

Chapter 3

Task 1: Task Achievement

In this unit, you will:

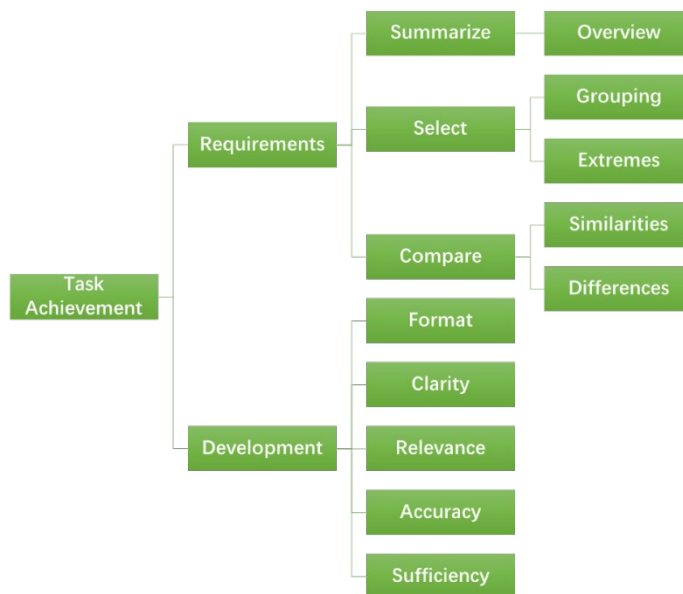
- develop a better understanding of the various requirements related to the domain “Task Achievement”,
- read and discuss writing exemplars using the assessment standards of “Task Achievement”,
- evaluate and improve writing exemplars following the assessment standards of “Task Achievement”.

NOTE: *Exemplars included in this chapter are written by university students and teachers. These exemplars are sometimes edited for the purpose of illustrating certain aspects of the IELTS writing assessment standards. Nevertheless, these exemplars are not edited to be error-free.*

Activity 1 Understanding the assessment standards of “Task Achievement”

- Read the concept map which summarizes 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

Summarize	Overview	Select
Grouping	Extremes	Compare
Similarities	Differences	

Key word	Definition
	Report data that represent the extremes in the graph e.g. highest/lowest, oldest/youngest, the most frequent/the least frequent
	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. Report the trend noted in the graph or table here
	Categorize data and information into groups
	Instead of reporting every data point in the graph or table, choose the most important and representative data points to report
	Report key features, data, and information in the graph or table
	Highlight contrastive features between data points
	Highlight similar features between data points
	Show similarities and differences between data points

Content development

Format	Clarity	Relevance
Accuracy	Sufficiency	

Key word	Definition
	Report data that are presented in the graph or table; it is not necessary to include explanations of the data
	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)
	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

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'. 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 summarize the graph in a succinct manner?
- Try to reach a consensus regarding the performances of these overviews by rating them as low (Bands 4-5), average (Bands 6-7), and high (Bands 7+).

T1-01

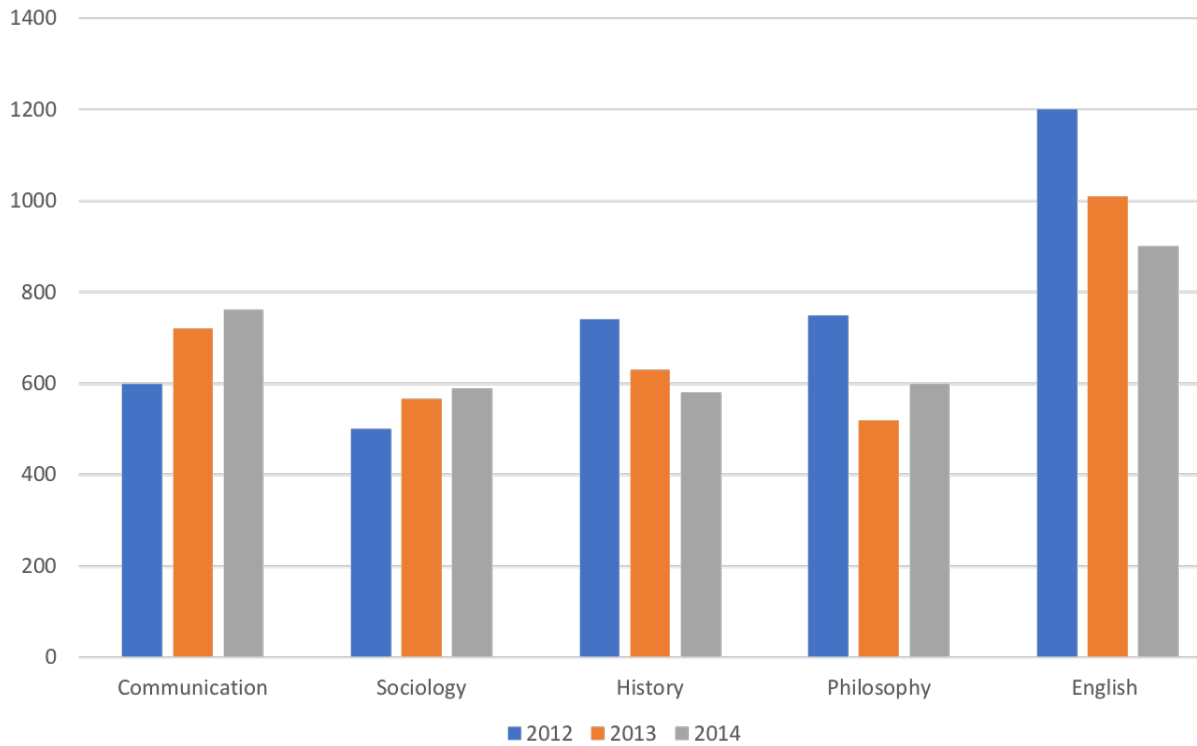
You should spend about 20 minutes on this task.

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.

Number of Academic Jobs between 2012 and 2014



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 summarize the graph in a		

succinct manner?		
<p>Rating: Low (Bands 4-5) / Average (Bands 6-7) / High (Bands 7+)</p>		

<p>Exemplar 3.2</p> <p><i>The graph below gives information about the number of academic jobs in some humanities and social sciences disciplines between 2012 and 2014.</i></p>		
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 summarize the graph in a succinct manner?		
<p>Rating: Low (Bands 4-5) / Average (Bands 6-7) / High (Bands 7+)</p>		

<p>Exemplar 3.3</p> <p><i>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.</i></p>		
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 summarize the graph in a succinct manner?		
Rating: Low (Bands 4-5) / Average (Bands 6-7) / High (Bands 7+)		

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”. If necessary, use these guiding questions to help your evaluation.
 - Did the student choose the most important and representative data points to report or report every data point?
 - Did the student categorize data and information into groups?
 - Did the student report data that represent the extremes in the graph?
- Try to reach a consensus regarding the performances of these overviews by rating them as low (Bands 4-5), average (Bands 6-7), and high (Bands 7+).

Exemplar 3.4

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

Regarding subjects that showed a steady boom in the amount 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 to report or report every data point?		

Did the student categorize data and information into groups?		
Did the student report data that represent the extremes in the graph?		
Rating: Low (Bands 4-5) / Average (Bands 6-7) / High (Bands 7+)		

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 English still managed to have the highest number of jobs compared to other disciplines.

On the other hand, communication was one of the two subjects that has shown a steady boom in the amount 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 or report every data point?		
Did the student categorize data and information into groups?		
Did the student report data that represent the extremes in the graph?		

Rating: Low (Bands 4-5) / **Average (Bands 6-7)** / High (Bands 7+)

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 or report every data point?		
Did the student categorize data and information into groups?		
Did the student report data that represent the extremes in the graph?		

Rating: **Low (Bands 4-5)** / Average (Bands 6-7) / High (Bands 7+)

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”. 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?
- Try to reach a consensus regarding the performances of these overviews by rating them as low (Bands 4-5), average (Bands 6-7), and high (Bands 7+).

T1-02

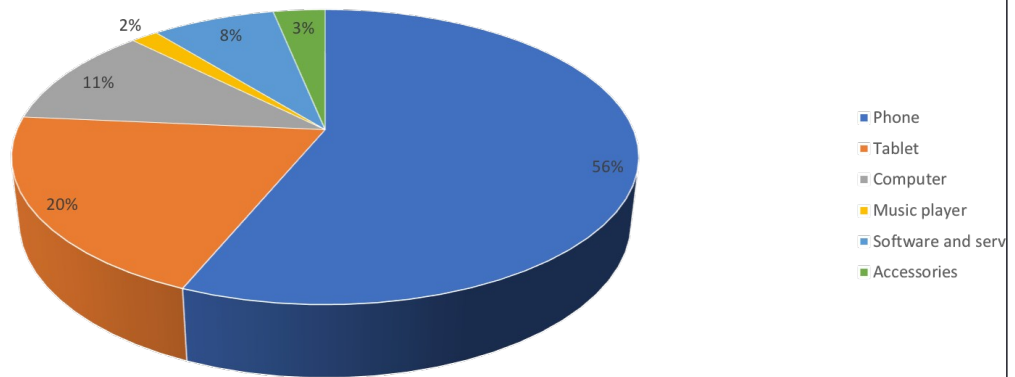
You should spend about 20 minutes on this task.

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 6 products in the company, with more than half of the sales.

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

Rating: Low (Bands 4-5) / Average (Bands 6-7) / High (Bands 7+)

Exemplar 3.8

To begin with, phones occupied the largest distribution of sales among 6 products in the company, with more than half of the sales. Specifically, the sale of phones was almost 3 times of that of tablets and slightly 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?		

Rating: Low (Bands 4-5) / Average (Bands 6-7) / High (Bands 7+)

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?		

Rating: Low (Bands 4-5) / Average (Bands 6-7) / High (Bands 7+)

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’. If necessary, use the following guiding questions to help your evaluation.
 - 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?
- Try to reach a consensus regarding the performances of these overviews by rating them as ‘appropriate format’ or ‘inappropriate format’.

T1-03

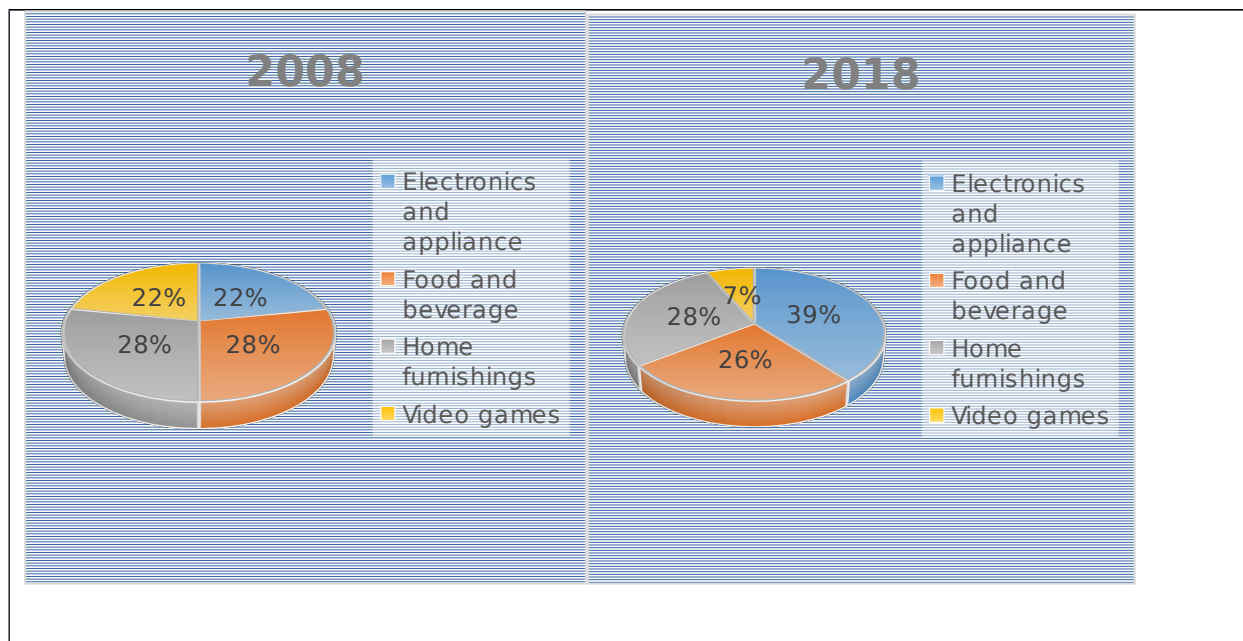
You should spend about 20 minutes on this task.

The pie charts below give information about the distribution of online sales for retail sectors in China between 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 for retail sectors in China



Exemplar 3.10

The pie charts indicate the distribution of online sales for four retail sectors in China between 2008 and 2018.

In 2008, all retail sectors, including electronics and appliance, food and beverage, home furnishings and video games occupied more than one-fifth of the online sales in China. In 2018, electronics and appliance dominated the four retail sectors with nearly two-fifths of share. On the other hand, video games had the largest drop in the distribution of online sales from one-fifth to less than one-tenth. Besides, the distribution of online sales for home furnishing remained unchanged at 28%, while food and beverage showed a slight decline in the distribution of online sales compared to that in 2008.

The online sales for retail sectors distributed more evenly in 2008 compared with that in 2018. Moreover, electronics and appliance was the only retail sector that demonstrated a greater distribution of online sales in this decade.

To conclude, there is a prediction that the distribution of online sales for electronics and appliance would become bigger and this retail sector would be dominant in the future because home appliances are essential for every family. (191 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		

<p>Exemplar 3.11</p> <p><i>In 2008, all retail sectors, including electronics and appliance, food and beverage, home furnishings and video games occupied more than one-fifth of the online sales in China.</i></p> <p><i>In 2018, electronics and appliance dominated the four retail sectors with nearly two-fifths in the online sales distribution.</i></p> <p><i>Video games from one-fifth to less than one-tenth.</i></p> <p><i>The distribution of online sales for home furnishing 28%, food and beverage showed a slight decline in the distribution of online sales compared to that in 2008.</i></p> <p><i>The online sales for retail sectors distributed more evenly in 2008 compared with that in 2018.</i></p> <p><i>Electronics and appliance was the only retail sector that possessed a greater distribution of online sales in this decade.</i></p>		
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		

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’. If necessary, use the following guiding questions to help your evaluation.
 - 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?
- Try to reach a consensus regarding the performances of these overviews by rating them as low (Bands 4-5), average (Bands 6-7), and high (Bands 7+).

Exemplar 3.12

The pie charts indicate the distribution of online sales for four retail sectors in China between 2008 and 2018.

In 2008, all retail sectors, including electronics and appliance, food and beverage, home furnishings and video games occupied more than one-fifth of the online sales in China. In 2018, electronics and appliance dominated the four retail sectors. On the other hand, video games dropped in its distribution of online sales. Besides, the distribution of online sales for home furnishing remained unchanged, while food and beverage showed a decline in the distribution of online sales compared to that in 2008.

The online sales for retail sectors distributed more evenly in 2008 compared with that in 2018. Moreover, electronics and appliance was the only retail sector that demonstrated a greater distribution of online sales in this decade. (134 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?		
<p>Rating: Low (Bands 4-5) / Average (Bands 6-7) / High (Bands 7+)</p>		

Exemplar 3.13

The pie charts indicate the distribution of online sales for four retail sectors in China between 2008 and 2018.

In 2008, all retail sectors, including electronics and appliance, food and beverage, home furnishings and video games occupied more than one-fifth of the online sales in China. In 2018, electronics and appliance dominated the four retail sectors with nearly two-fifths of share. On the other hand, video games had the most significant drop in the distribution of online sales from one-fifth to less than one-tenth. Besides, the distribution of online sales for home furnishing remained unchanged at 28%, while food and beverage showed a slight decline in the distribution of online sales compared to that in 2008.

The online sales for retail sectors distributed more evenly in 2008 compared with that in 2018. Moreover, electronics and appliance was the only retail sector that demonstrated a greater distribution of online sales in this decade. (152 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?		
<p>Rating: Low (Bands 4-5) / Average (Bands 6-7) / High (Bands 7+)</p>		

Exemplar 3.14

The pie charts indicate the distribution of online sales for four retail sectors in China between 2008 and 2018.

In 2008, all retail sectors, including electronics and appliance, food and beverage, home furnishings and video games occupied the online sales in China evenly. In 2018, electronics and appliance dominated the four retail sectors. On the other hand, video games dropped in its distribution of online sales. Besides, the distribution of online sales for home furnishing remained unchanged, while food and beverage showed a decline in the distribution of online sales compared to that in 2008.

Electronics and appliance was the only retail sector that demonstrated a greater distribution of online sales in this decade. There is a prediction that the distribution of online sales for electronics and appliance would become bigger and this retail sector would be dominant in the future because home appliances are essential for every family. (168 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?		

Rating: **Low (Bands 4-5)** / Average (Bands 6-7) / High (Bands 7+)

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 question) 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.

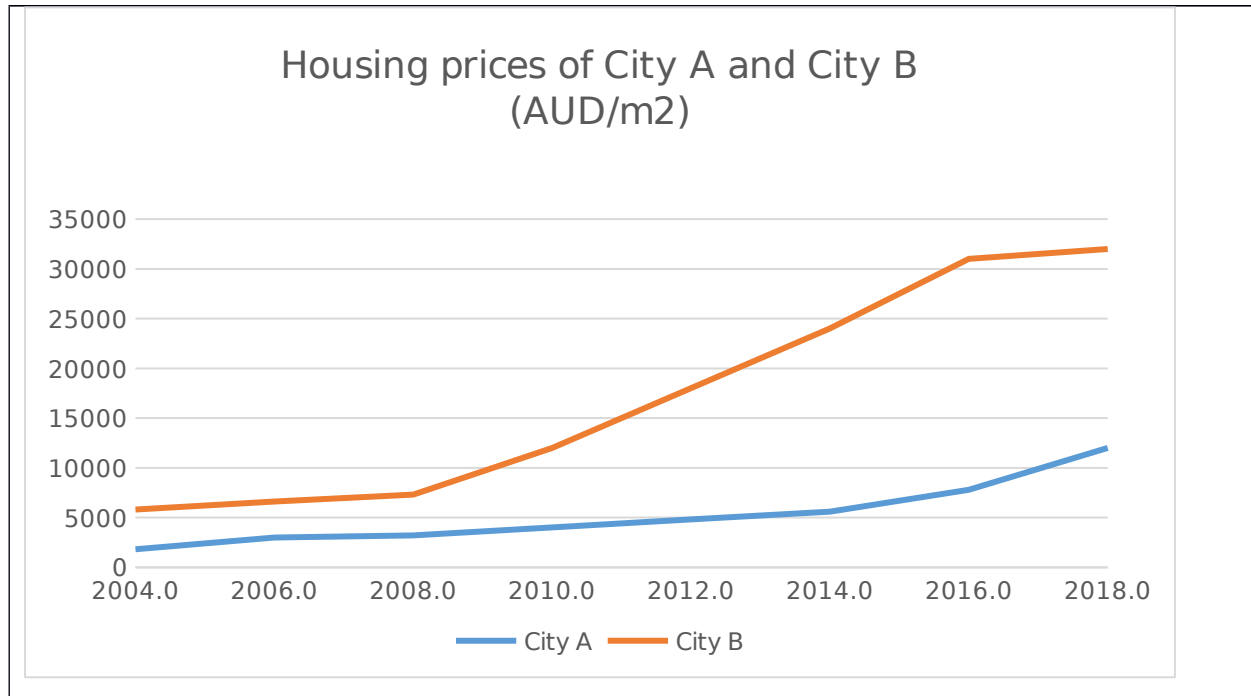
T1-04

You should spend about 20 minutes on this task.

The line graph below gives information about the housing prices 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 housing prices of City A and City B from 2004 to 2018.

In City A, the housing price rose steadily between 2004 and 2018 where the housing price boomed from \$2000 to \$12000 approximately. On the other hand, the housing price 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 housing price expanded from \$6000 to \$32000 approximately.

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

To conclude, both City A and City B has experienced boost in their housing prices between 2004 and 2018. In the future, it is predicted the housing prices of both cities would climb, provided that it has been escalating over the past 14 years. (176 words)

Assessment standard	Guiding question	Evaluate	Suggest
Overview	Did the student indicate what the graph is about?	<i>e.g. The student includes information related to graph type (line graph), the topic of the graph (housing prices in two cities), and the period of time concerned (from 2004 to 2018).</i>	<i>N/A</i>
	Did the student use different wordings or did s/he simply copy the question?	<i>e.g. Yes, the student used the verb “demonstrates” instead of “gives information about”. The student replaced the prepositions “between... and...” with “from... to...”.</i>	<i>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”.</i>
	Did the student summarize the graph in a succinct manner?		
Selecting information	Did the student choose the most important and representative data points to report or report every data point?		
	Did the student categorize data and information into groups?		
	Did the student report data that represent the extremes in the graph?		

Comparing information	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 Exercise

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

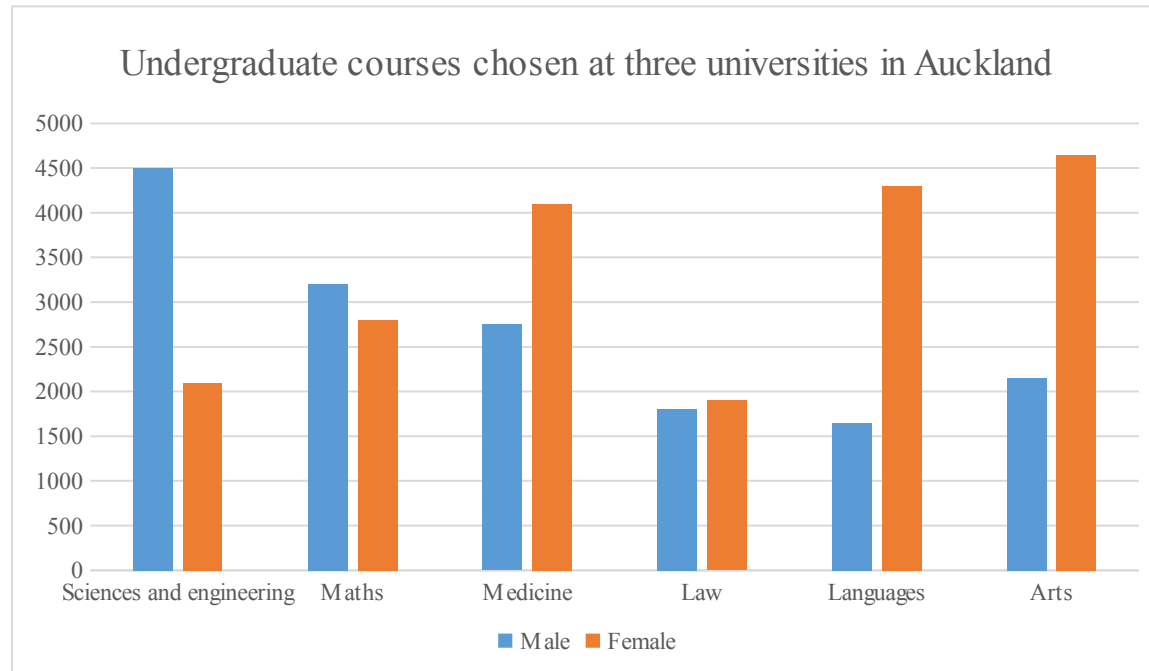
T1-12:

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.



Overall, most female students chose Arts while the majority of male students chose Science and Engineering. 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 2000 male students and 4500 female students in 2017. In other words, the number of female students who chose Arts is around double of male students. Likewise, about 6500 students chose Sciences and Engineering in 2017 including 4500 male students and around 2000 female students. Both the number of male and female students who chose Law in 2017 was about 2000.

Answer:

The bar chart illustrates the male and female students' choice between six undergraduate courses provided by three universities of Auckland in 2017.

Overall, most female students chose Arts while the majority of male students chose Science and Engineering. 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 2000 male students and 4500 female students in 2017. In other words, the number of female students who chose Arts is around double of male students. Likewise, about 6500 students chose Sciences and Engineering in 2017 including 4500 male students and around 2000 female students. Both the number of male and female students who chose Law in 2017 was about 2000.