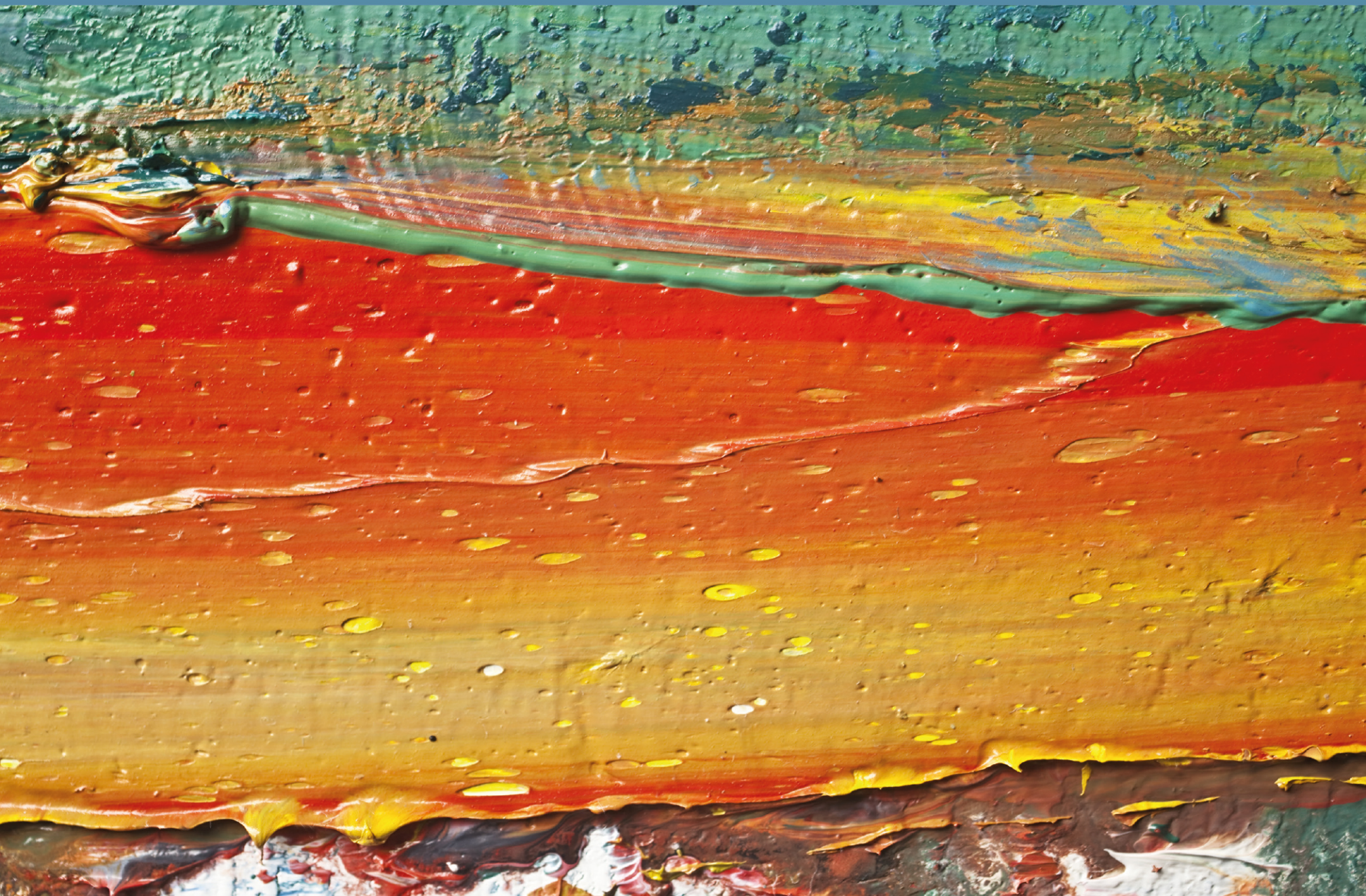


SIN WANG CHONG AND XUEJUN YE
**DEVELOPING WRITING SKILLS
FOR IELTS**

A RESEARCH-BASED APPROACH



DEVELOPING WRITING SKILLS FOR IELTS

An essential companion for IELTS writing instructors and students, *Developing Writing Skills for IELTS* provides IELTS test-takers with the necessary skills to succeed in the two academic writing tasks in IELTS.

Adopting an original exemplar-based writing instructional approach, this text offers an in-depth and reader-friendly analysis of the assessment standards of the two academic writing tasks in IELTS. Authentic exemplars written by EFL university students are included to illustrate high (Bands 8-9), average (Bands 6-7), and low (Bands 4-5) performances in IELTS writing.

Key Features:

- Diagrammatical representation of assessment standards of the two academic writing tasks by experienced IELTS writing examiners and instructors.
- 100 writing questions modelled after the IELTS format, designed by the authors, and categorised according to question types and topics that emerge from an analysis of over 400 IELTS writing questions.
- Over 100 writing exemplars by EFL university students, accompanied by guided activities and suggested answers.

Designed as a classroom text, a resource for workshops and consultations, or a self-study material, *Developing Writing Skills for IELTS: A Research-based Approach* will support IELTS writing instructors and test-takers with a variety of writing proficiencies.

Sin Wang Chong is Lecturer (Assistant Professor) in TESOL in the School of Social Sciences, Education and Social Work at Queen's University Belfast in the UK. His research interests include language and educational assessment, research synthesis, and computer-assisted language learning. He is Associate Editor of two journals, *Higher Education Research & Development* (T&F) and *Innovation in Language Learning and Teaching* (T&F).

Xuejun Ye is a doctoral candidate in Applied Language Sciences at the Hong Kong Polytechnic University and a former research assistant at the Education University of Hong Kong.



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A Research-Based Approach

Sin Wang Chong and
Xuejun Ye

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SUPPORT MATERIAL

The answer chapters in Part II can be downloaded for personal use. You can access these downloads by visiting the book product page on our website: <http://www.routledge.com/9780367258375>. Then click on the tab that says “Support Material” and select the files. They will begin downloading to your computer.

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Sin Wang Chong
School of Social Sciences, Education and Social Work
Queen's University Belfast, UK

Xuejun Ye
Faculty of Humanities
The Hong Kong Polytechnic University

Part 1



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1 Introduction to IELTS and IELTS Writing

What is IELTS?

IELTS, the International English Language Testing System, managed by the University of Cambridge Local Examinations Syndicate (UCLES), the British Council, and the Australian International Development Programme (IDP), is designed to measure the language proficiency of candidates who need entry to study or work in the United Kingdom and other English-speaking countries.

What are the Two IELTS Test Types?

The IELTS test consists of two forms: the Academic test (or module) and the General Training test (or module). Test-takers choose the module according to the purpose of taking the test. Generally speaking, people take the Academic module in order to satisfy the language entrance requirement of academic programmes offered by post-secondary institutions and universities which use English as the medium of instruction or fulfil the professional requirements in their workplace. For people who expect to join professional associations in nursing, medicine, law, or engineering, they may also be required to take this academic version of IELTS to become a member of a professional body in an English-speaking country. However, for people who aspire to enrol in vocational courses, secondary schools or, for immigration purposes, these individuals are required to take the General Training module. The government authorities of English-speaking countries, including Australia, Canada, New Zealand, the United States, and the United Kingdom, often demand and accept an IELTS score of the General Training certificate to prove the language competence of the applicants.

Diverse levels of English are required by different bodies such as governments, tertiary education institutions, and companies around the globe, depending on their specific objectives. Candidates can get a score between 1 and 9. Half scores such as 5.5 can be given. University applicants often need an IELTS score of 6 or above to guarantee a successful admission to a tertiary programme. Some university programmes may also require a minimum score in each of the four parts, especially in speaking and writing. It is therefore very significant to make full preparations before taking the Academic IELTS exam. The IELTS test scores of both Academic and General Training modules are valid for two years from the day the results are released to the candidates.

What are the Four Parts of an IELTS Test?

The IELTS test (both Academic and General Training modules) is divided into four parts: reading, writing, listening, and speaking. The Academic and General Training modules have both similarities and differences: the format and content of listening and speaking tests are precisely the same but the reading and writing tests are different. The total test time is approximately 2 hours and 45 minutes. Test-takers need to complete Listening, Reading, and Writing on one day, while they can choose to take the Speaking test on the same day or a few days before or after the other tests. For detailed information regarding IELTS test format, you can refer to the official IELTS website: <https://www.ielts.org/about-the-test/test-format>.

What is the Academic Writing Test?

The Academic Writing test, which comprises two separate tasks, is 60 minutes long in total. Candidates are expected to write at least 150 words for Task 1 within around 20 minutes and at least 250 words for Task 2 within about 40 minutes. In IELTS Academic Task 1, candidates are normally asked to employ their own words to describe stages of a process, describe and explain data, describe a mechanism (e.g., a manufacturing process), or write about an object or event, according to the materials presented. In IELTS Academic Task 2, test-takers are usually required to discuss a point of view, an argument or a problem. Candidates may sometimes be asked to give solutions to a problem, present and justify an opinion, compare and contrast opinions, and evaluate arguments depending on the question type.

Introduction to IELTS Rubrics

The IELTS writing rubrics for Academic module Tasks 1 and 2 are made freely available on the internet.¹ According to the rubrics, there are four domains: task achievement, coherence and cohesion, lexical resource, and grammatical range and accuracy. Comparing the descriptors of the four domains of the two tasks, descriptors of two of the domains are identical, namely 'lexical resource' and 'grammatical range and accuracy', while slight differences are noted in the domains 'task achievement' and 'coherence and cohesion'.

In this section, a brief introduction to each of the four domains will be given in accordance with the key words generated from a word cloud website. A more detailed explanation of the descriptors of each domain will be provided from Chapter 3 to Chapter 10.

1 Task Achievement (Task 1)

In Task 1, candidates are required to report information presented in a graph or diagram by highlighting and comparing the key features. Candidates are required to start their data report by providing an overview, which includes an introduction of what the graph or diagram is about (usually by paraphrasing the question) and a description of the most salient piece of information presented in the graph or diagram. In terms of format, candidates are reminded to refrain from writing in bullet points but in paragraph(s) and complete sentences. The content presented in Task 1 will be evaluated according to its accuracy, clarity, appropriacy, and relevance.



2 Task Achievement (Task 2)



In Task 2, the requirements in this domain are largely identical to those of Task 1. Nevertheless, given the more argumentative nature of the task, candidates are expected to present their position (i.e. their standpoint) clearly at the beginning of the essay (e.g., to what extent do they agree or disagree with a statement). In addition, the arguments included in the body paragraphs should fully address the task (e.g., if there are two parts in the question, the essay should respond to both parts). Moreover, sufficient elaboration and examples should be provided to support and develop the main ideas. Extended and relevant response to the task should be accompanied by an appropriate essay format with an introduction paragraph, at least one body paragraph, and a conclusion.

3 Coherence and Cohesion (Task 1)



When attempting Task 1, another area of concern of the examiners is coherence and cohesion of candidates' writing. Coherence is defined as the logical progression of ideas and information, while cohesion refers to connection of ideas and relationships between sentences. Coherence is achieved through effective paragraphing. To improve cohesion of writing, candidates are expected to utilise a range of cohesive devices and strategies (e.g., connectives, conjunctions, referencing) accurately.

4 Coherence and Cohesion (Task 2)



In Task 2, there are similar requirements to develop arguments coherently and cohesively. In addition to the above, there is a strong emphasis on the importance of managing paragraphing skillfully and appropriately. This implies test-takers should be able to construct well-structured paragraphs with a clearly identified central idea and supporting details. In terms of inter-paragraph relationship, the order of the paragraphs should demonstrate a logical development of thought.

5 Lexical Resource (Tasks 1 and 2)



'Lexical resource' refers to the effective and accurate use of vocabulary. In terms of effectiveness, candidates are required to have a sophisticated control over the range of lexical items (vocabulary) used in their writing. A more competent candidate in this domain demonstrates the ability to use a wide range of common and rare words. Regarding accuracy of vocabulary use, candidates should be able to demonstrate accurate use of collocation, word formation, and spelling.

6 Grammatical Range and Accuracy (Tasks 1 and 2)



In the IELTS writing descriptors, the word 'grammar' concerns two aspects of candidates' use of sentence structures, which are range of sentence structures and accuracy of sentence structures. As far as the range of sentence structures is concerned, there is an expectation for candidates to use both simple and complex sentence structures.

Regarding accuracy of sentence structures, examiners are looking for accurate use of punctuations (e.g., avoid comma splices) and error-free sentences.

IELTS Writing Question Analysis

Sample units of 25 IELTS writing textbooks available at the Centre for Language in Education, the Education University of Hong Kong were analysed and writing questions included in the textbooks were collated in a Word file. In total, 231 Task 1 questions and 222 Task 2 questions were collected. These 453 questions were inputted into *NVivo 12*, a qualitative research software, for inductive coding to identify the common question types and themes of IELTS writing tasks. In total, four types of questions and 29 themes were identified for Task 1; as for Task 2, five question types and 22 themes were identified. Informed by the data analysis above, 50 IELTS writing questions for Tasks 1 and 50 IELTS writing questions for Task 2 were developed by the authors. The 100 IELTS writing questions can be found in Chapter 13.

1. Question analysis of Task 1

In total, four question types and 29 question themes were identified based on the analysis of the 231 Task 1 writing questions. The four question types include:

- chart/graph
- table
- charts/graphs
- map/diagram/infographics

An example of a chart/graph question

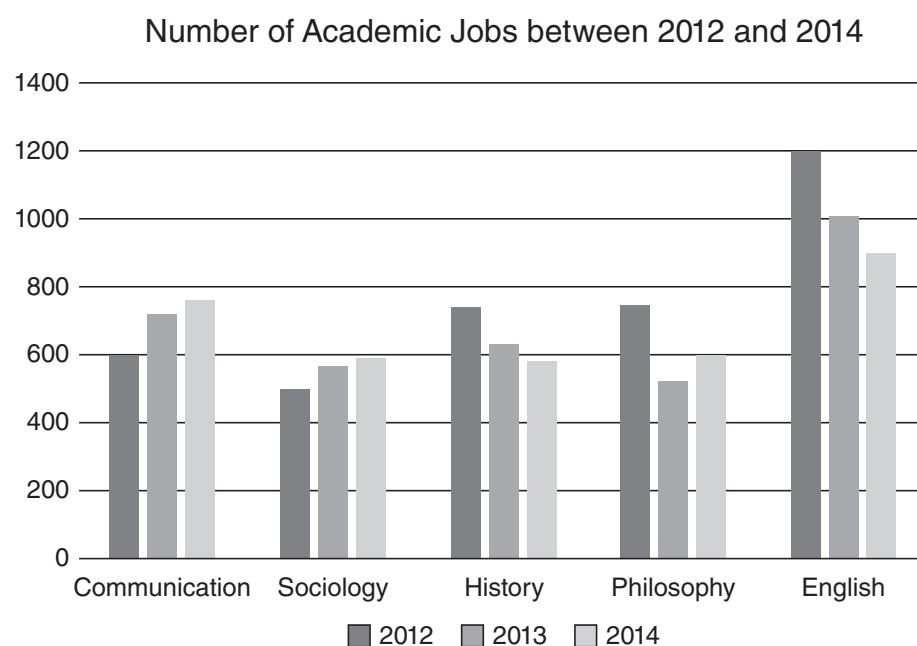
T1-01

You should spend about 20 minutes on this task.

The graph below gives information about the number of academic jobs in some humanities and social sciences disciplines between 2012 and 2014.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



An example of a table question

T1-35

You should spend about 20 minutes on this task.

The table below gives information about languages which can be learned through participating in online courses.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Language	Number of courses on Online Platform A	Number of courses on Online Platform B	Total number of courses
English	92	21	113
Chinese	34	61	95
French	37	12	49
Italian	35	7	42
Korean	21	2	23
French	20	1	21

An example of a charts/graphs question

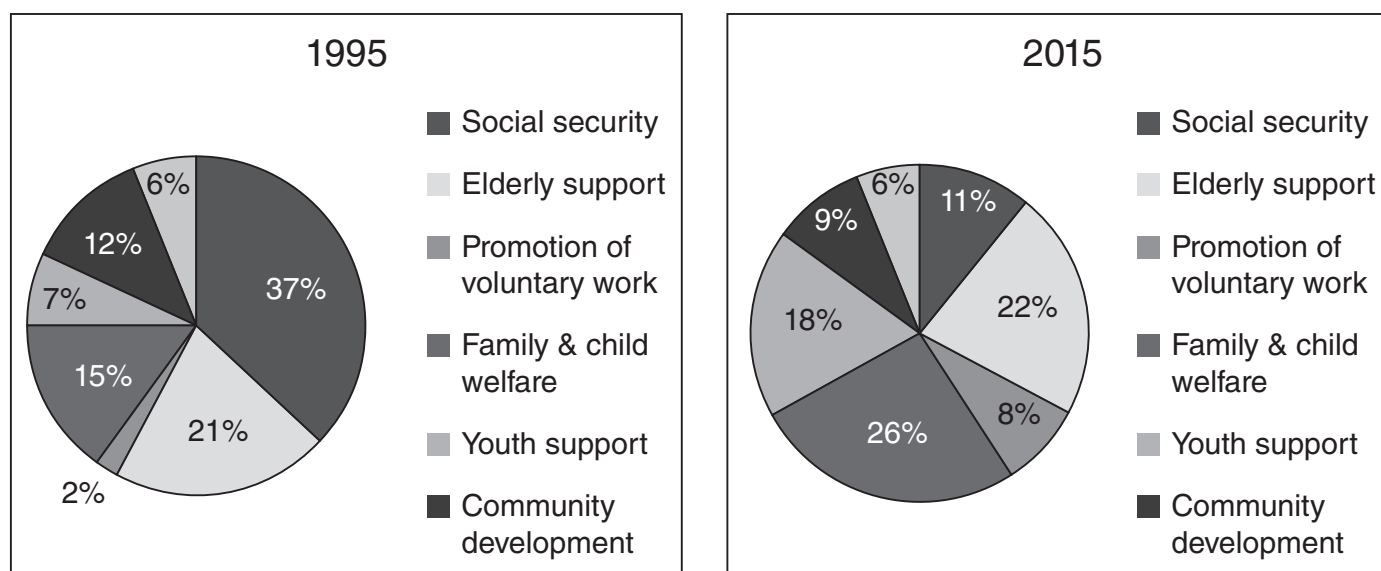
T1-26

You should spend about 20 minutes on this task.

The charts below show information about different types of social welfare benefits between 1995 and 2015.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



An example of a map/diagram/infographics question

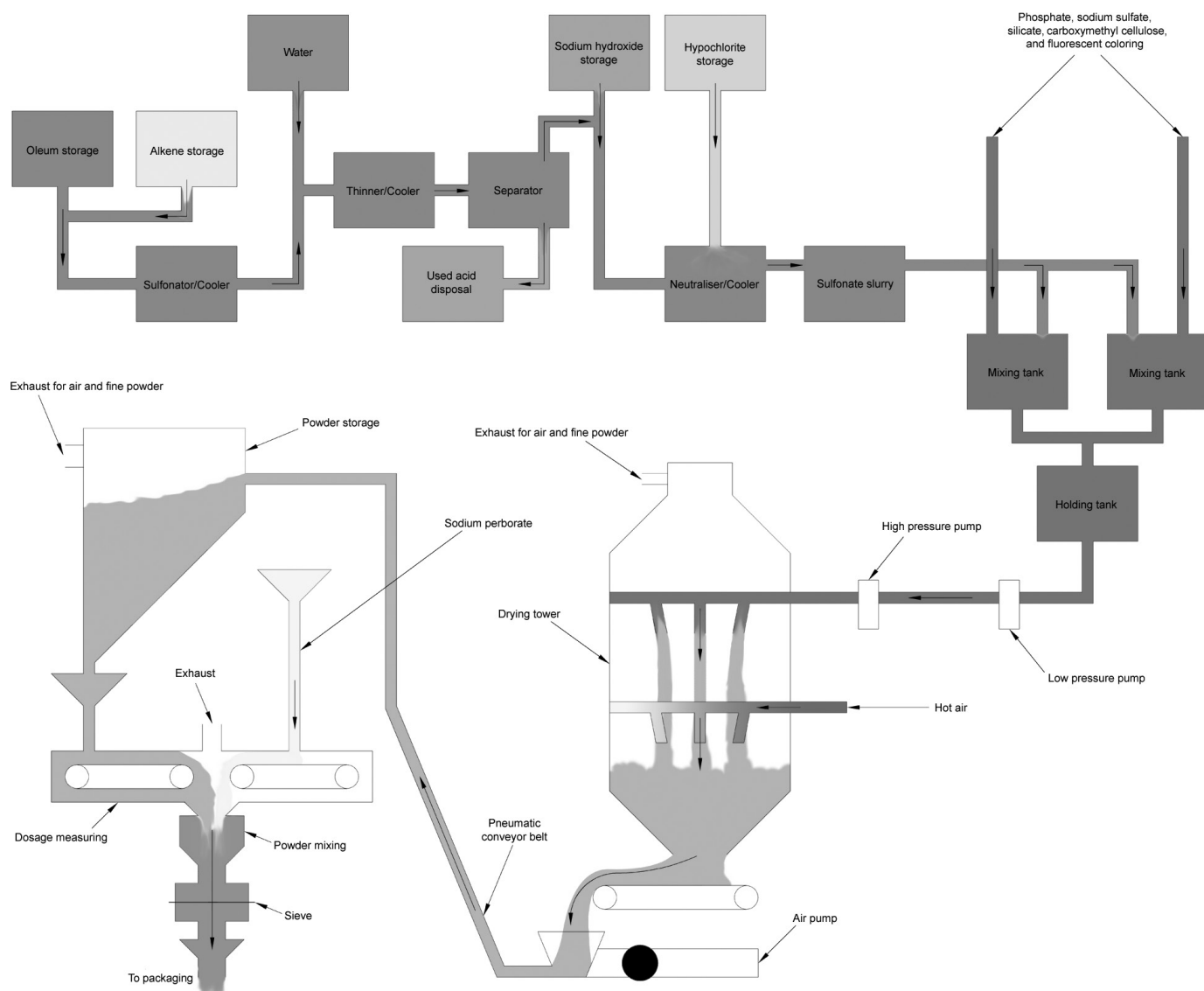
T1-09

You should spend about 20 minutes on this task.

The diagram below gives information about the process of making soap and detergent.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Source: https://commons.wikimedia.org/wiki/File:Soap_and_Detergent_manufacturing_process_03.png

Table 1.1 presents the 29 themes identified from the question analysis according to their number of instances.

Table 1.1 Question themes, example topics, and number of instances of Task 1 questions²

	Question Theme	Example Topic	Number of Instances
1	Economy	global sale of hybrid vehicles	36
2	Age and gender	male and female workers in several employment sectors	25
3	Manufacturing	manufacture frozen fish pies	22
4	Education	overseas and local students in Australian universities	18
5	Science and technology	the number of people using the internet	13
6	City development	development plan of a town centre	11
7	Environment	the consequences of deforestation	11
8	Tourism	Japanese tourists travelling abroad	11
9	Work	unemployment rates in the US and Japan	11
10	Socio-cultural issues	marriage and divorce rates	10
11	Resources	the sources of generated electricity	9
12	Population	changes in world population	8
13	Traffic	underground railway systems	8
14	Health	overweight rates	7
15	Language	foreign languages learning	7
16	Climate	average monthly rainfall and temperature	5
17	Public's opinions	survey results about visitors' satisfactory rates	5
18	Sales	sales at a small restaurant	4
19	Crime	injuries resulted from gun and knife crimes	3
20	Leisure	concert, cinema, and theatre tickets	3
21	Media	social media businesses	3
22	Agriculture	grain harvested	2
23	Communication	total number of minutes of telephone calls	2
24	Food	fast food consumption of men and women	2
25	Social responsibility	giving money to charity	2
26	Airline Business	airlines and aspects of air travel	1
27	Animals	life cycle of salmon	1
28	Art	art museum before and after renovation	1
29	Location	location of a village	1

2. Question analysis of Task 2

Based on the question analysis of Task 2, five question types and 22 themes were identified. The five question types are presented in [Table 1.2](#).

[Table 1.3](#) presents the 22 themes identified from the question analysis according to their number of instances.

Why This Book?

Unlike a wide range of published IELTS writing textbooks on the market, which largely focus on the development of students' writing skills (especially grammatical accuracy), this book is intended to foster students' understanding and evaluative judgment of IELTS writing assessment standards, which serves as a complement to the existing IELTS writing resources. It is the authors' belief that test-takers can achieve a more satisfactory score in IELTS writing if they have internalised IELTS writing assessment standards (in addition to a firm language foundation). Therefore, it is suggested that both teachers and students combine the two types of writing resources when preparing for IELTS. Specifically, readers can benefit tremendously from the book's clear categorisation of question types and its inclusion of authentic exemplars written by university students. Through incorporating more and less successful writing samples, readers can sharpen their understanding of what good quality writing looks like. Moreover, they are expected to make targeted improvements by referring to the comments provided by the authors (e.g., in Chapters 11-12).

Table 1.2 Question types and example questions of Task 2

Question Type	Example Question
Opinion (agree or disagree)	Family friendly measures (e.g., flexible working hours) should be adopted by companies to ensure the work-life balance of their employees. To what extent do you agree or disagree with this opinion? (T2-06)
Discuss views	Some people argue that heredity exerts a greater influence on an individual's development than a person's later experiences. Discuss the view and give your opinion. (T2-16)
Two-part question	Women's status has improved dramatically both in the society and in the family as a result of the development of the society. However, they are still faced with inequalities. What are some of the inequalities? What measures should be adopted to solve the problems? (T2-21)
Advantages and disadvantages	Some people favor the use of private cars as they bring people much convenience. However, some people think that private cars cause air pollution which is harmful to the environment. Do the advantages of using private cars outweigh the disadvantages? (T2-30)
Problem and solutions	It seems that traffic congestion is becoming more serious than ever. Some people think that the problem can be solved by raising the price of petrol to discourage people from using private cars. Others believe that the government should provide more public transportation to ease the situation. Are the above suggestions feasible in solving traffic jams? What are other possible measures to solve the problem? (T2-34)

Table 1.3 Question themes, example topics, and number of instances of Task 2 questions³

	Question Theme	Example Topic	Number of Instances
1	Education	universities should accept equal numbers of male and female students	36
2	Work	an appropriate retirement age	25
3	Food and health	junk food advertising contributes to the problem of obesity	23
4	Socio-cultural and global issues	raising animals for human consumption is cruel	23
5	Age, generation, and gender	insufficient respect shown to older people	21
6	Science, technology, and innovation	modern technology has made it easier to download copyrighted music and books without charge	18
7	Media and communication	mass media have great influence on shaping people's ideas	15
8	Government, politics, and diplomacy	many governments think that economic progress is their most important goal	14
9	Environment	recycle household waste	12
10	Lifestyle	modern lifestyle makes parents spend little time with their children	11
11	Traffic	the use of private motor vehicles	11
12	Economy, money, and trade	money spent on space research	10
13	Crime, punishment, and law	capital punishment is necessary	9
14	Leisure, sports, and hobbies	popular events like the World Cup are essential	9
15	Language	learn foreign languages in order to travel or work	8
16	Travelling and tourism	eco-tourism is expanding	7
17	Population	population living in cities has increased substantially	4
18	Art and museums	creative artists should be given the freedom to express their ideas	2
19	City development	migration from rural areas to cities	2
20	Climate	the government's responsibility to deal with climate change	2
21	Ethics	testing drugs and new products on animals	2
22	Animals	many people keep dogs and cats as companions	1

Notes

- 1 Assessment standards of IELTS writing Tasks 1 and 2 (Academic module) can be retrieved at https://www.britishcouncil.it/sites/default/files/ielts_guide_for_teachers_italy.pdf.
- 2 The same question may be coded under more than one theme.
- 3 The same question may be coded under more than one theme.

2 Use of Exemplars

Q&A on Theory and Research

Q: What is an 'exemplar' and 'exemplar-based instruction'?

Exemplars are examples of work produced by students (and sometimes teachers) which are used to 'illustrate dimensions of quality' (Carless et al, 2018, p 108).

'Exemplar-based instruction' means the use of exemplars by teachers to illustrate 'a "quality continuum" of authentic student work [or sometimes student work modified by the teacher] to help them make judgements about what constitutes quality' (Scoles et al, 2013, p 632; words in brackets are by authors).

The use of exemplars is regarded as one of the promising ways to develop students' understanding of the ambiguous criteria of 'good work'. Recent literature on the use of exemplars in the context of higher education has shown that exemplar-based instruction is implemented in various disciplines, including life sciences, teacher education, design education, animal science, and English for Academic Purposes (EAP).

Q: What are the theoretical underpinnings of 'exemplar-based instruction'?

'Exemplar-based instruction' is informed by a number of notions:

- 'Tacit knowledge': Tacit knowledge refers to aspects of knowledge that are difficult to transmit through speaking and writing (e.g., descriptors in IELTS writing rubrics) (Sadler, 2010; Carless et al, 2018). The notions of the 'tacit' and 'explicit' facets of knowledge were first thoroughly discussed in Polanyi's (1958, 1962) work on personal knowledge. To Polanyi (ibid), tacit knowledge is compared to 'connoisseurship', which 'can be communicated only by example, not by percept' (p 56). In other words, it is not effective for teachers to explain tacit knowledge, such as the assessment standards of IELTS writing, in the forms of lectures and handouts, because the wordings and expressions used in the assessment standards remain abstract to students. Instead, it is argued that students acquire tacit knowledge through their active involvement in dialogic and reflective activities (e.g., discussion of writing exemplars with peers and teacher with reference to the assessment standards) (Bloxham and Campbell, 2010).
- 'Assessment as learning': Assessment as learning (AaL) is 'a subset of assessment for learning that emphasises using assessment as a process of developing and supporting metacognition for students' (Earl, 2013, p 3). Adhering to the spirit of student-centredness of assessment for learning (AfL), AaL aims to promote 'the active engagement of students in setting goals for their learning and growth, monitoring their progress toward these goals, and determining how to address any gaps' (Andrade et al, 2012, p 8). Instead of the teacher, students take up the role of 'the critical connector

between assessment and their own learning' (Earl, 2013, p 3). 'Exemplar-based instruction' is an example of AaL operationalised with students being the assessors of writing samples by applying their understanding of assessment standards and reflecting on their own performance.

- 'Dialogic feedback': In the context of higher education, there has been an exponential growth in the number of assessment and feedback studies which conceptualise feedback from a constructivist and sociocultural point of view (Carless, 2016; Chong, 2018). Such conceptualisation of feedback is often referred to as 'dialogic feedback'. The notion of dialogic feedback is built upon the tenet of sociocultural theory (SCT) (Vygotsky, 1987). SCT suggests that human cognitive development takes place during social interactions and is mediated by material and symbolic tools. The notion of mediation is further developed by Feuerstein and his associates in their theory of mediated learning experience:

Feuerstein, Rand, and Rynders (1988) suggest four criteria for interactions to be qualified as mediated learning interaction: (1) *intentionality*; (2) *reciprocity*; (3) *transcendence*; and (4) *meaning*. Lee (2014; 2017) explains these criteria in relation to teacher's feedback:

- *Intentionality*: Feedback should be intentional in directing students' attention to particular areas (e.g., content, coherence, language) rather than giving feedback in an unfocused manner.
- *Reciprocity*: Feedback *should* be interactional rather than unidirectional in which students play a passive role.
- *Transcendence*: Feedback *should* facilitate 'feed-up' and 'feed-forward' in which students are able to transfer what they have gained from the feedback to their future writing tasks (Hattie and Timperley, 2007).
- *Meaning*: Feedback should *provide* students with a clear understanding of their strengths and weaknesses in a piece of writing and actions that can be done to close the feedback loop.

Dialogic use of exemplars is regarded as a kind of mediated learning experience where students analyze the given exemplars with reference to the given assessment standards (intentionality), discuss the strengths and weaknesses of the exemplars with their peers and teacher (reciprocity), reflect on ways that the strengths and weaknesses of the exemplars could inform their own writing (transcendence and meaning). Through the provision of dialogic feedback on the given exemplars, teachers develop a better understanding of students' current state of knowledge of the assessment standards which helps teachers provide more effective scaffolding to expand students' understanding of assessment standards (zone of proximal development).

- 'Evaluative judgement': It is defined as 'the capacity to make decisions about the quality of work of oneself and others' (Tai et al, 2018, p 467). The notion has received a revived attention in higher education literature. It was originally developed by Sadler (1989) and known as 'evaluative knowledge' (p 135) and 'evaluative expertise' (p 138). Using exemplars is a promising way to develop students' evaluative judgement because they develop this important cognitive ability through making informed decisions about quality of work they undertake in a self-directed manner (Cowan, 2010).

Q: What are the benefits of using exemplars?

Benefits for students:

- Recent assessment research in higher education has found that understanding of assessment standards, which is a type of 'tacit knowledge', is 'difficult to transfer verbally or in writing' (Carless and Chan, 2017), but is best illustrated through the use of exemplars.
- Research has found that exemplar-based instruction in the higher education context helps clarify teacher expectations to students, simplify the process of assignment preparation (Carless, 2015), illustrate different approaches to tackle an assignment (Orsmond, Merry, and Reiling, 2002), minimise students' assessment-related stress (Yucel, Bird, Young, and Blanksby, 2014), and make students more confident in completing an assignment (Hendry and Anderson, 2013).
- From my own research, students find reading and analysing writing exemplars useful in the following ways:
 - 1 Using exemplars to promote students' understanding of rubrics
 - *"I learn how to understand the descriptors in a more detailed way, and I now know how to write to gain a higher mark."*
 - *"I think it could be better if we talk about these [requirements in rubrics] while reading the exemplars, integrating these two, and no need to explain them separately. It is meaningless to explain them separately. For example, when we talked about pronouns, we might not know how to place the pronouns in a sentence. We need to learn how to use."*
 - 2 Using exemplars to facilitate comparison of standards through self-assessment
 - *"When we use exemplar, we would automatically compare our own writing with the exemplar, think about the differences between our articles and the exemplar, then I know what I should improve on."*
 - *"When our group looked through the bad exemplar, which was of 5.5 points to 6 points, we know that is at the same level as ours, then we know what our problems are."*
 - 3 Using exemplars to facilitate comparison of standards through peer assessment
 - *"You can compare, because he (the teacher) gave two passages. So, while you are comparing the two passages, you can consider why one gets higher marks, or somehow, to learn the... how to say... to learn from this comparison, and to improve your writing skills."*
 - *"The exemplars can let me know more about the differences between a piece of higher-scored and lower-scored writing."*

Benefits for teachers:

- The use of exemplars is a student-centred pedagogical approach which requires little preparation (Smith et al, 2013).
- The use of exemplars contributes to standardising teachers' understanding of the assessment standards, which is likely to lead to fairer and more objective grading.

Table 2.1 Three approaches to using exemplars

Approaches to Using Exemplars	Description
Inductive use of exemplars	<ul style="list-style-type: none"> • Students are involved in judging the quality of the exemplars by using a marking rubric provided by the teacher. Teachers then explain the assessment standards in relation to the rubric and the exemplars (Hendry et al, 2016).
Scaffolded use of exemplars	<ul style="list-style-type: none"> • Students are involved in a pre-task (e.g., producing a part of a writing task reminiscent of the exemplar) before being introduced to high quality exemplars (Carless et al, 2018).
Dialogic use of exemplars	<ul style="list-style-type: none"> • Students' opinions are elicited and divergent viewpoints are encouraged (Carless et al, 2018). • Students are encouraged to discuss their viewpoints with their classmates before teachers explicate the assessment standards (Hendry et al, 2016). • Students are asked to verbalise their judgements and provide suggestions for improving the exemplars (Sadler, 2010). • Students compare exemplars with their own work and reflect on their own performance through self-reflective questioning (Hounsell, 2008).

Q: Why should we use exemplars to prepare students for IELTS writing?

When used in IELTS writing courses and workshops, exemplars can be used to exemplify a spectrum of quality (high, mediocre, low) described in the assessment standards or rubrics.

The use of exemplars facilitates students' understanding of the assessment standards of the four domains: task achievement, coherence and cohesion, lexical resource, and grammatical range and accuracy, which are often expressed in a generic and opaque manner. Through the analysis of and discussion on the exemplars, students can 'engage in feedforward to better understand the disciplinary discourse and its expectations' (Scoles et al, 2013, p 632).

Q: How can teachers use exemplars?

There are three approaches to using exemplars: *inductive*, *scaffolded*, and *dialogic* (Table 2.1).

In particular, it is important for teachers to share their understanding of assessment standards (e.g., descriptions in writing rubrics) by using exemplars. O'Donovan et al (2008) suggested four approaches for doing so: the 'laissez faire' approach, the 'explicit' approach, the 'social constructivist' approach, and the 'community of practice' approach (Table 2.2).

Q: What online resources do you recommend if I would like to know more about using exemplars in my own classroom?

Resources related to the use of exemplars in higher education

1 Academic journals

- *Assessment & Evaluation in Higher Education* (Taylor & Francis) <https://www.tandfonline.com/toc/caeh20/current>
- *Active Learning in Higher Education* (Sage) <http://journals.sagepub.com/home/alh>
- *Higher Education* (Springer) <https://link.springer.com/journal/10734>
- *Teaching in Higher Education* (Taylor & Francis) <https://www.tandfonline.com/loi/cthe20>

Table 2.2 A framework of approaches to sharing meaningful knowledge of assessment standards with students in higher education (adapted from O'Donovan et al, 2008)

	<i>The 'Laissez-faire' Approach</i>	<i>The 'Explicit' Approach</i>	<i>The 'Social Constructivist' Approach</i>	<i>The 'Community of Practice' Approach</i>
Role of the teacher	<i>Passive</i> (wait for students to approach them)	<i>Active</i> (explicitly explain to students the assessment standards)	<i>Active</i> (lead dialogues with students to develop their understanding of assessment standards)	<i>Active</i> (facilitate dialogues amongst students to develop their understanding of assessment standards)
Role of the student	<i>Passive</i> (wait for opportunities to approach the teacher)	<i>Passive</i> (listen to teachers' explanations of assessment standards)	<i>Active</i> (engage in dialogues with teachers to better understand assessment standards)	<i>Active</i> (engage in dialogues with peers to better understand assessment standards)
The use of exemplars in IELTS writing	Exemplars distributed in the form of model essays without teacher input or discussions with students	Exemplars distributed in the form of model essays with teachers highlighting the strengths of the exemplars with reference to the IELTS writing descriptors	Essays and IELTS writing descriptors are distributed to students. The teacher guides students' understanding of the 'quality' of the exemplars through the use of a range of interactive and questioning strategies (e.g., Carless and Chan, 2017)	Essays and IELTS writing descriptors are distributed to students. Students discuss with peers in small groups (sometimes with the teacher's facilitation) about the 'quality' of the exemplars interactively.

2 Journal articles

- Carless, D., and Chan, K. K. H. (2017). *Managing dialogic use of exemplars. Assessment & Evaluation in Higher Education, 42*(6), 930-941.
- Chong, S. W. (2019). The use of exemplars in English writing classrooms: From theory to practice. *Assessment & Evaluation in Higher Education, 44*(5), 748-763.
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- Hendry, G. D., White, P., and Herbert, C. (2016). Providing exemplar-based 'feedforward' before an assessment: The role of teacher explanation. *Active Learning in Higher Education*, 17(2), 99-109.
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- Orsmond, P., S. Merry, and Reiling, K. (2002). The use of exemplars and formative feedback when using student derived marking criteria in peer and self-assessment. *Assessment & Evaluation in Higher Education*, 27(4), 309-323.
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- Tai, J., Ajjawi, R., Boud, D., Dawson, P., and Panadero, E. (2018). Developing evaluative judgement: Enabling students to make decisions about the quality of work. *Higher Education*, 76(3), 467-481.
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3 Scholarly books

- Boud, D., and Molloy, E. (Eds.) (2012). *Feedback in higher and professional education: Understanding it and doing it well*. London: Routledge.
- Boud, D., Ajjawi, R., Dawson, P., and Tai, J. (Eds.) (2018). *Developing evaluative judgement in higher education*. London: Routledge.
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Resources related to IELTS and IELTS writing

1 Websites

- IELTS Exam Writing Samples: <https://www.ielts-exam.net/IELTS-Writing-Samples/ielts-writing.htm>
- Prepare for IELTS (British Council) <https://takeielts.britishcouncil.org/prepare>
- Road to IELTS (British Council) <https://www.roadtoielts.com>

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3 Task 1

Task Achievement

In this unit, you will:

- develop a better understanding of the various requirements related to the domain 'Task Achievement';
- read and discuss writing exemplars using the assessment standards of 'Task Achievement';
- evaluate and improve writing exemplars following the assessment standards of 'Task Achievement'.

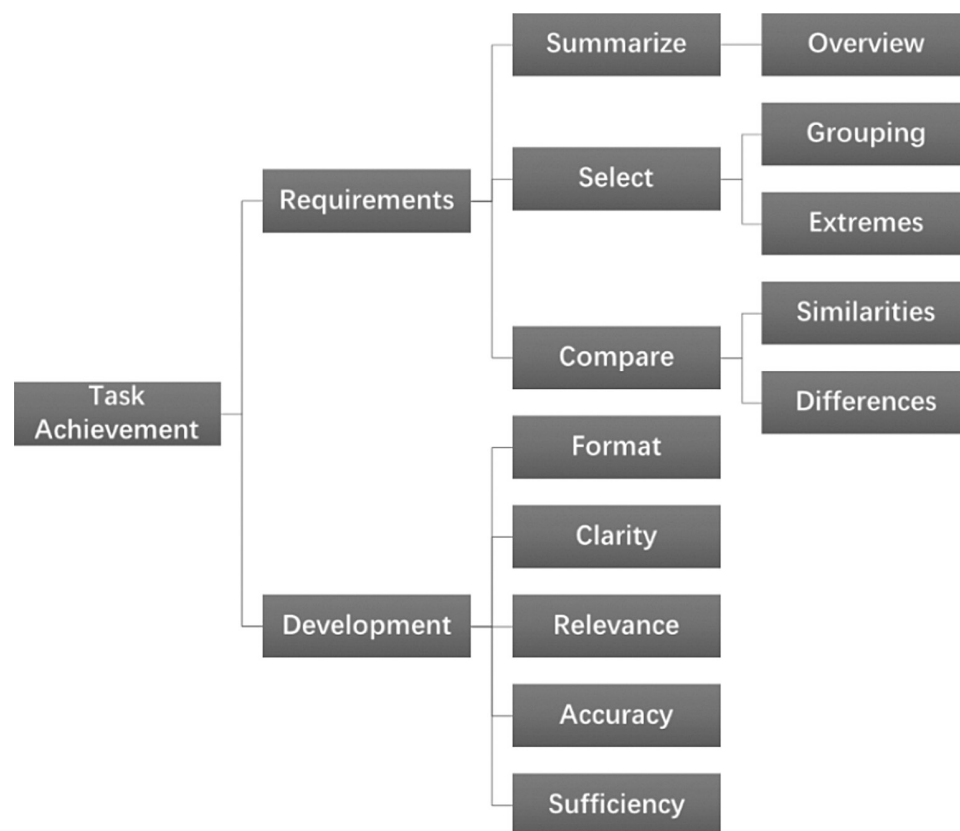
Check Your Understanding

Read the following statements and determine if they are true or false:

- 1 I don't have to provide an overview at the beginning of the essay. [True/False]
- 2 I should report both the similarities and differences I observe in the graphs. [True/False]
- 3 I can write every detail I find in the graph(s). [True/False]
- 4 I should highlight the key features in the graph(s). [True/False]
- 5 I should support my description with data from the graph(s). [True/False]

Activity 1: Understanding the Assessment Standards of 'Task Achievement'

- Read the concept map which summarises the assessment standards of 'Task Achievement' of Task 1.
- Discuss with your partner the meanings of these keywords. Note down any differences in your understanding.
- Match these key words with their definitions.



Task requirements

Summarise	Overview	Select
Grouping	Extremes	Compare
Similarities	Differences	

<i>Key word</i>	<i>Definition</i>
	<p>Report data that represent the extremes in the graph e.g., highest/lowest, oldest/youngest, the most frequent/the least frequent.</p> <p>Write a short opening paragraph which tells the reader what the graph or table is about. It is usually done by paraphrasing the writing question.</p> <p>Report the trend noted in the graph or table here.</p> <p>Categorise data and information into groups.</p> <p>Instead of reporting every data point in the graph or table, choose the most important and representative data points to report.</p> <p>Report key features, data, and information in the graph or table.</p> <p>Highlight contrastive features between data points.</p> <p>Highlight similar features between data points.</p> <p>Show similarities and differences between data points.</p>

Content development

Format	Clarity	Relevance
Accuracy	Sufficiency	

<i>Key word</i>	<i>Definition</i>
	<p>Report data that are presented in the graph or table; it is not necessary to include explanations of the data.</p> <p>Report data by using not only verbs (e.g., increased, decreased) but also adverbs and adjectives to denote the extent of change (e.g., increased drastically, a mild decrease).</p>

The majority of the data points or information presented in the graph or table are reported in the writing.
 Include specific numbers to support your data description.
 Write in paragraphs and complete sentences, usually with a short introductory paragraph (overview), 1-2 body paragraphs, and an optional concluding paragraph.

Do you know?

In IELTS Writing Task 1, even though you are required to report salient features in the graph or table provided, it is not necessary to explain the data. For example, if a graph is showing an increase in global population, you do not need to offer an explanation for that phenomenon.

Activity 2: Writing an Overview

- Read the following question (T1-01) and Exemplars 3.1-3.3.
- Evaluate how well the exemplars are written by referring to the definition of the term 'overview' in Activity 1. If necessary, use these guiding questions to help your evaluation.
 - Did the student indicate what the graph is about?
 - Did the student use different wordings or did s/he simply copy the question?
 - Did the student summarise the graph in a succinct manner?

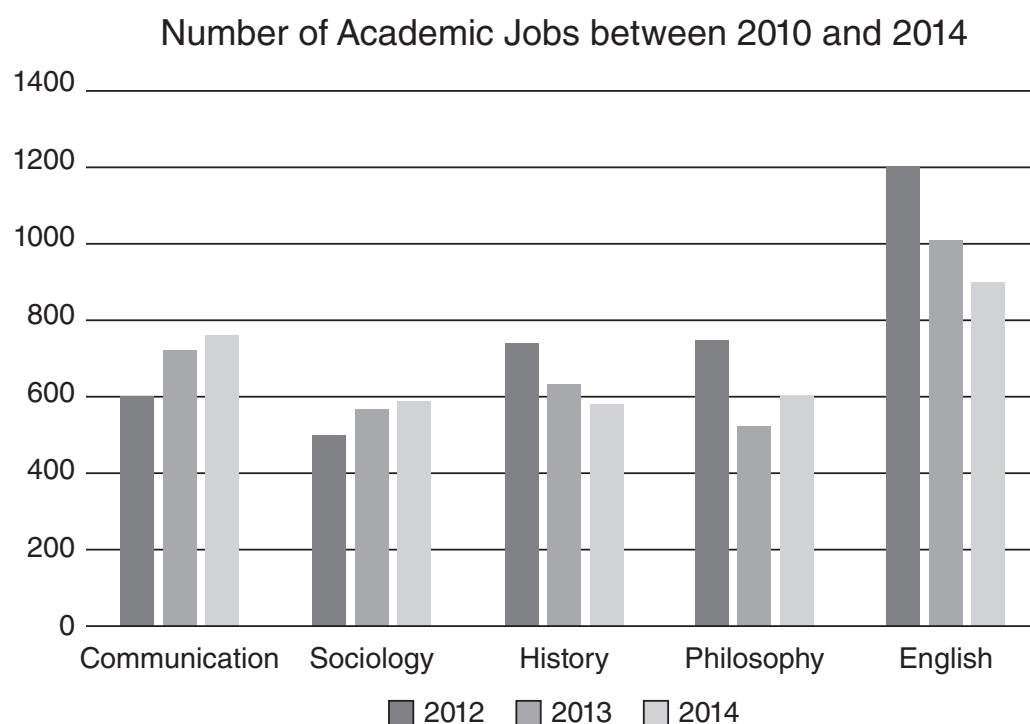
T1-01

You should spend about 20 minutes on this task.

The graph below gives information about the number of academic jobs in some humanities and social sciences disciplines between 2012 and 2014.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Exemplar 3.1

Referring to the graph, it shows the number of academic jobs in some humanities and social sciences disciplines from 2012 to 2014.

Guiding question	Yes/No	Remark
Did the student indicate what the graph is about?		
Did the student use different wordings or did s/he simply copy the question?		
Did the student summarise the graph in a succinct manner?		

Exemplar 3.2

The graph below gives information about the number of academic jobs in some humanities and social sciences disciplines between 2012 and 2014.

Guiding question	Yes/No	Remark
Did the student indicate what the graph is about?		
Did the student use different wordings or did s/he simply copy the question?		
Did the student summarise the graph in a succinct manner?		

Exemplar 3.3

Referring to the graph, it shows the number of academic jobs available in some humanities and social sciences disciplines from 2012 to 2014. Generally speaking, most jobs were available for graduates in the English discipline.

Guiding question	Yes/No	Remark
Did the student indicate what the graph is about?		
Did the student use different wordings or did s/he simply copy the question?		
Did the student summarise the graph in a succinct manner?		

Do you know?

It is important to replace the wordings in the question with your own words. In this way, you are giving a good impression to the examiner that you know a wide range of vocabulary.

Activity 3: Selecting Information to Report

- Refer to the same question in Activity 2 (T1-01) and read Exemplars 3.4-3.6.
- Evaluate how well the exemplars are written by referring to the definitions of the terms 'select', 'grouping', and 'extremes' in Activity 1. If necessary, use these guiding questions to help your evaluation.

- o Did the student choose the most important and representative data points to report?
- o Did the student categorise data and information into groups?
- o Did the student report data that represent the extremes in the graph?

Exemplar 3.4

To start with, the number of academic jobs in English declined gradually from 1200 to 900 between 2012 and 2014; yet, the number of English-related jobs was still the highest compared to other disciplines.

Regarding subjects that showed a steady boom in the number of jobs over the three years, there were approximately 200 more academic jobs in the discipline of communication. Furthermore, the number of jobs in sociology escalated slowly between 2012 and 2014.

Guiding question	Yes/No	Remark
Did the student choose the most important and representative data points?		
Did the student categorise data and information into groups?		
Did the student report data that represent the extremes in the graph?		

Exemplar 3.5

To start with, the number of academic jobs in English declined gradually from 1200 in 2012 to 1000 in 2013, and from 1000 in 2013 to 900 in 2014; yet the number of English-related jobs was still the highest compared to other disciplines.

On the other hand, communication was one of the two subjects that has shown a steady boom in the number of jobs over 3 years. Furthermore, the number of jobs in sociology escalated slowly between 2012 and 2014.

Guiding question	Yes/No	Remark
Did the student choose the most important and representative data points to report?		
Did the student categorise data and information into groups?		
Did the student report data that represent the extremes in the graph?		

Exemplar 3.6

To start with, the number of academic jobs in English declined gradually from 1200 in 2012 to 1000 in 2013, and from 1000 in 2013 to 900 in 2014.

The number of jobs for communication graduates increased from 600 in 2012 to slightly over 700 in 2013, and to almost 800 in 2014. The number of jobs in the sociology discipline also increased from 500 in 2012 to slightly less than 600 in 2013 and 2014.

Guiding question	Yes/No	Remark
Did the student choose the most important and representative data points to report?		
Did the student categorise data and information into groups?		
Did the student report data that represent the extremes in the graph?		

Activity 4: Comparing Data

- Read the following question (T1-02) and Exemplars 3.7-3.9.
- Evaluate how well the exemplars are written by referring to the definitions of the terms 'compare', 'similarities', 'differences' in Activity 1. If necessary, use these guiding questions to help your evaluation.
 - Did the student highlight similar features between data points?
 - Did the student highlight contrastive features between data points?

T1-02

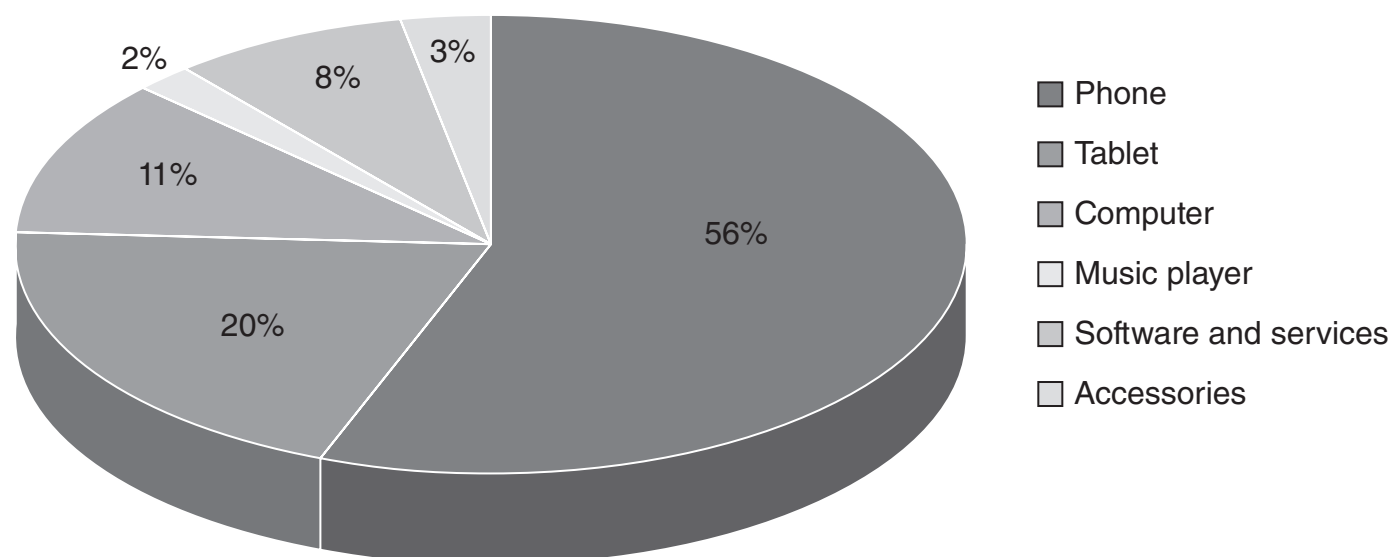
You should spend about 20 minutes on this task.

The pie chart below gives information about the distribution of sales among products manufactured by an IT product company in 2012.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Sales of products of an IT product company



Exemplar 3.7

To begin with, phones occupied the largest distribution of sales among the 6 products in the company, with more than half of the total sales.

Guiding question	Yes/No	Remark
Did the student highlight similar features between data points?		
Did the student highlight contrastive features between data points?		

Exemplar 3.8

To begin with, phones occupied the largest distribution of the total sales among the 6 products in the company, with more than half of the total sales. Specifically, the sale of phones was almost 3 times of that of tablets and approximately 5 times more than that of computers. On the other hand, the percentage of sales of music players and accessories were almost identical.

Guiding question	Yes/No	Remark
Did the student highlight similar features between data points?		
Did the student highlight contrastive features between data points?		

Exemplar 3.9

To begin with, the sale of phones contributed to 56% of the total sales of the company in 2012.

Guiding question	Yes/No	Remark
Did the student highlight similar features between data points?		
Did the student highlight contrastive features between data points?		

Activity 5: Format

- Read the following question (T1-03) and read Exemplars 3.10 and 3.11.
- Evaluate how well the exemplars are written by referring to the definitions of the term 'format' in Activity 1. If necessary, use the following guiding questions to help your evaluation.
 - o Did the student write in paragraphs and complete sentences?
 - o Did the student include a short introductory paragraph (overview), one or two body paragraphs, and an optional concluding paragraph?
- Try to reach a consensus regarding the performances of these overviews by rating them as 'appropriate format' or 'inappropriate format'.

T1-03

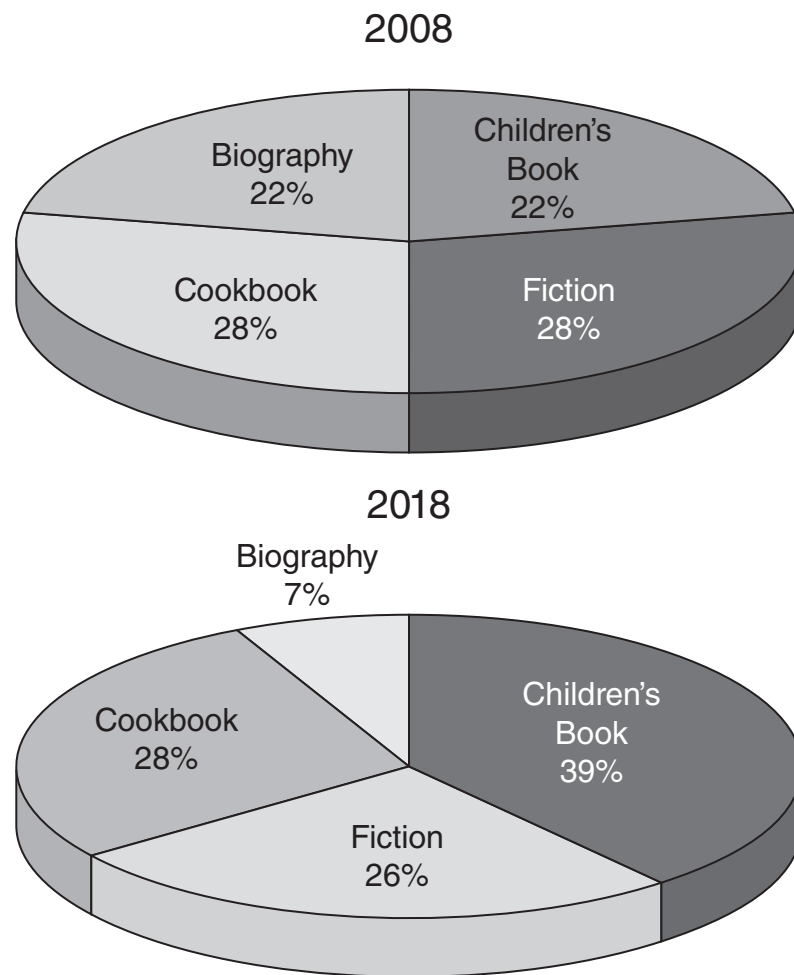
You should spend about 20 minutes on this task.

The pie charts below give information about the distribution of sales of e-books in Country A in 2008 and 2018.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Online sales of e-books in Country A

**Exemplar 3.10**

The pie charts indicate the distribution of online sales for four types of e-books in Country A between 2008 and 2018.

In 2008, all e-book types, including biography, children's book, fiction, and cookbook, occupied more than one-fifth of the sales in Country A. In 2018, children's book dominated the four e-book types with nearly two-fifths of the share. On the other hand, biography had the largest drop in the distribution of sales from one-fifth to less than one-tenth. Besides, the distribution of sales for cookbook remained unchanged at 28%, while fiction showed a slight decline in the distribution of online sales compared to that in 2008.

The e-book sales distributed more evenly in 2008 compared with that in 2018. Moreover, children's book was the only e-book type that demonstrated a greater distribution of sales in this decade.

To conclude, there is a prediction that the distribution of sales for children's book would become bigger and this e-book type would be dominant in the future because children's books are essential for every family. (173 words)

Guiding question	Yes/No	Remark
Did the student write in paragraphs and complete sentences? Did the student include a short introductory paragraph (overview), 1-2 body paragraphs, and an optional concluding paragraph?		

Rating: Appropriate format/Inappropriate format

Exemplar 3.11

In 2008, all e-book types, including biography, cookbook, fiction, and children's book, occupied more than one-fifth of the sales in Country A.

In 2018, children's book dominated with nearly two-fifths in the sales distribution.

Sales of biography declined from one-fifth to less than one-tenth.

The distribution of sales for cookbook was 28%; on the other hand, fiction showed a slight decline in the distribution of sales compared to that in 2008.

The e-book sales distributed more evenly in 2008 compared with the situation in 2018.

Children's book was the only e-book type that possessed a greater distribution of online sales in this decade. (103 words)

Guiding question	Yes/No	Remark
Did the student write in paragraphs and complete sentences? Did the student include a short introductory paragraph (overview), 1-2 body paragraphs, and an optional concluding paragraph?		

Rating: Appropriate format/Inappropriate format

Do you know?

The concluding paragraph is optional in Task 1. A summary is optional because the text you are asked to write is already very short.

Activity 6: Clarity, Relevance, Accuracy, and Sufficiency

- Refer to the same question in Activity 5 and read Exemplars 3.12-3.14.
- Evaluate how well the exemplars are written by referring to the definitions of the terms 'clarity', 'relevance', 'accuracy', and 'sufficiency' in Activity 1. If necessary, use the following guiding questions to help your evaluation.

- o Did the student report data by using not only verbs (e.g., increased, decreased) but also adverbs and adjectives to denote the extent of change?
- o Did the student report data that are presented in the graph or table and not include explanations of the data?
- o Did the student include specific numbers to support his/her data description?
- o Did the student report the majority of the data points or information presented in the graph?

Exemplar 3.12

The pie charts indicate the distribution of e-book sales in Country A between 2008 and 2018.

In 2008, all retail sectors, including biography, children's book, fiction, and cookbook, occupied more than one-fifth of the sales in Country A. In 2018, children's book dominated the four e-book types. On the other hand, biography dropped in its distribution of sales. Besides, the distribution of sales for cookbook remained unchanged, while fiction showed a decline in the distribution of sales compared to that in 2008.

The sales for e-books distributed more evenly in 2008 compared with that in 2018. Moreover, children's book was the only e-book type that demonstrated a greater distribution of sales in this decade. (114 words)

<i>Guiding question</i>	<i>Yes/No</i>	<i>Remark</i>
Did the student report data by using not only verbs (e.g., increased, decreased) but also adverbs and adjectives to denote the extent of change?		
Did the student report data that are presented in the graph or table and not include explanations of the data?		
Did the student include specific numbers to support his/her data description?		
Did the student report the majority of the data points or information presented in the graph?		

Exemplar 3.13

The pie charts indicate the distribution of sales for four types of e-books in Country A between 2008 and 2018.

In 2008, all e-book types, including biography, cookbook, fiction, and children's book, occupied more than one-fifth of the sales in Country A. In 2018, children's book dominated the four e-book types with nearly two-fifths of the total share. On the other hand, biography had the most significant drop in the distribution of online sales from one-fifth to less than one-tenth. Besides, the distribution of sales for cookbook remained unchanged at 28%, while fiction showed a slight decline in the distribution of sales compared to that in 2008.

The sales for e-books distributed more evenly in 2008 compared with that in 2018. Moreover, children's book was the only e-book type that demonstrated a greater distribution of sales in this decade. (139 words)

Guiding question	Yes/No	Remark
Did the student report data by using not only verbs (e.g., increased, decreased) but also adverbs and adjectives to denote the extent of change?		
Did the student report data that are presented in the graph or table and not include explanations of the data?		
Did the student include specific numbers to support his/her data description?		
Did the student report the majority of the data points or information presented in the graph?		

Exemplar 3.14

The pie charts indicate the distribution of sales for four types of e-books in Country A between 2008 and 2018.

In 2008, all e-book types, namely cookbook, biography, children's book, and fiction, occupied the sales in Country A evenly. In 2018, children's book dominated the four e-book types. On the other hand, biography dropped in its distribution of online sales. Besides, the distribution of sales for cookbook remained unchanged, while fiction showed a decline in the distribution of sales compared to that in 2008.

Children's book was the only retail sector that demonstrated a greater distribution of sales in this decade. There is a prediction that the distribution of sales for children's book would be enlarged and this e-book type would dominate in the future because children's books are essential for every family. (150 words)

Guiding question	Yes/No	Remark
Did the student report data by using not only verbs (e.g., increased, decreased) but also adverbs and adjectives to denote the extent of change?		
Did the student report data that are presented in the graph or table and not include explanations of the data?		
Did the student include specific numbers to support his/her data description?		
Did the student report the majority of the data points or information presented in the graph?		

Activity 7: Peer Evaluation

Based on your understanding of the assessment standards of 'task achievement', complete the evaluation form for Exemplar 3.15 written by a university student.

In the evaluation, complete the 'evaluate' section by assessing (1) whether the element concerned is present in the exemplar (the yes/no questions) and (2) how well the element is presented in the exemplar. Complete the 'suggest' section by writing an improved version of the element concerned. This section can be left blank if the exemplar demonstrates a good quality in a certain aspect.

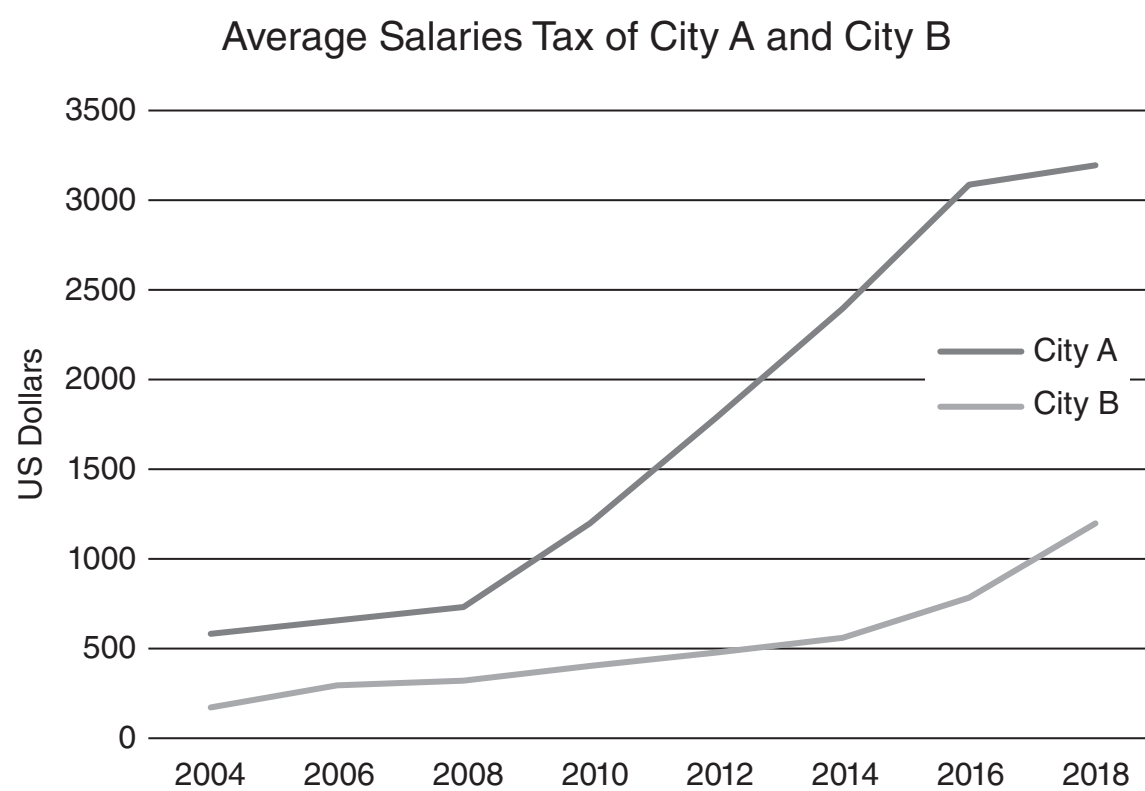
T1-04

You should spend about 20 minutes on this task.

The line graph below gives information about the average tax on salaries paid by residents of two cities between 2004 and 2018.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Exemplar 3.15

The line graph demonstrates the average tax on salaries of City A and City B from 2004 to 2018.

In City A, the average tax on salaries rose steadily between 2004 and 2018 during which the average tax on salaries boomed from \$2000 to \$12000 approximately. On the other hand, the average tax on salaries in City B had a gradual growth from 2004 to 2008, then swelled rapidly for the next 8 years, followed by another slight increase until 2018, in which the average tax on salaries expanded from \$6000 to \$32000 approximately.

Apparently, the average tax on salaries in City B was higher. However, the percentage of increase in City A was larger than that in City B. Particularly, the average tax on salaries in City A and City B in 2018 was 6 times and 5 times the average tax on salaries back in 2004 respectively.

To conclude, both City A and City B had experienced boosts in their average tax on salaries between 2004 and 2018. In the future, it is predicted the average tax on salaries of both cities would climb, provided that they have been escalating over the past 14 years. (187 words)

Assessment standard	Guiding question	Evaluate	Suggest
Overview	Did the student indicate what the graph is about?	e.g. The student includes information related to graph type (line graph), the topic of the graph (average tax on salaries in two cities), and the period of time concerned (from 2004 to 2018).	N/A
	Did the student use different wordings or did s/he simply copy the question?	e.g., Yes, the student used the verb 'demonstrates' instead of 'gives information about'. The student replaced the prepositions 'between... and...' with 'from... to...'.	The verb 'demonstrates' was not used appropriately here because of the wrong collocation between 'graph' and 'demonstrates'. The student can consider using 'shows' or 'reports'.
Selecting information	Did the student summarise the graph in a succinct manner?		
	Did the student choose the most important and representative data points to report or report every data point?		
Comparing information	Did the student categorise data and information into groups?		
	Did the student report data that represent the extremes in the graph?		
Format	Did the student highlight similar features between data points?		
	Did the student highlight contrastive features between data points?		
Format	Did the student write in paragraphs and complete sentences?		
	Did the student include a short introductory paragraph (overview), 1-2 body paragraphs, and an optional concluding paragraph?		

Clarity	Did the student report data by using not only verbs (e.g., increased, decreased) but also adverbs and adjectives to denote the extent of change?
Relevance	Did the student report data that are presented in the graph or table and not include explanations of the data?
Accuracy	Did the student include specific numbers to support his/her data description?
Sufficiency	Did the student report the majority of the data points or information presented in the graph?

Activity 8: Writing Practice

Based on your understanding of 'task achievement', write an overview for the following student's work.

T1-12

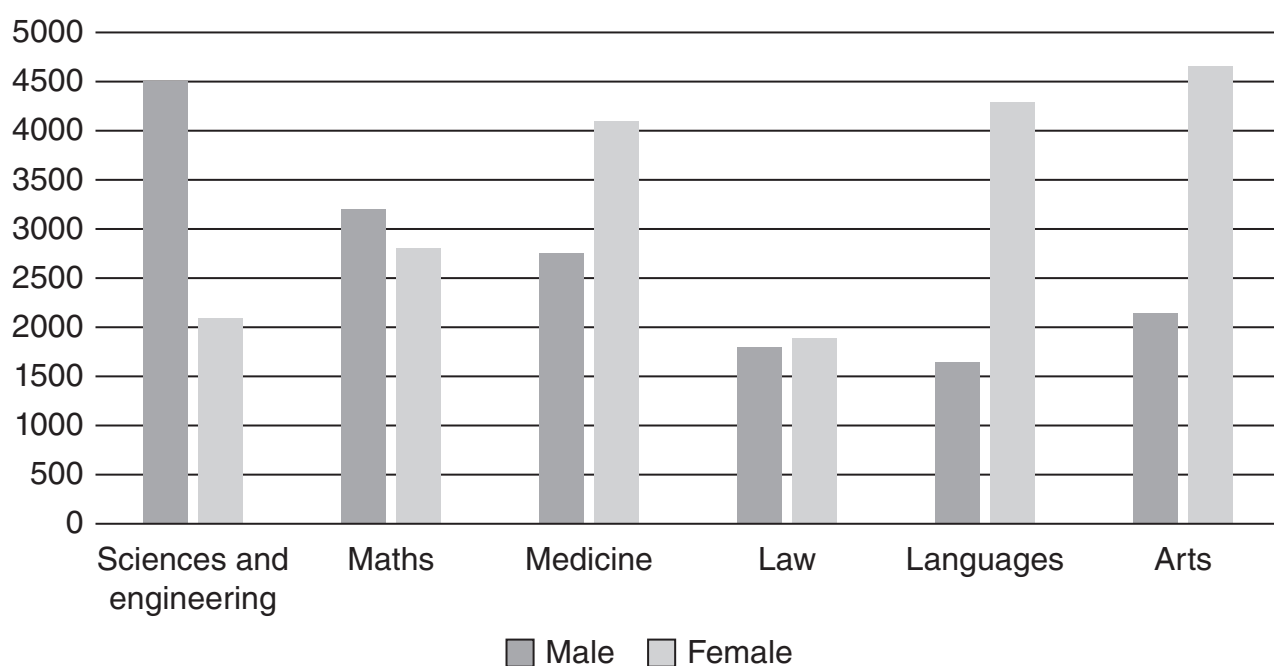
You should spend about 20 minutes on this task.

The bar chart below gives information about different undergraduate courses chosen at three universities in Auckland by gender in 2017.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Undergraduate courses chosen at three universities in Auckland



The most significant difference between male and female students' choice was shown in two courses - sciences and engineering and arts. On the other hand, the number of male and female students who chose law was almost the same.

Arts was chosen by approximately 2,000 male students and 4,500 female students in 2017. In other words, the number of female students who chose arts is around double of that of male students. Similarly, about 6,500 students chose sciences and engineering in 2017, including 4,500 male students and around 2,000 female students. Both the number of male and female students who chose law in 2017 was about 2,000.

Do you know?

Remember to provide a summary of the chart by rephrasing the question. You may refer to Activity 2 if you find it difficult to complete this task.

4 Task 1

Coherence and Cohesion

In this unit, you will:

- develop a better understanding of the various requirements related to the domain 'coherence and cohesion';
- read and discuss writing exemplars using the assessment standards of 'coherence and cohesion';
- evaluate and improve writing exemplars following the assessment standards of 'coherence and cohesion'.

Check Your Understanding

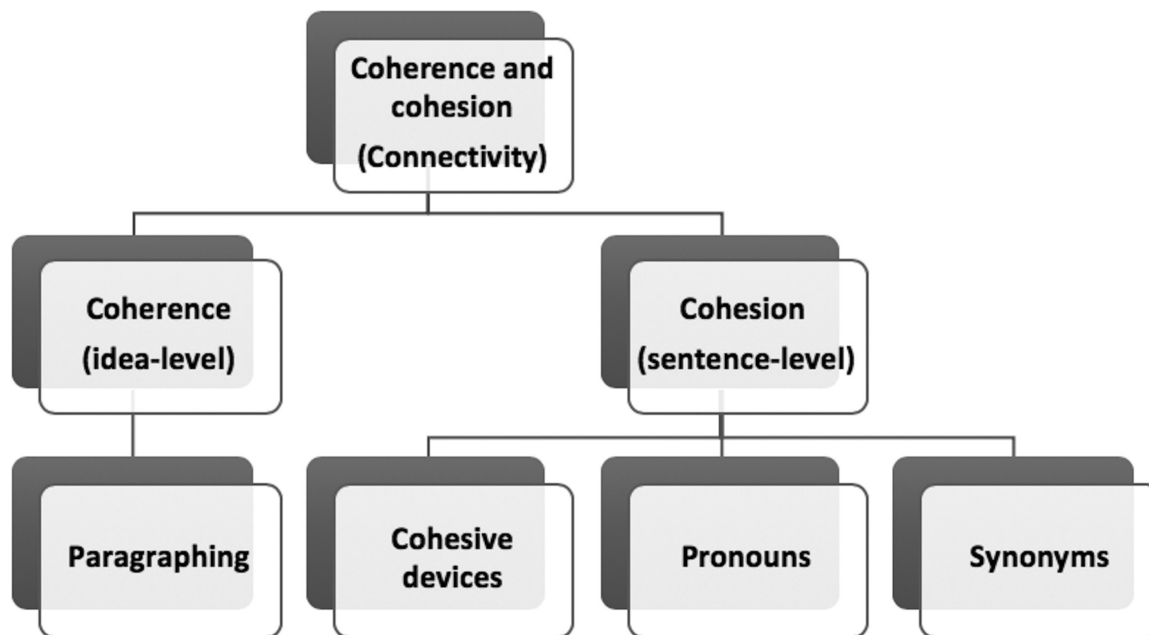
Read the following statements and determine if they are true or false.

- 1 It is a good idea to use as many connections as I can. [True/False]
- 2 Using only basic and repetitive connectives may lead to an unsatisfactory score in the domain 'coherence and cohesion'. [True/False]
- 3 I can use some other words that have similar meanings (i.e., synonyms). [True/False]
- 4 I should divide my essay into paragraphs. [True/False]

Activity 1: Understanding the Assessment Standards of 'Coherence and Cohesion'

What is meant to be 'coherent' and 'cohesive' in writing? What techniques do you usually adopt to achieve the above?

- Read the concept map which summarises the assessment standards of 'coherence and cohesion' of Task 1.
- Discuss with your partner the meanings of these keywords. Note down any differences in your understanding.
- Match these key words with their definitions.



Coherence	Cohesion	Paragraphing
Cohesive devices	Pronouns	Synonyms

Key word	Definition
Paragraphing	Ways a writer employ to organise information thoughtfully and logically into paragraphs
Synonyms	Words which have similar meanings
Pronouns	Words which function as nouns or noun phrases mentioned in the previous sentences
Cohesive devices	Linking words used to connect ideas and sentences logically and meaningfully
Coherence	Connection of ideas at the idea level
Cohesion	Connection of ideas at the sentence level

Activity 2: Achieving Coherence through Paragraphing

- Read the following question (T1-05) and Exemplars 4.1-4.3.
- Evaluate how well the exemplars are written by referring to the definitions of the terms 'coherence' and 'paragraphing' in Activity 1. If necessary, use these guiding questions to help your evaluation:
 - Did the students connect ideas by organising information thoughtfully and logically within a paragraph?
 - Did the students connect ideas by organising information thoughtfully and logically between paragraphs?

T1-05

You should spend about 20 minutes on this task.

The table below gives information about the gross domestic product (GDP) ranking between 2013 and 2014.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

2013			2014		
Rank	Country	GDP (US\$ billion)	Rank	Country	GDP (US\$ billion)
1	United States	17,000	1	United States	17,500
2	China	9,000	2	China	10,100
3	Japan	4,900	3	Japan	4,800
4	Germany	3,600	4	Germany	3,700
5	France	2,700	5	United Kingdom	2,800
6	United Kingdom	2,500	6	France	2,750
7	Brazil	2,200	7	Brazil	2,150
8	Russia	2,100	8	Italy	2,100
9	Italy	2,000	9	India	1,950
10	India	1,900	10	Russia	1,930

Exemplar 4.1

In 2013, the US had the highest GDP -17000 billion US dollars. China was second place while Japan and Germany ranked the third and fourth by having a GDP of 9000, 4900 and 3600 billion respectively. They are followed by France, the UK and Brazil where GDP reached 2700, 2500 and 2200 billion. Russia ranked the eighth and Italy and India were in the ninth and the tenth place.

Although GDP in Japan dropped from 4900 to 4800 billion in 2014, the top 4 in GDP ranking of the year remained unchanged. They were the US where GDP grew from 17000 to 17500, China where it raised from 9000 to 10100 and Germany where it increased from 3600 to 3700 billion. GDP in both the UK and France raised in 2014; however, their ranking switched to the fifth and the sixth with 2800 and 2750 billion US dollars respectively. Brazil remained in the seventh place, followed by Italy, India and Russia.

Guiding question

Yes/No

Evidence

Did the students connect ideas by organising information thoughtfully and logically within a paragraph?
Did the students connect ideas by organising information thoughtfully and logically between paragraphs?

Exemplar 4.2

The highest increase in GDP from 2013 to 2014 was China. It had increased US\$1100 billion. Although China had increased the most GDP from 2013 to 2014, United States was still the top of the GDP ranking in 2013 and 2014. It was US\$17000 billion in 2013 and US\$17500 billion in 2014. It had increased US\$500 billion.

The countries of the top four GDP ranking also remained unchanged. However, France and Russia fell in the GDP ranking from 2013 to 2014. Although France's GDP increased, its ranking decreased because the rise of United Kingdom was higher.

Guiding question

Yes/No

Evidence

Did the students connect ideas by organising information thoughtfully and logically within a paragraph?
Did the students connect ideas by organising information thoughtfully and logically between paragraphs?

Exemplar 4.3

In 2014, alterations in the GDP in some countries were noted, when compared to the situation in 2013. The United States still had the highest GDP, which was US\$17500 billion; however, Russia had the lowest GDP, which was US\$1930 billion. The GDP of India became the second lowest in 2014. China was the second highest country with GDP increasing from US\$9000 billion to US\$10100 billion. Also, Japan ranked third with the GDP decreasing from US\$4900 billion to US\$4800 billion.

While most of the countries' GDP increased or remained the same from 2013 to 2014, GDP of Japan, Brazil, Italy did not. The GDP of Japan decreased US\$100 billion; the GDP of Brazil and Italy decreased US\$50 billion. In general, the ranking of these countries with GDP did not fluctuate too much from 2013 to 2014.

Guiding question	Yes/No	Evidence
Did the students connect ideas by organising information thoughtfully and logically within a paragraph?		
Did the students connect ideas by organising information thoughtfully and logically between paragraphs?		

Activity 3: Achieving Cohesion through using Cohesive Devices

- Read the following question (T1-06) and Exemplars 4.4-4.5.
- Evaluate how well the exemplars are written by referring to the definitions of the terms 'cohesion' and 'cohesive devices' in Activity 1. If necessary, use these guiding questions to help your evaluation:
 - What cohesive devices did the students use in the paragraphs?
 - Were the cohesive devices used meaningfully and accurately?
 - Were there a variety of cohesive devices used?

T1-06

You should spend about 20 minutes on this task.

The table below gives information about people's attitudes towards gender roles categorised by age.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

'A man's duty is to earn money while a woman's duty is to look after her family'.

	18-25	26-35	36-45	46-55	56-65
Agree	5%	13%	10%	6%	12%
Neutral	13%	13%	19%	29%	21%
Disagree	82%	74%	71%	65%	67%

Exemplar 4.4

It is seen that relatively younger interviewees felt negative about the stated gender roles. The 18-25 age group had the highest percentage against the statement. In contrast, less supporters were found among people who are between 45 and 55 than the 18-25 group regarding the statement 'A man's duty is to earn money while a woman's duty is to look after her family.'

On the contrary, three age groups, 26-35, 36-45 and 56-65, are recorded with more than one-tenth of support on the attitudes towards gender role. Around one third of the people aged 45-55 interviewed responded neutrally towards the statement. Only 13 per cent of the respondents under 35 held a neutral view towards the gender role description.

Guiding question	Yes/No	Response
What cohesive devices did the students use in the paragraphs? Were the cohesive devices used meaningfully and accurately? Was there a variety of cohesive devices used?		

Exemplar 4.5

As for the positive responses, no more than 6% of the interviewees of two age groups, 18-25 and 46-55, agreed with the statement. On the other hand, around one out of ten of the interviewees of the other age groups agreed with it.

Finally, for the neutral stance, 13% of the interviewees of age groups 18-25 and 26-35 voted for it. Moreover, one out of five of the 36-45 and 56-65 age groups held a neutral stance. The age group which voted the most in the neutral stance is 46-55, with almost 30%.

Guiding question	Yes/No	Response
What cohesive devices did the students use in the paragraphs? Were the cohesive devices used meaningfully and accurately? Was there a variety of cohesive devices used?		

Learn online

You can find out more about cohesive devices at this website: <https://www.smart-words.org/linking-words/>

Activity 4: Achieving Cohesion through using Pronouns

- Read the following question (T1-07) and Exemplar 4.6.
- Evaluate how well the exemplars are written by referring to the definitions of the terms 'cohesion' and 'pronouns' in Activity 1. If necessary, use these guiding questions to help your evaluation:
 - What pronouns did the students use in the paragraphs?
 - What did the pronouns refer to?
 - Were the pronouns used accurately?

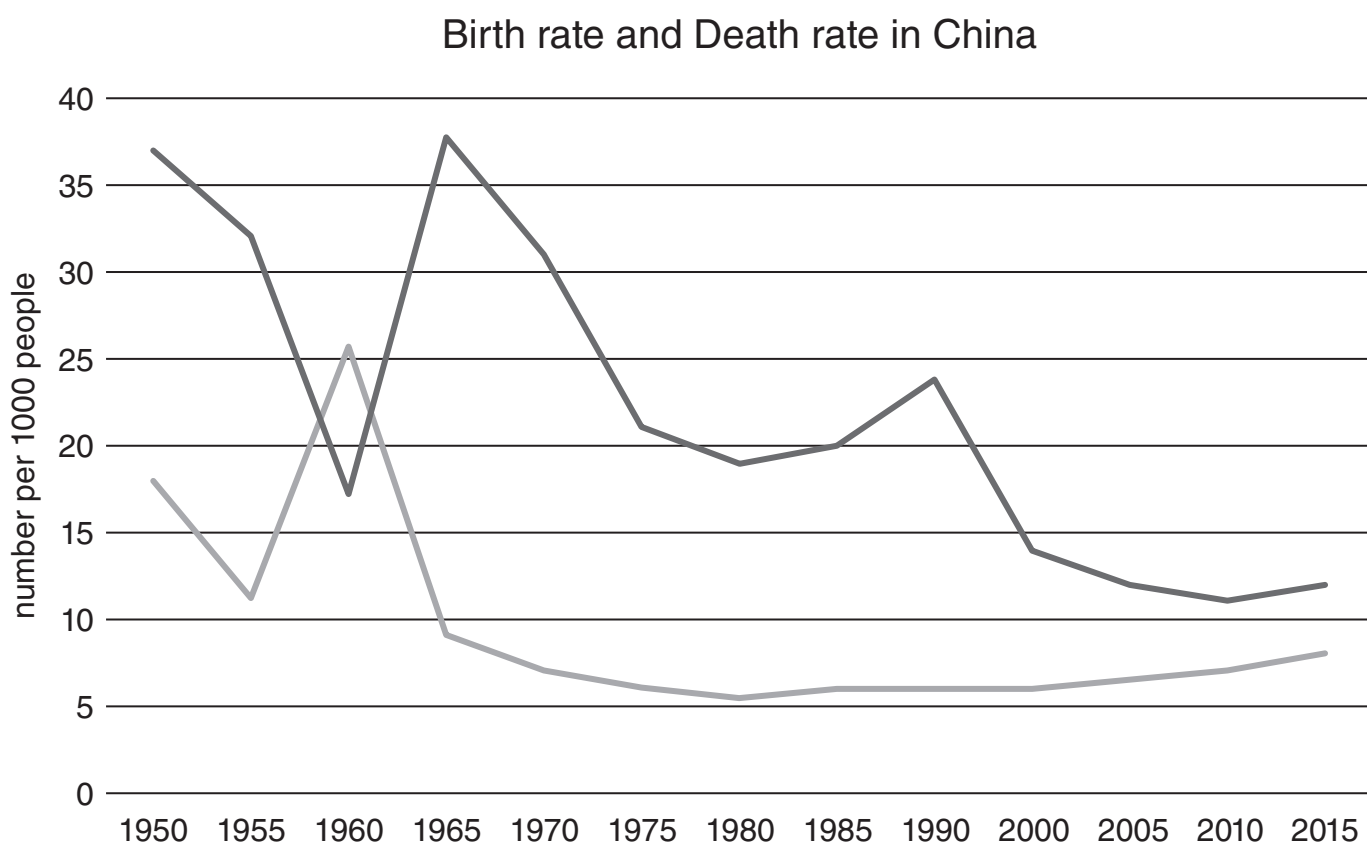
T1-07

You should spend about 20 minutes on this task.

The graph below gives information about birth rate and death rate in China in every 1000 people between 1950 and 2015.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Exemplar 4.6

The birth rate in China per 1000 people stood at around 37% in 1950 and dramatically decreased to approximately 17% in 1960, after which it experienced a sharp rise, peaking at about 38% in 1965. Then, the birth rate in China per 1000 people fell again considerably to about 12% in 2015, with a fluctuation between 1975 and 1995.

The death rate in China in every 1000 people was about 17% in 1950. It increased by around 5% in the next five years. After that, it went up significantly and overtook the birth rate,

reaching its peak at about 26% in 1960. But it started to decline again to about 9% in 1965, and then remained stable and was lower than the birth rate per 1000 people in China in the next 50 years, finally reaching at 8% in 2015.

Guiding question	Response
What pronouns did the students use in the paragraph? What did the pronoun refer to? Were the pronouns used accurately?	

Do you know?

In English, pronouns are used to avoid repetitions. At the same time, anaphoric pronouns (i.e., pronouns which refer to the precedent sentence) are used to strengthen linkage between sentences.

Activity 5: Achieving Cohesion through using Synonyms

- Read the following question (T1-08) and Exemplars 4.7-4.8.
- Evaluate how well the exemplars are written by referring to the definitions of the terms 'cohesion' and 'synonyms' in Activity 1 and respond to the guiding questions under each exemplar.

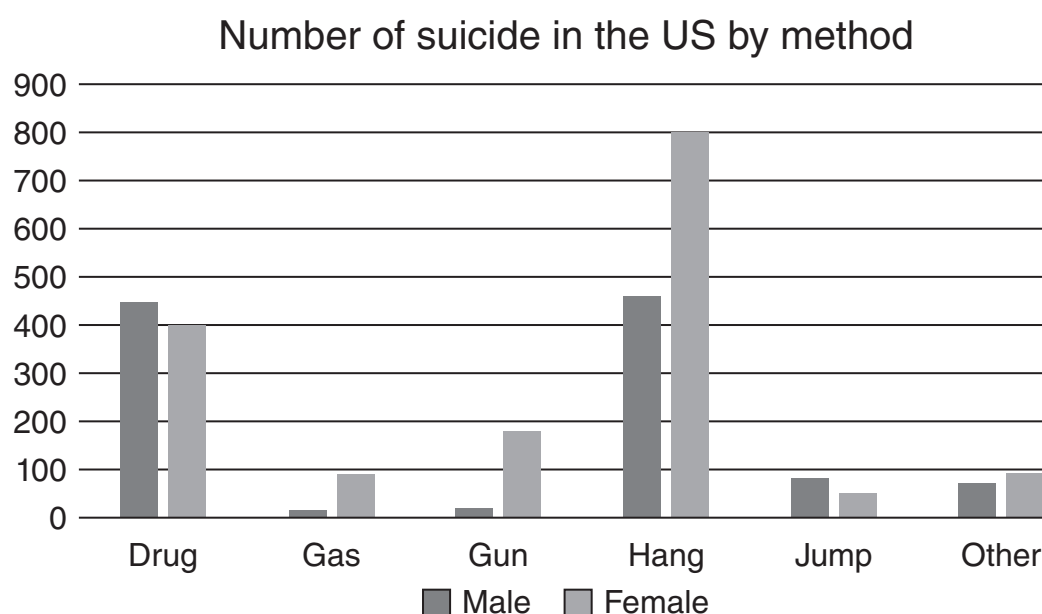
T1-08

You should spend about 20 minutes on this task.

The chart below shows information about suicide methods of middle-aged people in the US by gender in a year.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Exemplar 4.7

Two main suicide methods in the US are drug abuse and hanging. Referring to the chart, there is 1 person who dies by hanging and taking drugs every day in the US.

Guiding question

Response

Did the student use any synonyms?
Which words could be replaced by synonyms?
What synonyms do you suggest the students use?

Exemplar 4.8

From the above chart, it shows some statistics of middle-aged people's suicide methods in the United States. It is displayed by gender. Firstly, we can observe that the most common suicide method for both male and female is by hanging. There are 450 males and 900 females committing suicide by hanging respectively. At the same time, taking drug is also another most common suicide way for males. There are also 450 males taking drugs to commit suicide.

Guiding question

Response

Did the student use any synonyms?
Which words could be replaced by synonyms?
What synonyms do you suggest the students use?

Learn online

wordandphrase.info is a great resource for you to find synonyms which match the sense of the word you want to use. Alternatively, Collins has a decent thesaurus (<https://www.collinsdictionary.com/dictionary/english-thesaurus>) with synonyms, antonyms (words with opposite meanings), and real-life examples from search engines.

Activity 6: Peer Evaluation

Based on your understanding of the assessment standards of 'Coherence and Cohesion', complete the evaluation forms for Exemplars 4.9–4.10.

In the evaluation, complete the 'evaluate' section by assessing: (1) whether the element concerned is present in the exemplar (the yes/no questions); and (2) how well the element is presented in the exemplar. Complete the 'suggest' section by writing an improved version of the element concerned. This section can be left blank if the exemplar demonstrates a good quality in an aspect.

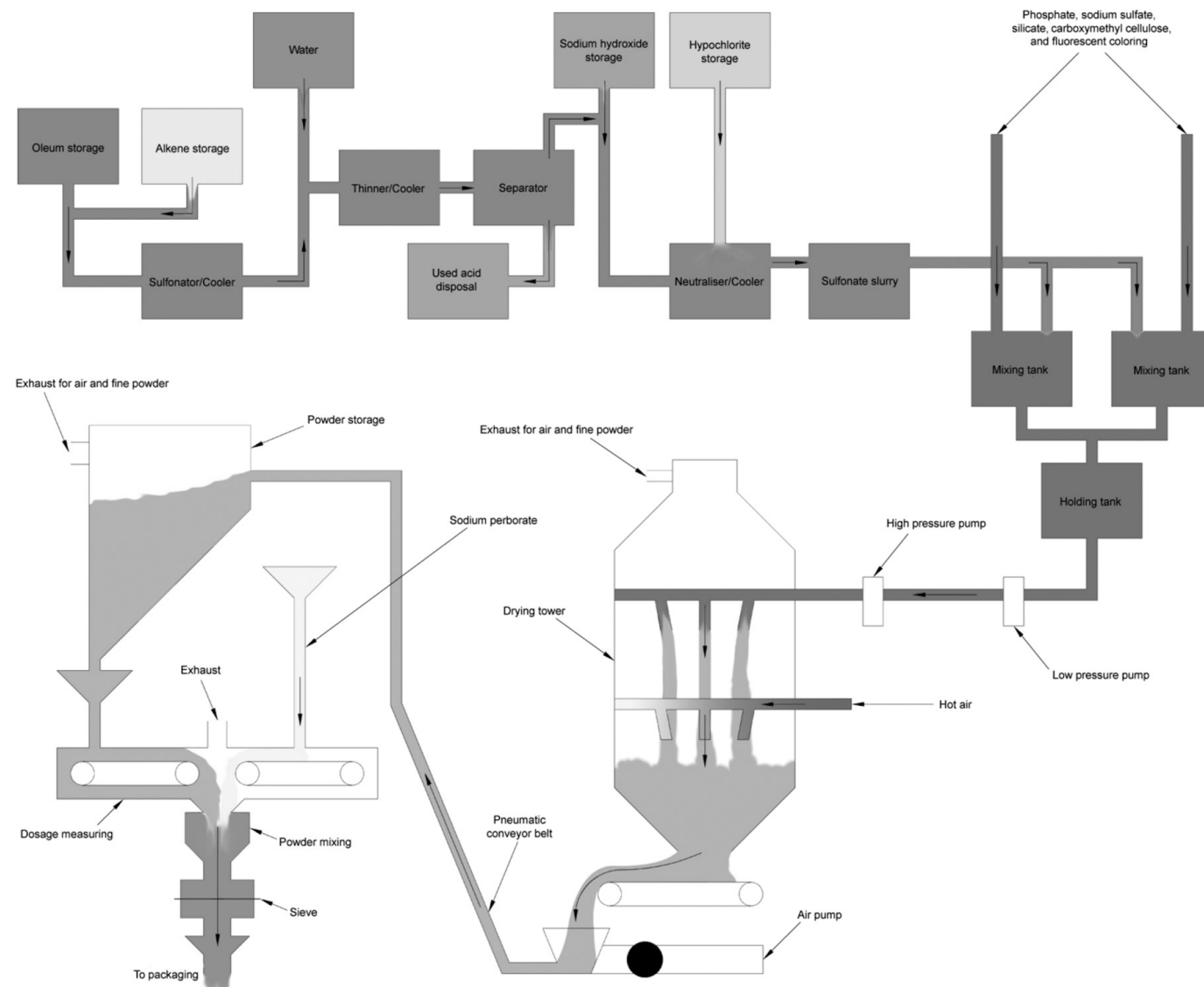
T1-09

You should spend about 20 minutes on this task.

The diagram below gives information about the process of making detergent.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



Source: https://commons.wikimedia.org/wiki/File:Soap_and_Detergent_manufacturing_process_03.png

Exemplar 4.9

The diagram demonstrates the process of making detergent.

The process contains three major stages. In the first stage, Oleum and Alkene are cooled down and sulfonated by adding water. Next, the processed materials are processed first in the thinner or cooler and then the separator to produce sodium hydroxide and remove used acid. Then, the stored sodium hydroxide is added into the neutralizer or cooler together with hypochlorite to produce sulfonate slurry. When it comes to the second phase, the sulfonate slurry is mixed with phosphate, sodium sulfate, silicate, carboxymethyl cellulose, and fluorescent colouring. Then, the mixed chemicals in the holding bank are pumped into the drying tower where they interact with the hot air. After the drying process, the powder is air pumped via a pneumatic conveyer

belt into the powder storage tank. In the final stage, sodium perborate is added to the powder for mixing. Having been sieved, the detergent is ready for packaging. (156 words)

Assessment standard	Guiding question	Yes/No	Evaluate	Suggest
Paragraphing	Did the students connect ideas by organising information thoughtfully and logically within a paragraph? Did the students connect ideas by organising information thoughtfully and logically between paragraphs?			
Cohesive devices	Were the cohesive devices used meaningfully and accurately? Was there a variety of cohesive devices used?			
Pronouns	Did the student use any pronouns? Were the pronouns used accurately?			
Synonyms	Did the student use any synonyms?			

T1-12

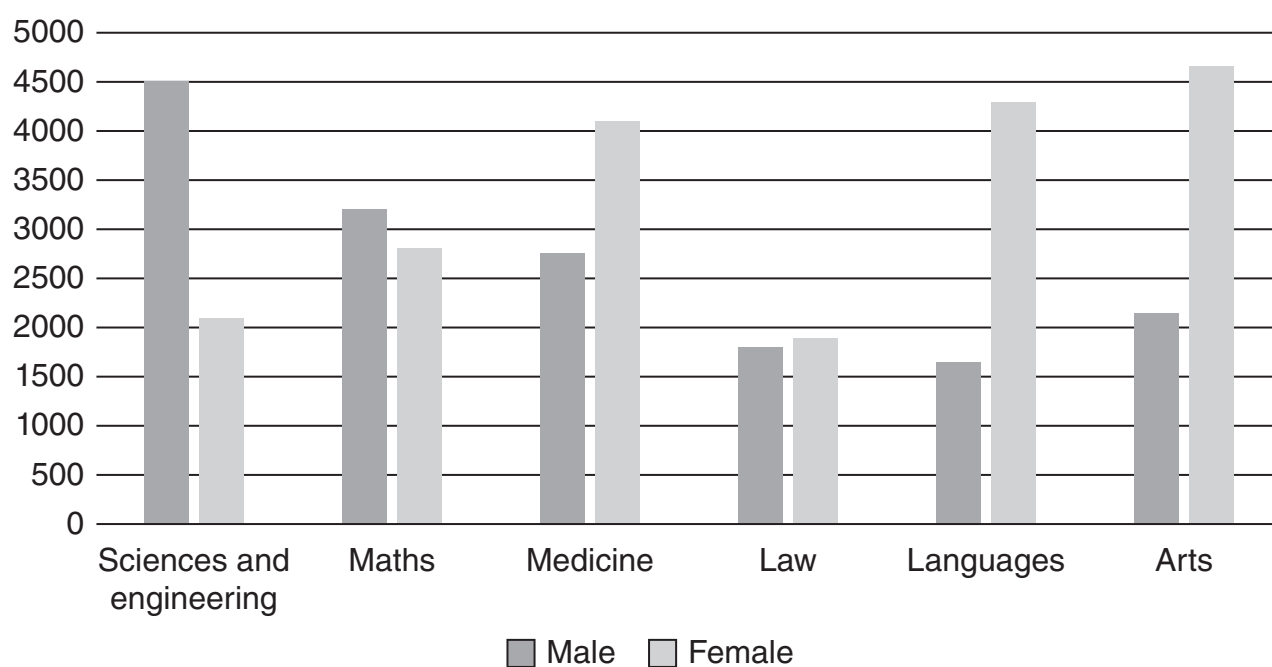
You should spend about 20 minutes on this task.

The bar chart below gives information about different undergraduate courses chosen at three universities in Auckland by gender in 2017.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Undergraduate courses chosen at three universities in Auckland



Exemplar 4.10

The result of the bar chart reveals the proportion of male and female undergraduates and their choice of undergraduate courses. For the proportion of male and female undergraduates, there were more female undergraduates than male in the three universities in Auckland. According to the bar chart, there were around 19000 female undergraduates while there were only around 13000 male undergraduates, which reveals that more females receive tertiary education than males. For the choice of undergraduate courses, female undergraduates were found to choose courses related to Languages, Arts and Medicine. For the Arts course, there were 4600 females in the course while 2100 males took the same course, which was less than half of the female population. Male undergraduates tended to choose courses related to logic like Sciences and engineering and maths. There were 4500 males who took Science and engineering when there were only 2100 females taking the course. The result reveals that female undergraduates tended to study Language-related courses while males tended to take Science-related courses. (167 words)

Assessment standard	Guiding question	Yes/No	Evaluate	Suggest
Paragraphing	Did the students connect ideas by organising information thoughtfully and logically within a paragraph? Did the students connect ideas by organising information thoughtfully and logically between paragraphs?			
Cohesive devices	Were the cohesive devices used meaningfully and accurately? Was there a variety of cohesive devices used?			
Pronouns	Did the student use any pronouns? Were the pronouns used accurately?			
Synonyms	Did the student use any synonyms?			

Activity 7: Writing Practice

Based on your understanding of 'coherence and cohesion', evaluate an example of paragraphs of T1-16.

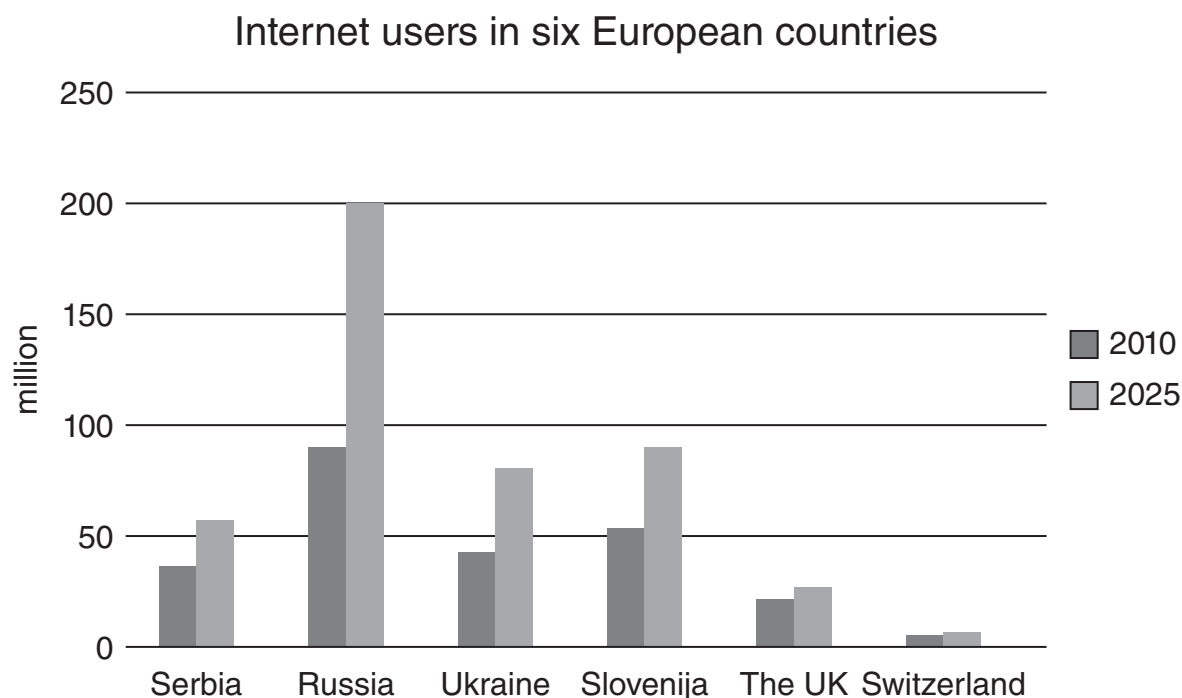
T1-16

You should spend about 20 minutes on this task.

The chart below shows information about a report made by a European newspaper about the internet users in 2010 and the expected numbers in 2025 in six European countries.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



The bar graph illustrates the data of internet users and the expected numbers in six European countries in 2010 and 2025 respectively from an Asian newspaper.

As can be perceived from the chart, the highest numbers of internet users in 2010 and 2025 are noted in Russia, while Swiss netizens remain the lowest in number in both years. Even so, the expected internet users in 2025 are higher than those in 2010 in all six European countries.

Guiding question

Response

Did the student use any synonyms?
 Were there some well-written cohesive devices?
 Did the student use any pronouns?

Write one to two paragraphs by describing the graph of T1-48 by using the good features in the above example.

T1-48

You should spend about 20 minutes on this task.

The chart below shows information about the percentage of endangered animal species by taxonomy in 2014.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

