

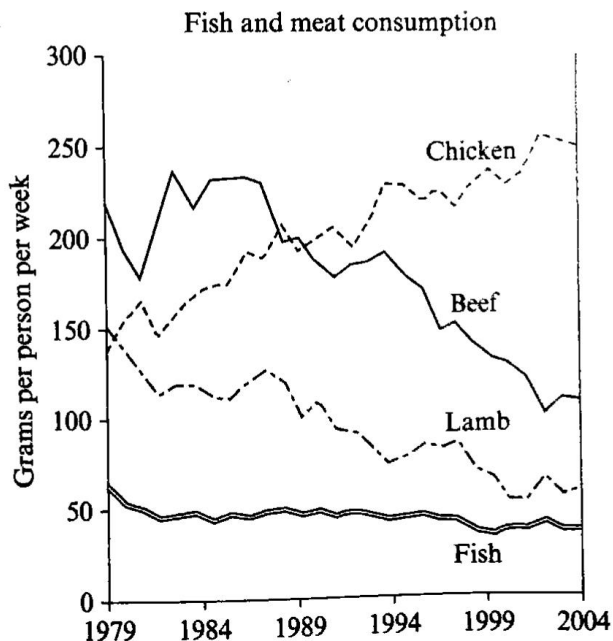
## WRITING TASK 1

You should spend about 20 minutes on this task.

*The graph below shows the consumption of fish and some different kinds of meat in a European country between 1979 and 2004.*

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

Write at least 150 words.



## TEST 2, WRITING TASK 1

### MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

The graph illustrates changes in the amounts of beef, lamb, chicken and fish consumed in a particular European country between 1979 and 2004.

In 1979 beef was by far the most popular of these foods, with about 225 grams consumed per person per week. Lamb and chicken were eaten in similar quantities (around 150 grams), while much less fish was consumed (just over 50 grams).

However, during this 25-year period the consumption of beef and lamb fell dramatically to approximately 100 grams and 55 grams respectively. The consumption of fish also declined, but much less significantly to just below 50 grams, so although it remained the least popular food, consumption levels were the most stable.

The consumption of chicken, on the other hand, showed an upward trend, overtaking that of lamb in 1980 and that of beef in 1989. By 2004 it had soared to almost 250 grams per person per week.

Overall, the graph shows how the consumption of chicken increased dramatically while the popularity of these other foods decreased over the period.

# WRITING TASK 1

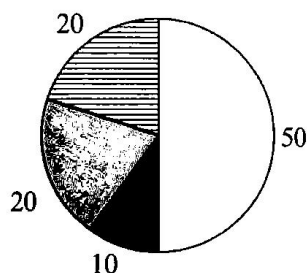
You should spend about 20 minutes on this task.

*The pie charts below show units of electricity production by fuel source in Australia and France in 1980 and 2000.*

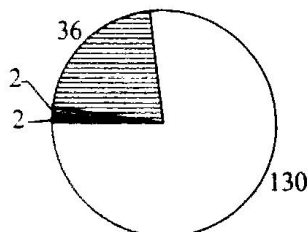
*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

Write at least 150 words.

Units of electricity by fuel source in Australia

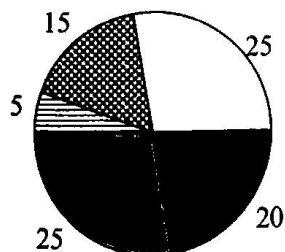


1980  
Total Production:  
100 units

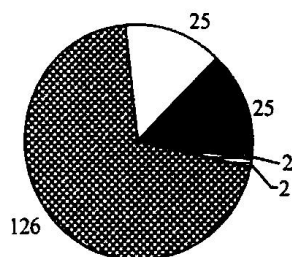


2000  
Total Production:  
170 units

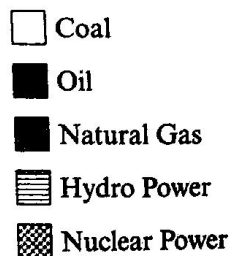
Units of electricity by fuel source in France



1980  
Total Production:  
90 units



2000  
Total Production:  
180 units





## TEST 4, WRITING TASK 1

### MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

The charts compare the sources of electricity in Australia and France in the years 1980 and 2000. Between these years electricity production almost doubled, rising from 100 units to 170 in Australia, and from 90 to 180 units in France.

In 1980 Australia used coal as the main electricity source (50 units) and the remainder was produced from natural gas, hydro power (each producing 20 units) and oil (which produced only 10 units). By 2000, coal had become the fuel for more than 75% of electricity produced and only hydro continued to be another significant source supplying approximately 20%.

In contrast, France used coal as a source for only 25 units of electricity in 1980, which was matched by natural gas. The remaining 40 units were produced largely from oil and nuclear power, with hydro contributing only 5 units. But by 2000 nuclear power, which was not used at all in Australia, had developed into the main source, producing almost 75% of electricity, at 126 units, while coal and oil together produced only 50 units. Other sources were no longer significant.

Overall, it is clear that by 2000 these two countries relied on different principal fuel sources: Australia relied on coal and France on nuclear power.



## WRITING TASK 1

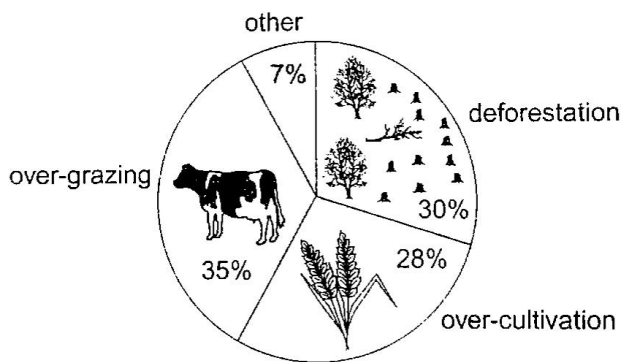
You should spend about 20 minutes on this task.

*The pie chart below shows the main reasons why agricultural land becomes less productive. The table shows how these causes affected three regions of the world during the 1990s.*

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

Write at least 150 words.

### Causes of worldwide land degradation



### Causes of land degradation by region

Region	% land degraded by...			
	deforestation	over-cultivation	over-grazing	Total land degraded
North America	0.2	3.3	1.5	5%
Europe	9.8	7.7	5.5	23%
Oceania*	1.7	0	11.3	13%

\* A large group of islands in the South Pacific including Australia and New Zealand

## TEST 1, WRITING TASK 1

### MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

The pie chart shows that there are four main causes of farmland becoming degraded in the world today. Globally, 65% of degradation is caused by too much animal grazing and tree clearance, constituting 35% and 30% respectively. A further 28% of global degradation is due to over-cultivation of crops. Other causes account for only 7% collectively.

These causes affected different regions differently in the 1990s, with Europe having as much as 9.8% of degradation due to deforestation, while the impact of this on Oceania and North America was minimal, with only 1.7% and 0.2% of land affected respectively. Europe, with the highest overall percentage of land degraded (23%), also suffered from over-cultivation (7.7%) and over-grazing (5.5%). In contrast, Oceania had 13% of degraded farmland and this was mainly due to over-grazing (11.3%). North America had a lower proportion of degraded land at only 5%, and the main causes of this were over-cultivation (3.3%) and, to a lesser extent, over-grazing (1.5%).

Overall, it is clear that Europe suffered more from farmland degradation than the other regions, and the main causes there were deforestation and over-cultivation.

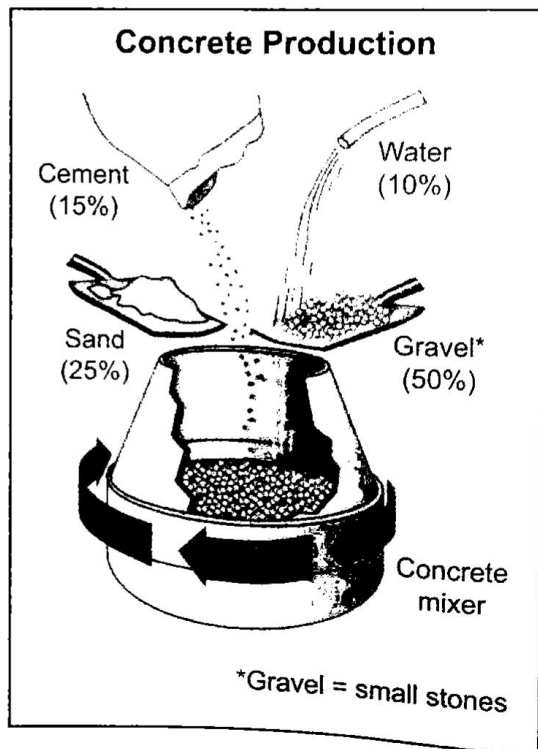
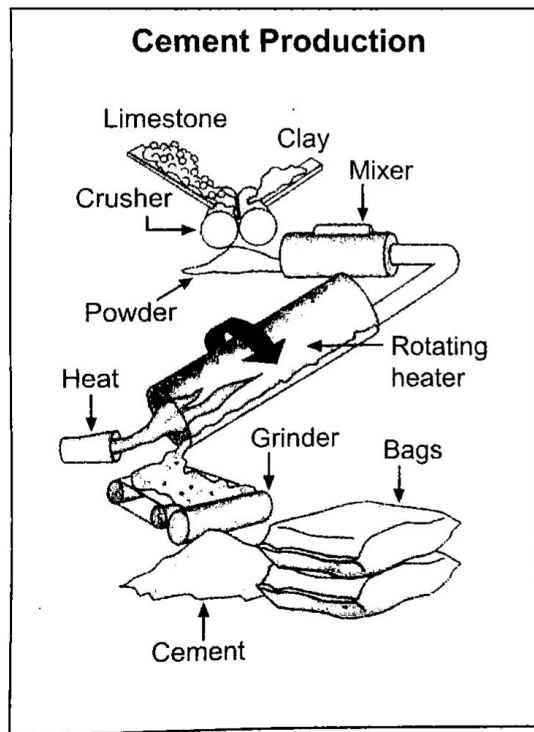
# WRITING TASK 1

You should spend about 20 minutes on this task.

*The diagrams below show the stages and equipment used in the cement-making process, and how cement is used to produce concrete for building purposes.*

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

Write at least 150 words.





# WRITING TASK 1

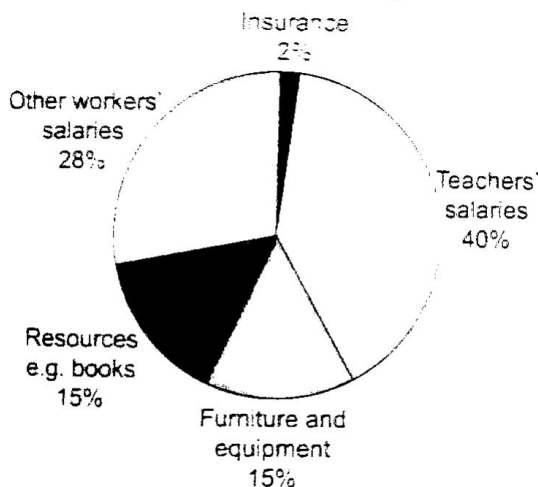
You should spend about 20 minutes on this task.

*The three pie charts below show the changes in annual spending by a particular UK school in 1981, 1991 and 2001.*

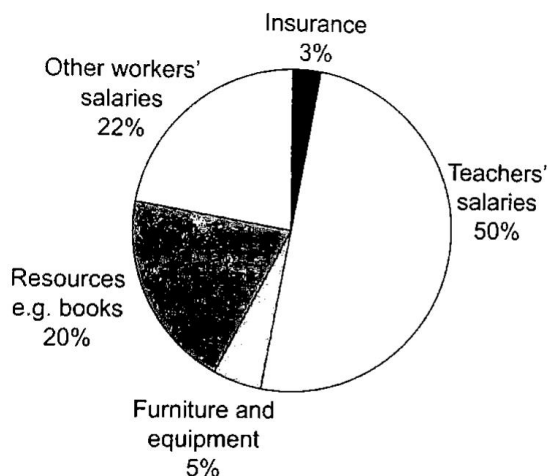
*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

Write at least 150 words.

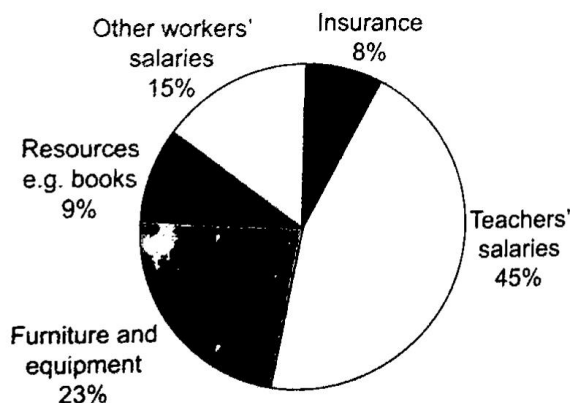
**Total School Spending 1981**



**Total School Spending 1991**



**Total School Spending 2001**



# WRITING TASK 1

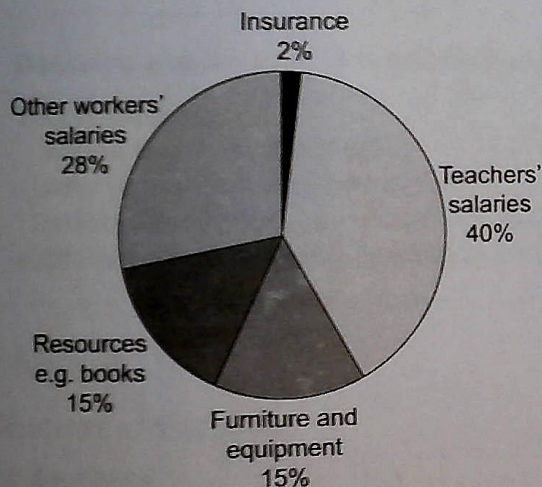
You should spend about 20 minutes on this task.

*The three pie charts below show the changes in annual spending by a particular UK school in 1981, 1991 and 2001.*

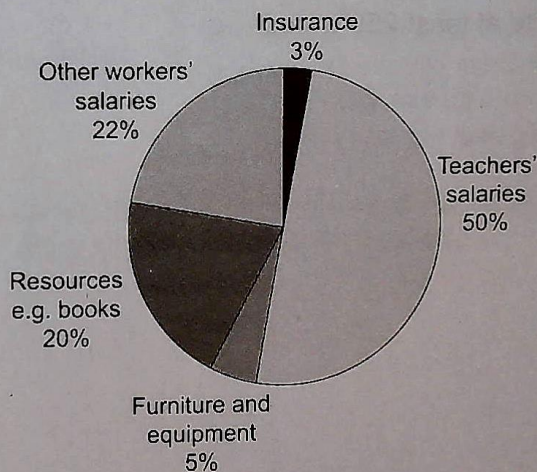
*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

Write at least 150 words.

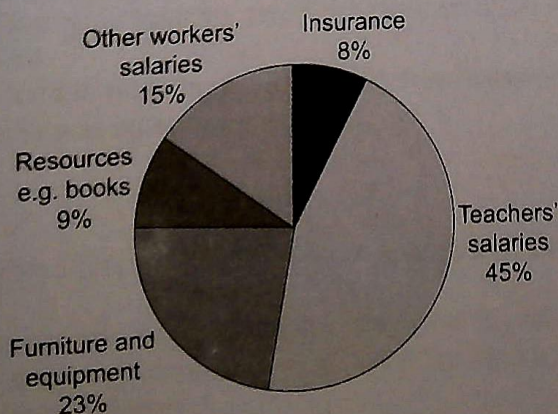
**Total School Spending 1981**



**Total School Spending 1991**



**Total School Spending 2001**





## TEST 2, WRITING TASK 1

### MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

The charts show how much a UK school spent on different running costs in three separate years: 1981, 1991 and 2001.

In all three years, the greatest expenditure was on staff salaries. But while other workers' salaries saw a fall from 28% in 1981 to only 15% of spending in 2001, teachers' pay remained the biggest cost, reaching 50% of total spending in 1991 and ending at 45% in 2001.

Expenditure on resources such as books had increased to 20% by 1991 before decreasing to only 9% by the end of the period. In contrast, the cost of furniture and equipment saw an opposite trend. This cost decreased to only 5% of total expenditure in 1991 but rose dramatically in 2001 when it represented 23% of the school budget. Similarly, the cost of insurance saw a rising trend, growing from only 2% to 8% by 2001.

Overall, teachers' salaries constituted the largest cost to the school, and while spending increased dramatically for equipment and insurance, there were corresponding drops in expenditure on things such as books and on other workers' salaries.



# WRITING TASK 1




You should spend about 20 minutes on this task.

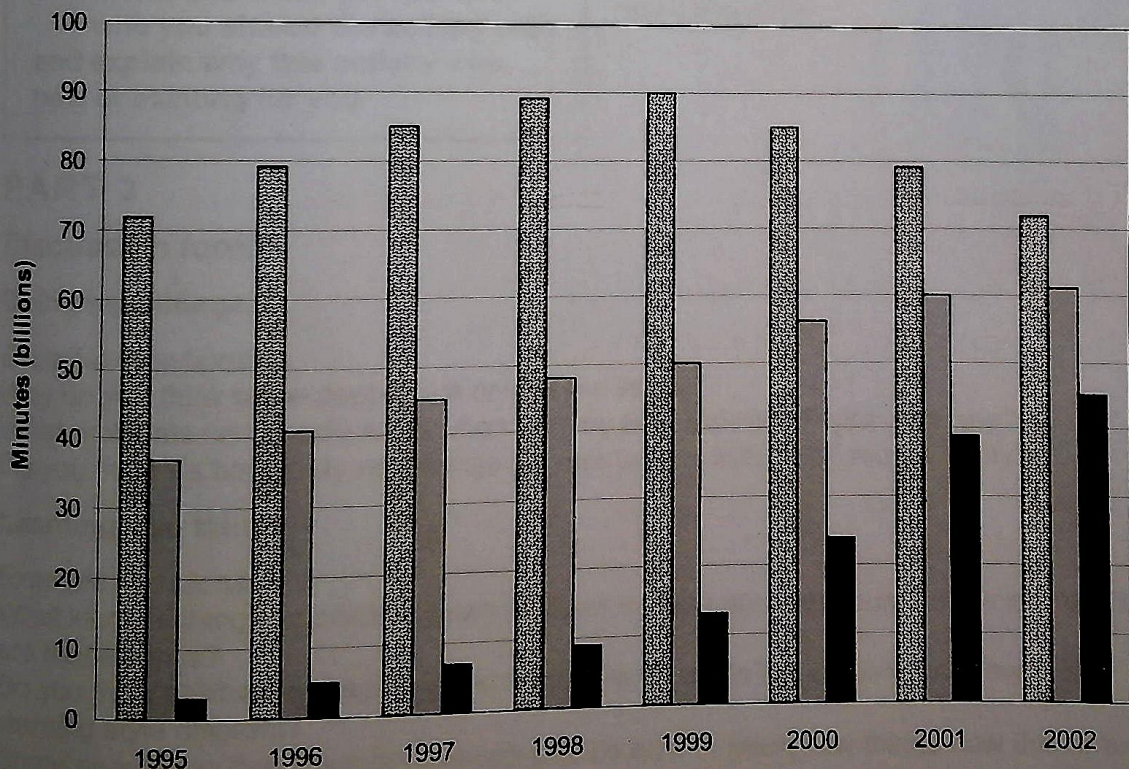
*The chart below shows the total number of minutes (in billions) of telephone calls in the UK, divided into three categories, from 1995–2002.*

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

Write at least 150 words.

## UK telephone calls, by category, 1995–2002

Call type:  Local – fixed line  
 National and international – fixed line  
 Mobiles (all calls)



## TEST 2, WRITING TASK 1

### MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

The chart shows the time spent by UK residents on different types of telephone calls between 1995 and 2002.

Local fixed line calls were the highest throughout the period, rising from 72 billion minutes in 1995 to just under 90 billion in 1998. After peaking at 90 billion the following year, these calls had fallen back to the 1995 figure by 2002.

National and international fixed line calls grew steadily from 38 billion to 61 billion at the end of the period in question, though the growth slowed over the last two years.

There was a dramatic increase in mobile calls from 2 billion to 46 billion minutes. This rise was particularly noticeable between 1999 and 2002, during which time the use of mobile phones tripled.

To sum up, although local fixed line calls were still the most popular in 2002, the gap between the three categories had narrowed considerably over the second half of the period in question.



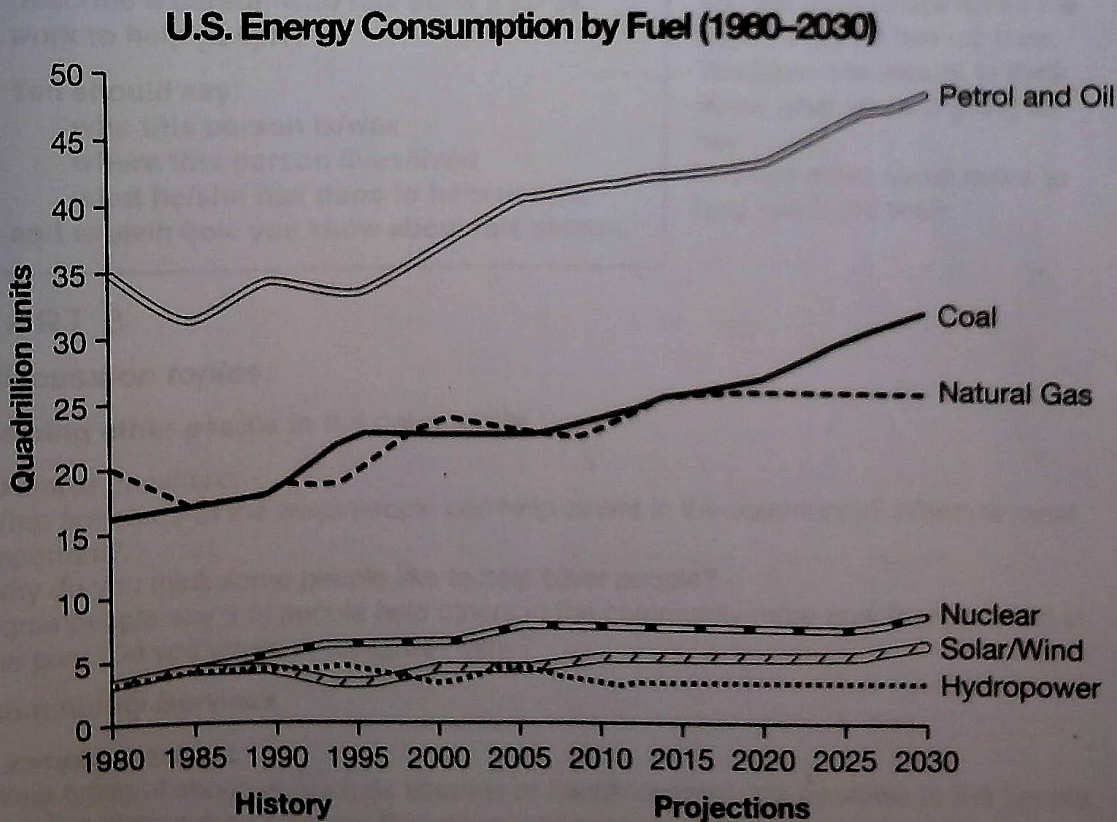
## WRITING TASK 1

You should spend about 20 minutes on this task.

*The graph below gives information from a 2008 report about consumption of energy in the USA since 1980 with projections until 2030.*

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

Write at least 150 words.





## MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

The graph shows energy consumption in the US from 1980 to 2012, and projected consumption to 2030.

Petrol and oil are the dominant fuel sources throughout this period, with 35 quadrillion (35q) units used in 1980, rising to 42q in 2012. Despite some initial fluctuation, from 1995 there was a steady increase. This is expected to continue, reaching 47q in 2030.

Consumption of energy derived from natural gas and coal is similar over the period. From 20q and 15q respectively in 1980, gas showed an initial fall and coal a gradual increase, with the two fuels equal between 1985 and 1990. Consumption has fluctuated since 1990 but both now provide 24q. Coal is predicted to increase steadily to 31q in 2030, whereas after 2014, gas will remain stable at 25q.

In 1980, energy from nuclear, hydro- and solar/wind power was equal at only 4q. Nuclear has risen by 3q, and solar/wind by 2. After slight increases, hydropower has fallen back to the 1980 figure. It is expected to maintain this level until 2030, while the others should rise slightly after 2025.

Overall, the US will continue to rely on fossil fuels, with sustainable and nuclear energy sources remaining relatively insignificant.

## WRITING TASK 1

You should spend about 20 minutes on this task.

*The tables below give information about sales of Fairtrade\*-labelled coffee and bananas in 1999 and 2004 in five European countries.*

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

*Write at least 150 words.*

### Sales of Fairtrade-labelled coffee and bananas (1999 & 2004)

<b>Coffee</b>	<b>1999 (millions of euros)</b>	<b>2004 (millions of euros)</b>
UK	1.5	20
Switzerland	3	6
Denmark	1.8	2
Belgium	1	1.7
Sweden	0.8	1

<b>Bananas</b>	<b>1999 (millions of euros)</b>	<b>2004 (millions of euros)</b>
Switzerland	15	47
UK	1	5.5
Belgium	0.6	4
Sweden	1.8	1
Denmark	2	0.9

\* Fairtrade: a category of products for which farmers from developing countries have been paid an officially agreed fair price.



## TEST 2, WRITING TASK 1

### MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

The two tables contain sales data for Fairtrade coffee and bananas in 1999 and 2004, in five nations of Europe.

The first table shows low-level coffee sales increasing in all five countries, albeit to widely varying degrees. In two places sales increased by the same small amount: 1.8–2 million euros in Denmark, and 0.8–1 million in Sweden. The increment was slightly larger in Belgium, from 1–1.7 million euros. Meanwhile, in Switzerland sales doubled from 3–6 million euros. Finally, in the UK there was an enormous increase, from 1.5–20 million euros.

In the second table, it is Switzerland which stands out as buying far more Fairtrade bananas than the other four countries. Swiss sales figures jumped from 15–47 million euros across these five years, while in the UK and Belgium sales only grew from 1–5.5 and from 0.6–4 million euros respectively. Sweden and Denmark showed a different pattern, with falls in banana sales from 1.8–1 and 2–0.9 million euros.

Comparing the two tables, it is clear that in 1999 Fairtrade coffee sales ranged from 0.8–3 million euros in these five countries, while banana sales also mostly clustered between 0.6 and 2 million euros, with Switzerland the outlier at a huge 15 million euros. By 2004, sales figures for both products had risen across the board, except for Sweden and Denmark which recorded drops in banana sales.



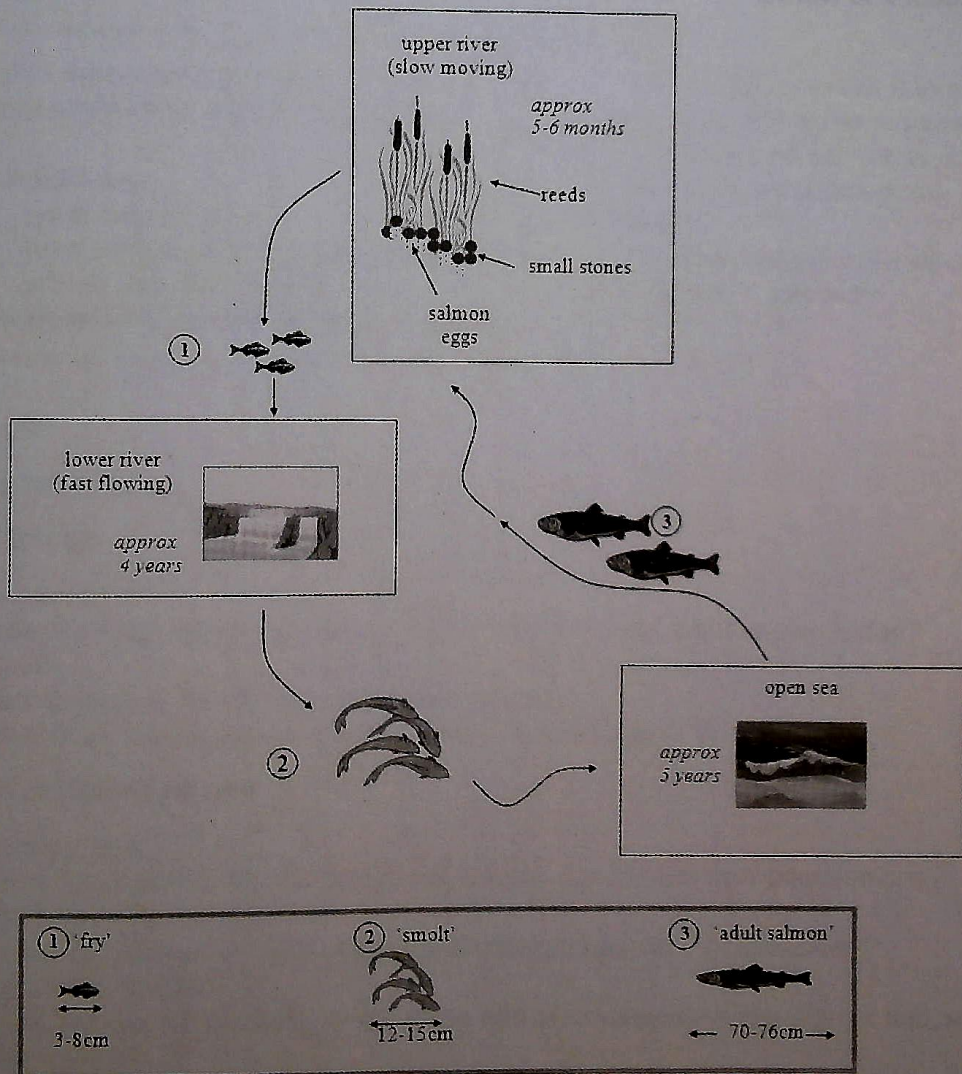
# WRITING TASK 1

You should spend about 20 minutes on this task.

The diagrams below show the life cycle of a species of large fish called the salmon.

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

Write at least 150 words.



## **TEST 4, WRITING TASK 1**

### **MODEL ANSWER**

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

Salmon begin life as eggs on a pebbly riverbed, hidden among reeds in the slow-moving upper reaches of a river. After five to six months the eggs hatch into 'fry'. For approximately the next four years, these baby salmon will live in the lower, faster-flowing waters of their river. During this time they measure between three and eight centimetres in length.

By the time salmon reach twelve to fifteen centimetres, they are termed 'smolt', and at this time they migrate further downriver into the open sea. After five years at sea the salmon will have grown to adult size, which is between seventy and seventy-six centimetres. They then begin swimming back to their birthplace, where they will lay their eggs, and the cycle starts anew.

In summary, the salmon passes through three distinct physical stages as it grows to maturity. Each of these stages takes place in a very different aquatic location. It is noteworthy that the first two stages of this fish's life occur in a freshwater environment, while the third stage is lived in saltwater.



## WRITING TASK 1

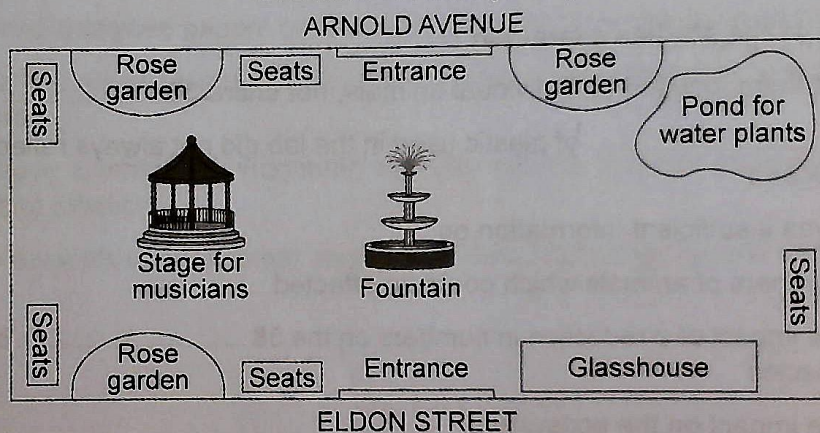
You should spend about 20 minutes on this task.

*The plans below show a public park when it first opened in 1920 and the same park today.*

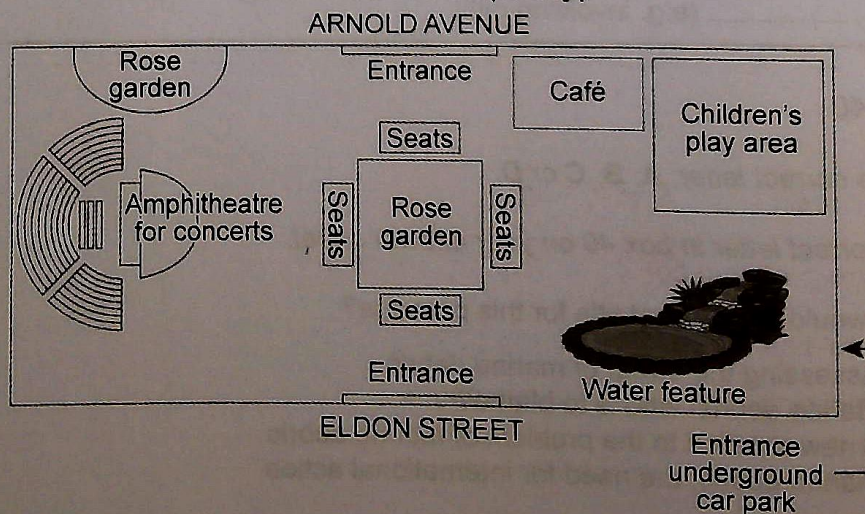
*Summarise the information by selecting and reporting the main features, and make comparisons where relevant.*

Write at least 150 words.

### GRANGE PARK (1920)



### GRANGE PARK (today)





## TEST 4, WRITING TASK 1

### MODEL ANSWER

This model has been prepared by an examiner as an example of a very good answer. However, please note that this is just one example out of many possible approaches.

Grange Park was opened in 1920, a rectangular area with access from Arnold Avenue on the north side and from Eldon Street on the south side. There was a fountain in the centre, with a stage for musicians situated centre left, a glasshouse to the right of the Eldon Street entrance and a pond for water plants in the north east corner opposite. Around the edges of the park there were rose gardens, with seats nearby for people to smell the flowers and listen to music.

The park has altered considerably since then. Now there is one large-ish rose garden, occupying the central area where the fountain stood, and with seats all around it. One of the smaller rose gardens remains on the north side of the park. The bandstand (stage for musicians) has also been replaced, by an amphitheatre for concerts and associated seating. The glasshouse has gone and in its places is a water feature; similarly, where the pond for water plants stood there is now a children's play area with a café nearby. Access to the park is still via the two original entrances, but there is now a third entrance near the water feature from an underground car park.

Despite the apparently significant changes, the park retains the basic elements of flowers, water, seating and music, with the addition of a café and a children's play area.