

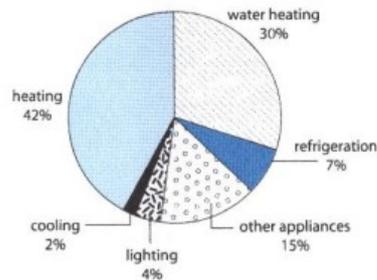
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The first chart below shows how energy is used in an average Australian household. The second chart shows the greenhouse gas emissions which result from this energy use.

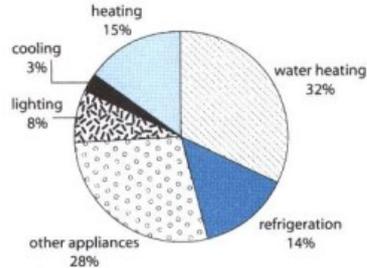
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Australian household energy use



Australian household greenhouse gas emissions



The graphs provide information about Australian household energy use and related greenhouse gas emissions. A glance at the pie graph shows that each stock doesn't produce relevant emission as share as in line with energy usage. Heating significantly uses/utilizes energy more than other participants/sections, but emits just 15 per cent of total emissions. As could be seen in the graph water heating has approximately has the same share of energy use and gas emission which is about a third of the whole/total share. Refrigeration also has more emission than energy consumption. The per cent percentage of emission is two times bigger than energy usage in terms of refrigeration, other appliances, and cooling but, however it possesses one third in heating and a quarter in lighting. There is a drastic part for balancing the temperature which is related to refrigeration, water heating, cooling and heating. Other appliances also have meaningful impact on greenhouse effect despite the fact that there are not so energy consuming as well.

Commented [Z1]: Introduction

The given diagrams/pie charts provide statistical data in percentage terms on Australian home-based energy consumption followed by greenhouse gas emanations.

Commented [Z2]: The main framework is as follows:

Introduction

Overview

- (1st sentence for chart 1)
- (2nd sentence for chart 2)

Body one (chart 1)

Body two (chart 2)

Commented [Z3]: Consumption, try to use synonyms to paraphrase the rubric

There is no overview in your paragraph :Commented [Z4] development

Commented [Z5]: The paragraphing is not correct, everything as if is developed in one paragraph, the mixed charts should be developed in paragraph

Commented [Z6]: As can be observed

As can be noticed
Based on the provided figures

Commented [Z7]: No contraction in academic writing
Please write in broad forms: does not

Commented [Z8]: What does it mean?

Commented [Z9]: In comparison to that of
As compared to

Commented [Z10]: Energy consumption or emissions?

Commented [Z11]: Good sentence

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Criteria	Comments	Band
CC	<p>The task does not show an overall cohesion and coherence. There is a good flow of information. The paragraphing is absent, notice the framework immediately after the table. The use of connectors overall is absent. Generally, the introduction paragraph links to the body partially. No overview</p>	4
LA	<p>Your writing does not provide the reader with rich sources of lexis and only addresses some very intermediate vocabulary words.</p> <p>The introduction and overview are eye-catching sections in TASK 1, yours addresses the features in a non-statistical language.</p> <p>Try to add phrases and synonymous words to show the depth of your word knowledge.</p>	4
GR	<p>In terms of wording, you don't meet the minimum word count for this task that is 250, you have written 246 words. So, you are penalized.</p> <p>Task one requires you to provide statistical vocabulary and phrases and make mathematical comparisons, hardly ever you make use of them.</p> <p>The general grammar and punctuation are ok.</p> <p>Absence of using complex wording is a notable shortcoming with regard to this piece of work.</p> <p>Use of academic language is not noticed and phrasal verbs that related to the topic are missing.</p> <p>Sometimes the subject of sentence is not clearly recognized.</p> <p>You should organize your writing in a way that all paragraph accomplishes the purpose they have to.</p> <p>Avoid redundant words "and also", "big great"</p> <p>Grammatical problems are more than enough</p> <p>Your general language of writing has some flaws that requires attention and revising.</p>	4

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	Introduction could be developed in a better way, it doesn't have the walk-through sentence.	
TA	The requirements of task have been fully achieved. You have written on what you have asked for. Enough words are detected.	7
	EXPECTED BAND SCORE	5

Each of the given diagrams have a **specific language** to describe.

1. The applicants should provide **statistical reports** on the provided graphs where necessary.
2. There is a basic **framework** for task 1 and the applicants should use it otherwise the organization of the task 1 is not observed and they are **penalized**.
3. **No contractions**
4. No "I" or "you"
5. Always **paraphrase** where possible
6. **DON'T** include any **personal opinions**
7. **DON'T** try to include **everything**
8. Writing an **overview** is a **must**
9. Be careful of **verb tenses**
10. Try to write **4 paragraphs**

Standard Framework:

IELTS Writing Task 1 Structure

Introduction <small>Paraphrase the Question</small>
Overview <small>Write general overview of the main features</small>
Body Paragraph 1 <small>Write in detail about feature 1 in a logical way</small>

If the given diagram is of single type, please use the following framework.

Introduction: Paraphrase the rubric sentence.

Overview: Sentence 1 the most remarkable features of variables

*** please don't use statistical terms here more than enough as you will elaborate more in the body paragraphs.*

Body paragraph 1: Describe the main features of the first chart

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IELTS Writing Task 1 Structure

Introduction

Paraphrase the Question

Overview

Write general overview of the main features

Body Paragraph 1

Write in detail about feature 1 in a logical way

Body Paragraph 2

Write in detail about feature 2 in a logical way

Note: Data should be grouped into 2 body paragraphs, No conclusion is needed.

If the given diagram is of mixed type, please use the following framework.

Introduction: Paraphrase the rubric sentence.

Overview: Sentence 1 the most remarkable features of variables

Sentence 2 the most remarkable features of variables

*** please don't use statistical terms here more than enough as you will elaborate more in the body paragraphs.*

Body paragraph 1: Describe the main features of the first chart

Body Paragraph 2: Describe other features of the second chart

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WRITING TASK 2

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

It is important for children to learn the difference between right and wrong at an early age. Punishment is necessary to help them learn this distinction.

To what extent do you agree or disagree with this opinion?

What sort of punishment should parents and teachers be allowed to use to teach good behaviour to children?

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

Write at least 250 words.

Children should distinguish between true and false in their life and could learn from parents by training, teaching and even punishing. But there is a debate on how to do that in a way not to ruin children self-esteem. Some sort of punishment is not allowed to use since could be destructive.

Punishment is not a bad thing and it is somehow necessary to indicate for notify -the children that everywhere has its regulations and if someone don't does not follow them, they could be punished. This learn teaches them the discipline and peace. In this regard, Although everyone should know that they the children are weak at the early young age and physical punishment or using offensive words lead to complexity and lack of confidence in children them.

Some types of punishment could be inflicted indirectly and also having such an impact. Canceling curriculums and extra entertainments force them drive in a right way. If they know that they may lose many opportunities, they could control themselves. There is a concern about children who do not don't listen to you and just struggling. It should be effective when you hold give them responsibilities and they have to response shoulder that responsibility and if they don't they should give penalties they should be penalized.

Encouraging children instead of punishing could also have a lot of benefits. They have motivation to do in a good manner. However, undesirable reaction is possible when they don't have to avoid.

Commented [Z12]: Generally, you have developed 6 paragraphs which is not common, it should be 5 or 4 paragraphs max

Commented [Z13]: Some sorts of punishments are not allowed since they could be destructive.

Commented [Z14]: Obey
Observe
Abide by

Commented [Z15]: It may end up with punishment.

Commented [Z16]: You teach someone and they learn
You learn something by someone's teaching, modeling, self-study, ...

Commented [Z17]: What does it mean in this context?

Commented [Z18]: There is no contrast in these sentences
This is more of "information addition"

Commented [Z19]: Redundancy: two similar words back to back

Commented [Z20]: Grounding and detention

Commented [Z21]: Walk on the right pass
Not to deviate

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Teachers, nevertheless, should have rules in the classes and some ~~restriction-restrictive~~ laws- to implement the rules, it is mandatory to have educational and soft punishment to ~~show-persuade/convince~~ them. ~~that paying~~ respect to the law is a mindset of ~~the~~ society.

All in all, to teach children behave in the right way, punishment is a good tool, but ~~there-it~~ should not ~~be-ruining- adversely ruin/damage~~ their personality ~~and-traits-~~. Treating also is not just punishing and there are a lot of way to do that.

There are a range of methods to treat the children, punishment is not the only possible way.

Commented [Z22]: What does it mean?

Criteria	Comments	Band
CC	<p>The task shows an overall cohesion and coherence. There is a good flow of information. The paragraphs are almost connected. The use of connectors overall is absent.</p> <p>The introduction is one eye-catching section in TASK 2, yours addresses the features in a good language. You have developed more paragraphs than required. Generally, the introduction paragraph links to the body partially. Conclusion is well established.</p>	5
LA	<p>Your writing does not provide the reader with rich sources of lexis and only addresses some very intermediate vocabulary words.</p> <p>The collocations are not accurately used. The verb grow does not collocate with other nouns the way you have used.</p> <ul style="list-style-type: none"> - Pay respect to sb - Respect sb <p>Try to add phrases and synonymous words to show the depth of your word knowledge.</p> <p>Lack of phrasal verbs and idiomatic expressions are noticed.</p>	4
GR	<p>The general grammar and punctuation are not ok.</p> <p>You have a problem with passive voice.</p> <p>Do not use contractions in academic writings</p> <p>Absence of using complex wording is a notable shortcoming with regard to this piece of work.</p> <p>You don't notice the function of sentences fully, as some are comparative, they may address contrast or information addition.</p>	4

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	<p>Use of academic language is not noticed and phrasal verbs that related to the topic are missing.</p> <p>Sometimes the subject of sentence is not clearly recognized.</p> <p>You should organize your writing in a way that all paragraph accomplishes the purpose they have to.</p> <p>Grammatical problems are more than enough</p> <p>Your general language of writing has some flaws that requires attention and revising.</p>	
TA	<p>The requirements of task have been fully achieved.</p> <p>You have written on what you have asked for.</p> <p>You have used two methods of giving reasons and exemplifications to support your paragraph.</p> <p>Enough words</p>	7
	EXPECTED BAND SCORE	5