

# IELTS™

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Sample Academic Reading Test



Practice Test

**Academic Reading****1 Hour****INSTRUCTIONS TO CANDIDATES**

Do not open this question paper until you are told to do so.

Write your name and candidate number in the spaces at the top of this page.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Write your answers on the answer sheet. Use a pencil.

You must complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

**INFORMATION FOR CANDIDATES**

There are 40 questions on this question paper.

Each question carries one mark.



## **READING PASSAGE 1**

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 below.

# **EXTRACTION AND PURIFICATION OF DRINKING WATER**

Some consumers choose to purchase bottled drinking water, rather than relying on city tap water supplies. Bottled water has typically been extracted from underground sources. If water exists underground, but has no natural exit points, bottling companies may construct a water table well by drilling down to extract water from an unconfined aquifer. This is done when the Earth's natural water level – known as a water table – is much lower than the Earth's surface. In some cases, as with a valley or gully on a mountain, the level of the water table may be higher than the Earth's surface, and a natural spring can emerge. Bottling companies are permitted to extract this water from a hole drilled into the underground spring, but the composition of the water must be identical to that of the naturally surfacing variety nearby.

Artesian water is drawn from a confined aquifer, a deep underground cavity of porous rock that holds water and bears pressure from a confining layer above it. This water can be accessed if companies drill a vertical channel down into the confined aquifer. Due to the pressurised nature of this aquifer, water will often rise up from within it and form a flowing artesian well, which appears as an explosive fountain at the earth's surface. However, this only occurs when the surface is lower than the natural water table. If the surface is not lower than the natural water table, it is still possible to draw artesian water by using an extraction pump.

Some bottled water is advertised as 'purified', which means it has been subjected to a variety of different cleansing processes. A common filtering procedure, known as reverse osmosis, involves the water being pressed through microscopic membranes that prevent larger contaminants from passing through. The microscopic size of these holes is such that they can even obstruct germs, but they are most effective against undesirable materials such as salt, nitrates and lime scale. One disadvantage of reverse osmosis is that a lot of unusable water is generated as a by-product of the procedure; this must be thrown away.

For treating pathogens, an impressive newer option is ultraviolet (UV) light. Powerful UV light has natural antibacterial qualities, so this process simply requires water to be subjected to a sufficient strength of UV light as it passes through a treatment chamber. The light neutralises many harmful germs by removing their DNA, thereby impeding their ability to replicate. A particularly impressive quality of UV light is its ability to neutralise highly resistant viral agents such as hepatitis.

The overall effects of UV light treatment are variable, however, which leaves many municipal water treatment processes relying on chlorination. Its powerful and comprehensive antimicrobial effect notwithstanding, chlorination is also extremely inexpensive and remains the only antimicrobial treatment capable of ensuring water remains contaminant-free all the way through the pipes and to the taps of domestic homes. Many members of the public remain suspicious of water that has been treated with such a harsh chemical. Its ease of use and affordability has meant that chlorine often plays an important role in making tainted water supplies safe for consumption immediately after natural disasters have occurred.



## **READING PASSAGE 1**

**You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 below.**

Some water also undergoes distillation. This involves water being boiled until it converts to steam, which then passes through a cooling tube and becomes water again. Toxic compounds and impurities such as heavy metal residue are left behind in this process, so the steamed water is typically cleaner than the pre-distilled version. Unfortunately, distillation equipment also removes up to fourteen types of beneficial minerals that naturally occur in water. Consequently, those who rely on distilled water may need to take mineral supplements.

In developed countries, all forms of drinking water are typically subject to stringent quality control processes, so there is little evidence to suggest importing bottled water at significant expense will be safer or healthier than regular tap water from a municipal drinking supply. Both tap water and bottled water are tested for pathogens and contaminants and, aside from isolated cases related to issues such as faulty plumbing or old pipes, tap water is harmless. Nevertheless, many purchasers of bottled water still justify their choice on the quite reasonable basis that tap water has a distinctly unpleasant aftertaste related to the chlorination process it has undergone.

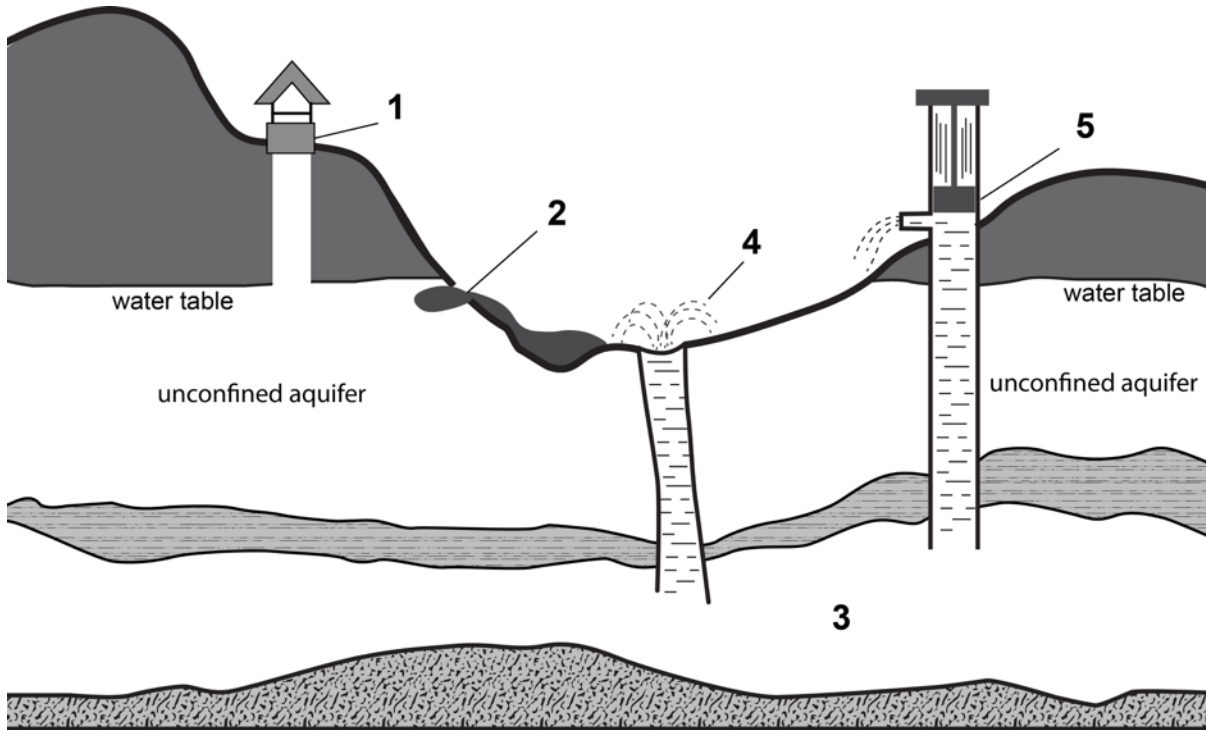


Questions 1–5

Label the diagram below.

Choose NO MORE THAN THREE WORDS from the passage for each answer.

Write your answers in boxes 1–5 on your answer sheet.



1 ..... (provides access to trapped water)

2 ..... (due to the lower land level)

3 .....

4 flowing artesian well (looks like .....) )

5 ..... is necessary to access this water source



## Questions 6–11

Classify the following statements as referring to

- A reverse osmosis
- B UV light treatment
- C chlorination
- D distillation

Write the correct letter, A, B, C or D, in boxes 6–11 on your answer sheet.

NB You may use any letter more than once.

- 6 It continues to protect water as it is being transported.
- 7 It is particularly useful during emergencies.
- 8 It uses a physical barrier to separate unwanted matter from water.
- 9 It prevents bacteria from reproducing.
- 10 It removes all mineral particles.
- 11 It produces a lot of waste water.

## Questions 12 and 13

Choose TWO letters, A–E.

Write the correct letters in boxes 12 and 13 on your answer sheet.

Which TWO of the following claims about water are made by the writer?

- A Bottled water is overpriced.
- B Tap water may not have a nice flavour.
- C Most people should drink bottled water.
- D Tap water is usually safe to drink.
- E Public water supplies need better maintenance.



## READING PASSAGE 2

You should spend about 20 minutes on Questions 14–26, which are based on Reading Passage 2 below.

# THE INTERNATIONAL STYLE

A In the early decades of the 20th century, many Western cities experienced a steep rise in demand for commercial and civic premises, due to population growth and expansion of the white-collar professions. At the same time, architects were growing discontented with the ornamental spirals and decorative features in the prevailing design ethos of art deco or art moderne. Once considered the height of sophistication, these styles were quickly becoming seen as pretentious and old-fashioned. In this confluence of movements, a new style of architecture emerged. It was simple, practical and strong; a new look for the modern city and the modern man. It was named ‘the international style’.

B Although the international style first emerged in Western Europe in the 1920s, it found its fullest expression in American architecture and was given its name in a 1932 book of the same title. The first hints of it in America can be seen on the Empire State Building in New York City, which was completed in 1931. The top of the building, with its tapered crown, is decidedly art deco, yet the uniform shaft of the lower two thirds represents a pronounced step in a new direction. Later efforts, such as the United Nations Secretariat building (1952) and the Seagram Building (1954) came to exemplify the ‘true’ international style.

C The architects of the international style broke with the past by rejecting virtually all non-essential ornamentation. They created blockish, flat-roofed skyscrapers using steel, stone and glass. A typical building facade in this style has an instantly recognisable ribbon design, characterised by strips of floor-to-ceiling windows separated by strips of metal panelling. Interiors showcased open spaces and fluid movements between separate areas of the building.

D Fans of the international style of modern buildings celebrated their sleek and economical contribution to modern cityscapes. While pre-modern architecture was typically designed to display the wealth and prestige of its landlords or occupants, the international style in some ways exhibited a more egalitarian tendency. As every building and every floor looked much the same, there was little attempt to use these designs to make a statement. This focus on function and practicality reflected a desire in mid-century Western cities to ‘get on with business’ and ‘give everyone a chance’, rather than lauding the dominant and influential institutions of the day through features such as Romanesque columns.

E Detractors, however, condemned these buildings for showing little in the way of human spirit or creativity. For them, the international style represented not an ethos of equality and progress, but an obsession with profit and ‘the bottom line’ that removed spiritual and creative elements from public life and public buildings. Under the dominance of the international style, cities became places to work and do business, but not to express one’s desires or show individuality. It is perhaps telling that while banks and government departments favoured the international style, arts organisations rarely opted for its austerity.



## **READING PASSAGE 2**

**You should spend about 20 minutes on Questions 14–26, which are based on Reading Passage 2 below.**

F By the mid-1970s, the international style was ubiquitous across key urban centres, dominating skylines to such an extent that many travellers complained they could get off a plane and not know where they were. By their nature, buildings in this style demanded very little of architects in the way of imagination, and a younger generation of designers was yearning to express their ideas and experiment in novel and unexpected ways. The outcome was a shift toward postmodernism, which celebrated much of what the international style had dismissed: decoration, style without function, and an overall sense of levity. By the turn of the 1980s, the international style was considered outdated and was falling rapidly out of favour.





## Questions 14–19

Reading Passage 1 has six paragraphs, A–F.

Which paragraph contains the following information?

Write the correct letter, A–F, in boxes 14–19 on your answer sheet.

- 14 a description of how international style buildings look on the inside
- 15 a reference to institutions that didn't like to use international style buildings
- 16 a reason why architects didn't like the international style
- 17 a building which combined art deco and international features
- 18 types of materials commonly used in international style buildings
- 19 an architectural feature previously associated with prominent organisations

## Questions 20–24

Complete the sentences below.

Choose **NO MORE THAN THREE WORDS** from the passage for each answer.

Write your answers in boxes 20–24 on your answer sheet.

- 20 The development of the international style was prompted by an increased need for ..... buildings
  
- 21 Designers used hardly any ..... on international style buildings.
  
- 22 International style buildings are easily identified from the outside because of the .....
  
- 23 Demonstration of ..... and ..... was often an important factor in the design of old-style buildings.
  
- 24 The similarity of international style constructions reflected the concern of architects with ..... and .....



## Questions 25–26

Choose the correct letter, A, B, C, or D.

Write the correct letter in boxes 12–13 on your answer sheet.

25 Some people did not like the international style because they felt it focused too much on

- A the public sector
- B differences between people
- C new ideas
- D making money.

26 In the mid-1970s

- A the best architects were no longer using the international style.
- B there was a lot of international style architecture in major cities.
- C young architects were becoming interested in the international style.
- D people visited cities specifically to see international style buildings.



## READING PASSAGE 3

You should spend about 20 minutes on Questions 27–40, which are based on Reading Passage 3 below.

# THE MPEMBA EFFECT

In 300 BC, the famous philosopher Aristotle wrote about a strange phenomenon that he had observed: “Many people, when they want to cool water quickly, begin by putting it in the sun.” Other philosophers over the ages noted the same result, but were unable to explain it. In 1963, a young Tanzanian student named Erasto Mpemba noticed that the ice cream he was making froze faster if the mix was placed in the freezer while warm than if it were at room temperature. He persisted in questioning why this occurred, and eventually physicist Denis Osborne began a serious investigation into what is now known as the Mpemba Effect. He and Mpemba co-authored a paper in *New Scientist* in 1969, which produced scientific descriptions of some of the many factors at work in freezing water.

It was initially hypothesised that the warm bowl melted itself a place in the ice on the freezer shelf, thus embedding its base in a ‘nest’ of ice, which would accelerate freezing. The hypothesis was tested by comparing the result when bowls of warm water were placed on ice and on a dry wire shelf; this demonstrated that the ice nest actually had little effect. A second suggestion was that the warmer water would be evaporating at its surface, thus reducing the volume needing to be frozen, but this idea was also shown to be insignificant. Thermometers placed in the water showed that the cooler water dropped to freezing temperature well before the warmer bowlful, and yet the latter always froze solid first. Experiments at different temperatures showed that water at 50°C took longest to freeze in a conventional freezer, while water initially at 35°C was quickest.

On further examination, an explanation for this paradox began to emerge. Losing heat from the water occurs at the points where it is in touch with the colder atmosphere of the freezer, namely the sides of the bowl and the water surface. A warm surface will lose heat faster than a cold one because of the contrast between the temperatures; but of course there is more heat to be lost from one bowl than the other! If the surface can be kept at a higher temperature, the higher rate of heat loss will continue. As long as the water remains liquid, the cooling portion on top will sink to the bottom of the bowl as the warmer water below rises to take its place. The early freezing that may occur on the sides and base of the container will amplify the effect.

The bowl that is more uniformly cold will have far less temperature difference so the water flow will be minimal. Another inhibiting factor for this container is that ice will also form quite quickly on the surface. This not only acts as insulation, but will virtually stop the helpful effects of the water circulating inside the bowl. Ultimately, the rate of cooling the core of this body of water becomes so slow that the other warmer one is always fully frozen first. While there are limitations to this comparison (for example, we would not see such a result if one quantity were at 10°C and another at 99°C) this counter-intuitive result does hold true within the 5–35°C range of temperatures indicated previously.



## READING PASSAGE 3

You should spend about 20 minutes on Questions 27–40, which are based on Reading Passage 3 below.

Since this paper was published, the validity of the research findings has been questioned by a number of reviewers. They point out that the initial experimental question was not clearly defined; for example, the researchers needed to decide on exactly what constituted freezing the water. They also state that the rate at which water freezes depends on a large number of variables.

Container size is one of these; for the Mpemba Effect to be noticed, the container must be large enough to allow a free circulation of water to take place, yet small enough for the freezing areas of the side and base to be effective at extracting heat too. Secondly, research at a University in St Louis, Missouri, suggests that the Mpemba Effect may be affected by water purity, or by dissolved gas in the water. Distilled water is totally free of the particles that are common in normal drinking water or mineral water. When suspended in water, these particles may have a small effect on the speed of cooling, especially as ice molecules tend to expel them into the surrounding water, where they become more concentrated. Just as salt dissolved in water will raise the boiling point and lower the temperature at which it freezes, the researchers found that the final portion of ordinary water needed extra cooling, below zero, before all was frozen solid.

One more factor that can distort the effect is observed if the bowls are not placed simultaneously into the same freezer. In this case, the freezer thermostat is more likely to register the presence of a hotter bowl than a colder one, and therefore the change in internal temperature causes a boost of freezing power as the motor is activated.

The Mpemba Effect is still not fully understood, and researchers continue to delve into its underlying physics. Physicists cannot reach consensus. Some suggest that supercooling<sup>1</sup> is involved; others that the molecular bonds in the water molecules affect the rate of cooling and freezing of water. A 2013 competition to explain the phenomenon run by the Royal Society of Chemistry attracted more than 22,000 entries, with the winning one suggesting supercooling as an important factor so it seems the question and its underlying explanation continue to fascinate.

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<sup>1</sup> cooling a liquid below its freezing point without solidification or crystallisation



## Questions 27–33

Complete the summary using the list of words, A–O, below.

Write the correct letter, A–O, in boxes 29–34 on your answer sheet.

For more than 2000 years people have wondered why raising the 27 ..... of cold water before cooling it results

in more rapid cooling. At first researchers thought that a warm container created its own icy 28 ..... which

made the water freeze faster, but comparisons with containers resting on a dry 29 ..... indicated that this

was inaccurate. Evaporation of water proved not to be a 30 ..... . Temperature measurements showed that,

although the water in the cooler container reached 00C before the warmer one, it took longer to actually solidify. The water

temperature drops the most at the top and sides of the container. Provided there is a temperature 31....., the

water will continue to circulate and to cool down. Cooler water will have less water 32....., and thus a slower

rate of freezing. If ice forms on the top of the water, this will further slow the 33..... of freezing, but if it forms

on the bottom and the sides of the container, this will increase the rate of cooling.

- |   |             |   |              |   |              |
|---|-------------|---|--------------|---|--------------|
| A | melt        | B | element      | C | process      |
| D | centre      | E | acceleration | F | surface      |
| G | factor      | H | hollow       | I | matter       |
| J | circulation | K | limit        | L | significance |
| M | theory      | N | difference   | O | result       |
| P | temperature |   |              |   |              |



## Questions 34–39

Do the following statements agree with the information given in Reading Passage 3?

In boxes 35–40 on your answer sheet, write

TRUE	if the statement agrees with the information
FALSE	if the statement contradicts the information
NOT GIVEN	if there is no information on this

- 34 The Mpemba Effect cannot be seen when comparing liquids with an extreme temperature difference .
- 35 Osborne and Mpemba's results are still widely accepted today.
- 36 The size of the container does not alter the Mpemba Effect.
- 37 Osborne and Mpemba experimented on both pure and impure water.
- 38 One variable is the timing of containers in a freezer.
- 39 Physicists now agree that supercooling accounts for the Mpemba Effect.

### Question 40

Choose the correct letter, A, B, C or D.

Write the correct letter in box 40 on your answer sheet.

The Mpemba Effect is best summed up as the observation that

- A ice cream freezes at different temperatures.
- B different sources of heat result in water cooling at different rates.
- C salt water freezes at a lower temperature than ordinary water.
- D warmer water can freeze faster than colder water.

**PART 1**

Questions 1 – 8

Complete the form below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

**PACKHAM'S SHIPPING AGENCY – customer quotation form**

*Example*

Country of destination: **Kenya**.....

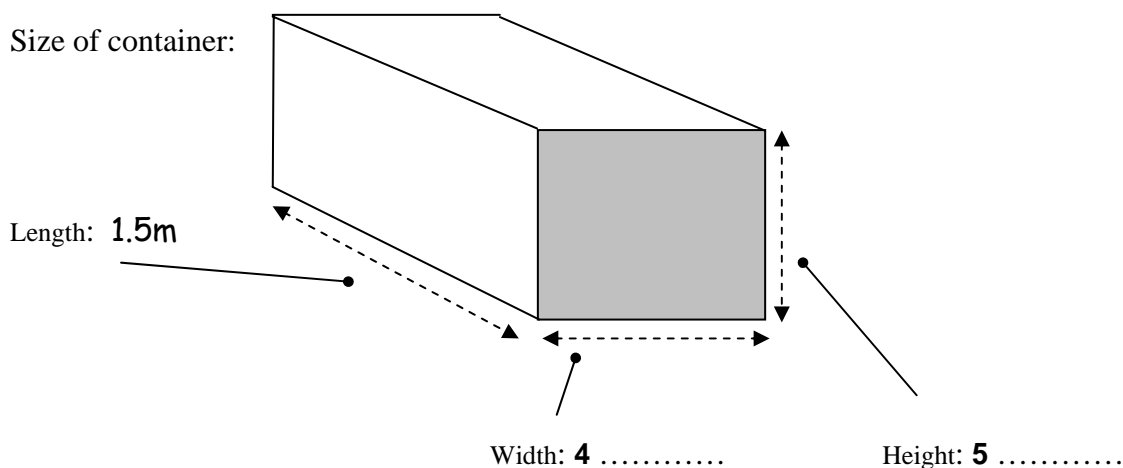
Name: **Jacob 1** .....

Address to be collected from: **2** ..... **College, Downlands Rd**

Town: **Bristol**

Postcode: **3** .....

Size of container:



Contents: **clothes**

**6** .....

**7** .....

Total estimated value: **8** £.....

### **Tapescript for IELTS Listening Recording 1**

You will hear a telephone conversation between a customer and an agent at a company which ships large boxes overseas.

- A** Good morning Packham's Shipping Agents. Can I help you?
- B** Oh yes, I'm ringing to make enquiries about sending a large box, a container, back home to Kenya from the UK.
- A** Yes, of course. Would you like me to try and find some quotations for you?
- B** Yes, that'd be great. Thank you.
- A** Well first of all, I need a few details from you.
- B** Fine.
- A** Can I take your name?
- B** It's Jacob Mkere.
- A** Can you spell your surname, please?
- B** Yes, it's M-K-E-R-E.
- A** Is that 'M' for mother?
- B** Yes.
- A** Thank you, and you say that you will be sending the box to Kenya?
- B** That's right.
- A** And where would you like the box picked up from?
- B** From college, if possible.
- A** Yes, of course. I'll take down the address now.
- B** It's Westall College.
- A** Is that W-E-S-T-A-L-L?
- B** Yes, ... college.
- A** Westall College. And where's that?



Listening sample task – Form completion (*to be used with IELTS Listening Recording 1*)

**B** It's Downlands Road, in Bristol.

**A** Oh yes, I know it. And the postcode?

**B** It's BS8 9PU.

**A** Right ... and I need to know the size.

**B** Yes, I've measured it carefully and it's 1.5m long ...

**A** Right.

**B** 0.75m wide ...

**A** OK.

**B** And it's 0.5m high or deep.

**A** Great. So I'll calculate the volume in a moment and get some quotes for that. But first can you tell me, you know, very generally, what will be in the box?

**B** Yes there's mostly clothes.

**A** OK. [writing down]

**B** And there's some books.

**A** OK. Good. Um ... Anything else?

**B** Yes, there's also some toys.

**A** OK and what is the total value, do you think, of the contents?

**B** Well the main costs are the clothes and the books – they'll be about £1500 but then the toys are about another two hundred – so I'd put down £1700.

Listening sample task – Form completion (to be used with IELTS Listening Recording 1)

**Answers:**

- 1 Mkere
- 2 Westall
- 3 BS8 9PU
- 4 0.75 m/metre(s)/meter(s) (wide) / three(-)quarter(s) (of) (a) metre/meter (wide) /  $\frac{3}{4}$  m (wide) / 75 cm(s) (wide)
- 5 0.5 m/metre(s)/meter(s) (high/deep) / (a) half (a) metre/meter (high/deep) /  $\frac{1}{2}$  m (high/deep) / 50 cm(s) (high/deep)
- 6 & 7 *in either order*  
(some) books  
(some) toys
- 8 1,700

*Words in brackets are optional - they are correct, but not necessary. Alternative answers are separated by a slash (/).*

# IELTS™

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Sample Academic Writing Test



Practice Test

**Academic Writing****1 Hour****INSTRUCTIONS TO CANDIDATES**

Do not open this question paper until you are told to do so.

Write your name and candidate number in the spaces at the top of this page.

Read the instructions for each task carefully.

Answer both of the tasks.

Write at least 150 words for Task 1.

Write at least 250 words for Task 2.

Write your answers in the answer booklet.

Write clearly in pen or pencil. You may make alterations, but make sure your work is easy to read.

At the end of the test, hand in both this question paper and your answer booklet.

**INFORMATION FOR CANDIDATES**

There are two tasks on this question paper.

Task 2 contributes twice as much as Task 1 to the Writing score.

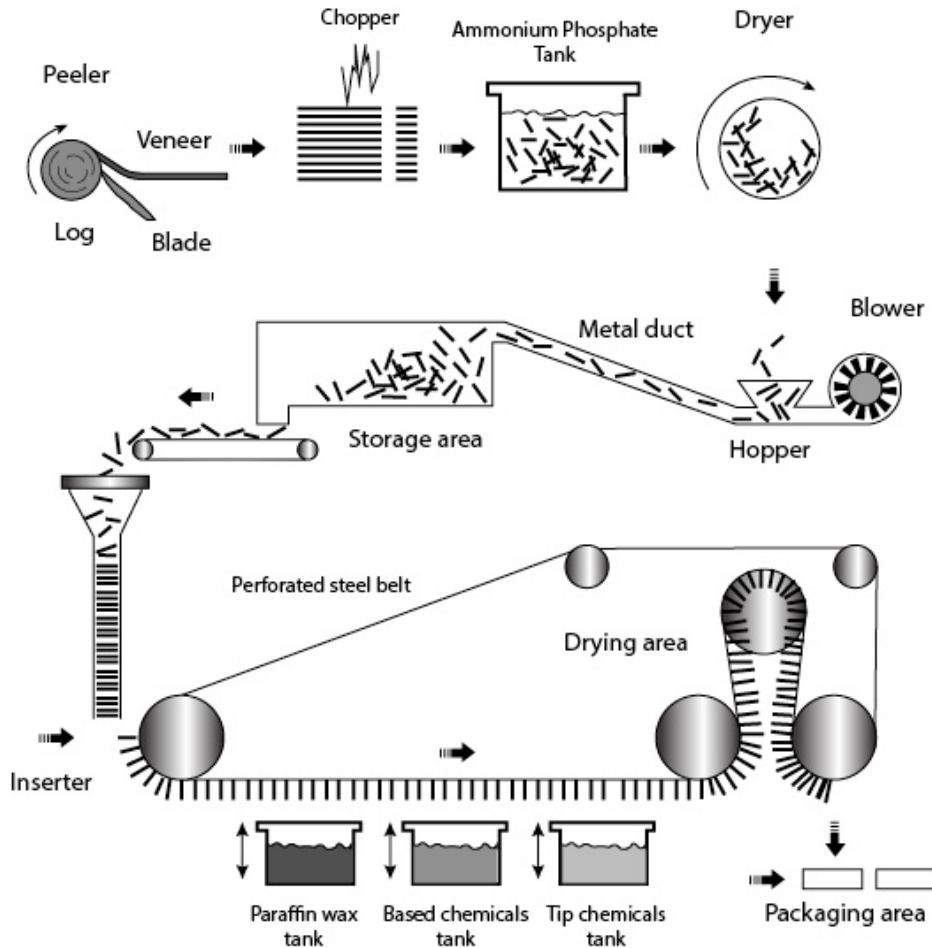


### WRITING TASK 1

You should spend about 20 minutes on this task.

The diagram below shows the stages and equipment used in the process of making matches. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

**Making matches**



Write at least 150 words.



## WRITING TASK 1

## MODEL RESPONSE

The diagram shows that the process of manufacturing matches has several stages. The matchsticks are first cut, prepared, dried and moved to a storage area. After that, they are dipped into several chemicals and dried before being packaged.

In the first phase, a log of wood is placed in a peeler and rotated, while a flat blade peels a long, thin sheet of wood, called veneer, from the outer surface of the log. The veneer proceeds to the chopper, which cuts it into small sticks. These are then soaked in a vat of ammonium phosphate. Afterwards, they are placed in a large, rotating drum. From there, the matches are dumped into a hopper and blown through a metal duct to the storage area.

In the next stage, the sticks are moved from the storage area and they fall into a funnel-shaped device which lines them up to be inserted into holes on a long, continuous, perforated steel belt. As the belt moves along, the tips of the matches are dipped in a series of three tanks holding firstly paraffin wax, then base chemicals and finally tip chemicals. Next, the belt loops up and down through a drying area. In the final step of the process, the matches are packaged.

205 words

## MODEL RESPONSE FEEDBACK

IELTS examiners rate the IELTS Writing Task 1 using 4 assessment criteria - Task Achievement, Coherence and Cohesion, Lexical Resource and Grammatical Range and Accuracy. Below you'll find feedback on this sample model response.

1. **Task Achievement:** What are the main stages of making matches? Is there a summary of these stages anywhere in the response?

The first paragraph gives a general summary of the stages, which are then described in detail in the next two paragraphs.

2. **Coherence and Cohesion:** Is the response easy to follow because of paragraphing and cohesive devices?

There are three paragraphs here, the second two introduced by clear transitions: "In the first phase", "In the next stage".

The paragraphs correspond to the main stages presented in the diagram and there are a variety of transitions within the paragraphs. "These" "Afterwards, they" "From there",

The response is easy to follow.

3. **Lexical Resource:** Is there a variety of vocabulary, some from the prompt, but other vocabulary not from the prompt? Are words spelled correctly and used correctly?

Words from the prompt are integrated well into the response and there are no spelling errors. Some words not from the prompt: "manufacturing", "matchsticks", "first phase", "vat".

Vocabulary is used with precision and there is a wide range.

4. **Grammatical Range and Accuracy:** Are there a variety of sentence structures and are they accurate? Is punctuation accurate? "The matches are first cut", "...proceeds to the chopper, which cuts it...", "the sticks are moved..."

There are a variety of sentence structures, and there are no errors. Punctuation is accurate.



## WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

**Lack of fresh water is becoming a global issue of increasing importance.**

**What problems does this shortage cause?**

**What measures could be taken to overcome these problems?**

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.



## WRITING TASK 2

### MODEL RESPONSE

Water scarcity is becoming a significant global problem with far-reaching effects. Long-term solutions require extensive government intervention in programmes, including research and climate mitigation measures, but individuals also need to become aware of the need for water conservation.

A major problem for all countries is the huge amount of water necessary for agriculture and industry. When there is insufficient water, crops fail, animals die and people go hungry. Without an adequate water supply, manufacturers, food producers, mining operations and businesses cannot succeed. Ultimately, water is the key to economic prosperity.

Water shortages create particular difficulties in developing countries. Firstly, many women and children in these countries have to spend the whole day walking to and from a remote water source to fetch water. Consequently, these children miss school and often do not receive an adequate education. Secondly, the water that is available for daily use may be contaminated, and this can lead to illness and even death.

One of the most important long-term solutions to this problem is to work towards reducing global warming and climate change, as dry regions are becoming drier across the planet. Additionally, pollution of waterways needs to be addressed, as we take steps to clean up our existing supplies of this precious resource. Many old-fashioned irrigation schemes are generally very wasteful, so funds need to be available for research into water conservation and new irrigation technologies. These technologies could then be transferred to developing nations. At an individual level, we need to become aware of wasteful water-use habits, such as watering lawns in the summer, or pouring our grey water down the drain. In conclusion, the inadequate supply of fresh water is one of the most crucial environmental problems facing our planet, and we need to work to preserve this precious resource.

297 words





## MODEL RESPONSE FEEDBACK

IELTS examiners rate the IELTS Writing Task 1 using 4 assessment criteria - Task Response, Coherence and Cohesion, Lexical Resource and Grammatical Range and Accuracy. Below you'll find feedback on this sample model response.

1. **Task Response:** Are all parts of the prompt addressed, a position taken and supported and is the response in an essay format?

All parts of the prompt are addressed and appropriate examples given. Problems described in the second paragraph are related to economic prosperity in general, while in the third paragraph the problems described are related more directly to developing countries.

Solutions are suggested in the third paragraph and a succinct conclusion is given at the end.

This is in an appropriate essay format.

2. **Coherence and Cohesion:** Is the response easy to follow because of appropriate paragraphing, range and accuracy of cohesive devices, and referencing?

There are five paragraphs here. The first serves as an introduction, the second, third, and fourth as body paragraphs, and the last as a conclusion.

The introduction presents the idea of water scarcity, effects, and the idea of long-term solutions requiring both government and individual action. Each body paragraph is well-organized and ideas can easily be followed. The second paragraph begins, "A major problem", then "When there is insufficient water", then "Without an adequate water supply", then "Ultimately..."

The fourth paragraph, which covers solutions is easy to follow. "One of the most important ...", "Additionally", "as we take steps...", "These technologies could then...", "At an individual level..."

Both overall organization of paragraphs and internal organization is clear and a range of discourse markers is used accurately.

3. **Lexical Resource:** How wide a range of vocabulary is used and how accurate is usage and spelling? There is a wide range of vocabulary here with no error. Less common items are used quite skillfully.

Examples: "Water scarcity", "far-reaching effects", "extensive government intervention", "climate mitigation".

4. **Grammatical Range and Accuracy:** How wide is the range of grammatical structures and how frequent are errors? Is punctuation accurate?

There is a wide range of grammatical structures here with no error. Punctuation is accurate.

Examples: "Long-term solutions require extensive government intervention in programmes, including research and climate mitigation measures, but individuals also need to become aware of the need for water conservation.", "...spend the whole day walking to and from a remote water source to fetch water.", "...the water that is available for daily use may be contaminated, and this can lead to illness and even death."