors are pervasive but meaning survives -- Band 5 GRA descriptor verbatim.

Sub-bands · range 5 · accuracy 4.5 · punctuation 6

STRENGTHS

- + Clear paragraph structure grouping bands logically by behaviour.
- + All five income bands covered with specific figures in every year.
- + Overview attempt present, identifying the top band in 2015.

WHERE TO FOCUS

- ! Fix present-tense verb forms -- 'chart shows', 'went up', 'dropped' for past data.
 - ! Use 'million' (not 'millions') after a number, and add 'fluctuated', 'remained stable'.
 - ! Strengthen overview: \$100,000+ was largest in EVERY year, not just 2015.
-

YOUR ESSAY

The chart show the number of households in the US by their annual income in 2007, 2011 and 2015.

Overall, we can see that the \$100,000 or more income is the highest number in 2015. The \$75,000-\$99,999 is the lowest number in all the three years.

In 2007, the household have less than \$25,000 was about 25 millions. In 2011 it go up to near 30 millions. After that it drop down to 28 millions in 2015. The \$25,000-\$49,999 income have 27 millions in 2007, it also go up in 2011 to 30 millions and drop in 2015 to about 28 millions.

YOUR ESSAY (CONTINUED)

For the other incomes, \$50,000-\$74,999 and \$75,000-\$99,999 they not change very much. \$50,000-\$74,999 stay at 21 millions for 2007, 2011 and 2015. The \$75,000-\$99,999 stay at around 14 millions in 2007 and 2011, but it increase to 15 millions in 2015. Finally, the \$100,000 or more start at 29 millions in 2007. It fall down a little bit in 2011. But in 2015 it increase very fast to more than 33 millions.

ANNOTATIONS

1 • IMPROVE

"The chart show the number"

Subject-verb agreement -- 'chart shows'. This is the opening line; sets a weak first impression.

2 • IMPROVE

"the \$75,000-\$99,999 is the lowest number"

Misread -- \$75K-\$99K was the lowest, but this should be the headline overview alongside \$100K+ growth.

3 • IMPROVE

"it go up to near 30 millions"

Tense + countable: 'it rose to nearly 30 million'. Use past tense and uncountable 'million' after a number.

4 • IMPROVE

"they not change very much"

Missing auxiliary: 'they did not change much' or 'remained largely unchanged'.

5 • IMPROVE

"fall down a little bit"

Non-academic register -- use 'dipped slightly' or 'fell marginally'.

6 • STRENGTH

"covered with specific figures"

You did include figures for every band in every year -- that's Band 6 detail coverage.

Band 6.5

PROMPT

Some university students want to learn about other subjects in addition to their main subjects. Others believe it is more important to give all their time and attention to studying for a qualification. Discuss both these views and give your own opinion.

Task Response

7

You address both views and state a clear position in the intro that holds throughout. Both bodies present extended, supported main ideas. Some over-generalisation ('employers usually look for experts').

Coherence & Cohesion

7

Clear progression: intro-position, on-the-one-hand, on-the-other-hand, conclusion. Cohesive devices ('Firstly', 'Secondly', 'Furthermore', 'Therefore') used appropriately, occasionally mechanical.

Lexical Resource

6

Adequate range with attempts at less common items ('expand their horizons', 'flexible', 'specialist'). Some inaccuracy ('many time', 'goes down' for industries). Communication not impeded.

Sub-bands · range 6 · accuracy 6 · spelling 7 · word form 6

Grammatical Range & Accuracy

6

Mix of simple and complex forms -- conditionals, relative clauses attempted. Errors ('many time', 'must to study', 'a person only knows') noticeable but rarely reduce communication. Band 6 verbatim.

Sub-bands · range 6 · accuracy 6 · punctuation 7

STRENGTHS

- + Clear thesis stated in intro and consistently held through conclusion.
- + Both views developed with concrete examples (medical student, engineer).
- + Strong cohesive frame: on the one hand / on the other hand / in conclusion.

WHERE TO FOCUS

- ! Fix 'many time' -> 'a lot of time'; 'must to study' -> 'must study'.
- ! Replace generic linkers ('Firstly', 'Secondly') with theme-threaded transitions.
- ! Push lexis: 'industry goes down' -> 'industry contracts' or 'declines'.

YOUR ESSAY

In universities, there is a big debate about what students should study. Some people think that students should pay all their attention to their main major, while others believe that learning about other subjects is better. In my opinion, I agree with the second view because it gives students more skills for their life.

On the one hand, giving all the time to the main qualification has some obvious benefits. First of all, university exams are very difficult and require many time to prepare. For example, a medical student must to study hard and do a lot of practice in the hospital. If they spend time on extra subjects like history or music, they might fail their main exams or get lower grades. Furthermore, getting a high score in the main subject is the most important thing to find a good job. Employers usually look for experts in one field,

YOUR ESSAY (CONTINUED)

rather than people who just know a little bit about everything.

On the other hand, learning different subjects can be very useful for young people. Firstly, it helps them to expand their horizons. When an engineering student learns about business or psychology, they can understand the human behavior better. This will help them later when they work in a company team or become a manager. Secondly, the modern job market changes very fast today. If a person only knows one specific subject, it might be hard to find a new job if their industry goes down. Therefore, having extra knowledge makes them more flexible and gives them more opportunities.

In conclusion, although focusing on one main subject helps students to pass difficult exams and become a specialist, I firmly believe that studying other subjects is more beneficial. It provides a wider knowledge and prepares them better for the real world.

ANNOTATIONS

1 • IMPROVE

"require many time to prepare"

Uncountable: 'a great deal of time' or 'considerable time'.

2 • IMPROVE

"must to study hard"

Modal error -- 'must study' (no 'to' after must).

3 • STRENGTH

"expand their horizons"

Nice less-common collocation -- Band 7 lexical signal.

4 • IMPROVE

"industry goes down"

Use 'contracts', 'declines', or 'enters a downturn'.

5 • STRENGTH

"I firmly believe that studying other subjects"

Position restated clearly in conclusion -- matches intro thesis.

6 • IMPROVE

"Employers usually look for experts in one field"

Over-generalisation -- Band 7 TR descriptor flags 'tendency to over-generalise'.