



PERSONALISED WRITING REPORT

Your IELTS Writing feedback

CANDIDATE	REPORT DATE	REFERENCE	ASSESSMENT
Amelia Carter	26 August 2026	TEE-W-000098	Academic Task 1

ESTIMATED TASK BAND 6.5 Target band 7.0	ACADEMIC TASK 1 6.5 Four-criterion task estimate
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YOUR PERFORMANCE AT A GLANCE

Your strongest areas were accurate, objective and appropriate response and clear logical progression. To move closer to Band 7.0, focus first on adds opinions, causes or an unsuitable format and forced advanced, memorised or unsuitable language.

WHAT YOU'RE ALREADY DOING WELL

- Accurate, objective and appropriate response
- Clear logical progression
- Uses a sufficient range of vocabulary
- Uses task-appropriate structures

WHAT IS HOLDING THE SCORE BACK

- Adds opinions, causes or an unsuitable format
- Forced advanced, memorised or unsuitable language
- Complex sentences lose accuracy or clarity

CRITERION SCORES

TASK ACHIEVEMENT 6.5	COHERENCE & COHESION 7.0
LEXICAL RESOURCE 6.5	GRAMMATICAL RANGE & ACCURACY 6.5

TARGET

7.0

YOUR ROUTE TOWARDS BAND 7.0

Your route towards Band 7.0 depends on consistency rather than adding more content. Develop the main ideas or features more precisely, make cohesion less mechanical and reduce repeated language errors. Practise the same priority on new questions so the improvement transfers under time pressure.



ACADEMIC TASK 1 FULL CORRECTION

Compare your original and corrected response

QUESTION / TASK PROMPT

The line chart shows the percentages of commuters in the fictional town of Alderford who travelled by car, bus, bicycle or rail between 2010 and 2020. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

ORIGINAL SUBMISSION

The chart gives information about the proportion of commuters who used four types of transport in Alderford between 2010 and 2020. Overall, cars were the most popular choice in every year, although their use fell. Bicycles became much more common and the figures for buses increased slightly. In 2010, 58 per cent of commuters travelled by car, while buses accounted for 22 per cent. Rail was used by 12 per cent and bicycles were the least popular method at only 8 per cent. Five years later, car use had declined to 47 per cent. In contrast, the bicycle figure rose to 13 per cent, while bus use increased more gradually to 26 per cent. By 2020, the percentage travelling by car had fallen to 34 per cent. Bus use reached 31 per cent, so the difference between these two modes became quite small. Cycling recorded the sharpest increase, rising to 22 per cent. Rail changed very little during the period and finished at 13 per cent. This happened because local people became healthier and the council probably spent money on cycle lanes, which was an excellent decision for the town.

FULL CORRECTED RESPONSE

The chart compares the percentages of commuters who used four forms of transport in Alderford between 2010 and 2020. Overall, cars remained the most common choice throughout the period, although their share fell substantially. By contrast, cycling became considerably more popular, while bus use rose more gradually and rail use changed very little. In 2010, 58 per cent of commuters travelled by car, compared with 22 per cent who used buses. Rail accounted for 12 per cent, and bicycles were the least common mode at 8 per cent. By 2015, the proportion travelling by car had declined to 47 per cent. Over the same period, bicycle use rose to 13 per cent, while the bus figure increased moderately to 26 per cent. In 2020, car use stood at 34 per cent, only three percentage points above the figure for buses. Cycling experienced the largest overall rise, reaching 22 per cent by the end of the period. Rail use, however, remained broadly stable and finished at 13 per cent. These figures show a clear movement away from cars towards buses and bicycles, while rail retained a relatively small and stable share.

KEY CORRECTIONS AND EXAMPLES

The final sentence in the original response added causes and an opinion that were not shown in the chart. The corrected version reports only the visible information and replaces several imprecise or overloaded sentences with clearer comparisons.

Example 1 - Your wording: This happened because local people became healthier and the council probably spent money on cycle lanes.

Improved: Cycling experienced the largest overall rise, reaching 22 per cent by the end of the period.

Example 2 - Your wording: By 2020, the percentage travelling by car had fallen to 34 per cent. Bus use reached 31 per cent.

Improved: In 2020, car use stood at 34 per cent, only three percentage points above the figure for buses.



ACADEMIC TASK 1 COMPLETE PERSONALISED FEEDBACK

Your full examiner comments

TASK ACHIEVEMENT

6.5

COHERENCE & COHESION

7.0

LEXICAL RESOURCE

6.5

GRAMMATICAL RANGE & ACCURACY

6.5

Every selected comment is shown in full. Your matching strategies follow on the next page.

OVERVIEW OVERALL PERFORMANCE

Examiner overview

The response selects several important features and remains easy to follow. To reach the target band more consistently, the description should remain fully objective, use ambitious vocabulary only where it is precise, and keep longer sentences under control.

STRENGTH TASK ACHIEVEMENT

Accurate, objective and appropriate response

Your response remained objective, accurate and appropriate for an Academic Task 1 summary. This supports Task Achievement because you reported the information shown without adding unsupported opinions or explanations.

STRENGTH COHERENCE & COHESION

Clear logical progression

Your information and ideas progressed clearly and logically across the response. This supports Coherence and Cohesion because the reader can follow your argument or description from beginning to end.

STRENGTH LEXICAL RESOURCE

Uses a sufficient range of vocabulary

You used a sufficient range of vocabulary to discuss the topic or complete the task with flexibility. This supports Lexical Resource because you could express different ideas without relying on the same basic words.

STRENGTH GRAMMATICAL RANGE & ACCURACY

Uses task-appropriate structures

You used grammar that suited the task, such as comparisons, passive forms, modal verbs or detailed noun phrases. This supports Grammatical Range and Accuracy because the structures helped you communicate the required information effectively.

PRIORITY TASK ACHIEVEMENT

Adds opinions, causes or an unsuitable format

You included opinions, explanations or other information that was not shown in the task, or used an unsuitable format. In Academic Task 1, you should report only the information presented in the visual and should not add your own opinion or outside knowledge.

PRIORITY LEXICAL RESOURCE

Forced advanced, memorised or unsuitable language

Some ambitious or prepared language did not fit the meaning, task or level of formality naturally.

PRIORITY GRAMMATICAL RANGE & ACCURACY

Complex sentences lose accuracy or clarity

Errors increased when you attempted longer or more complex sentences, sometimes making the meaning difficult to follow.



ACADEMIC TASK 1 NEXT STEPS

How to move towards Band 7.0

Work on one priority at a time, then apply the same skill to a new question.

YOUR THREE PRIORITY ACTIONS

1

Adds opinions, causes or an unsuitable format

ACTION

Use this format check: brief introduction, clear overview and logically grouped detail paragraphs. Do not use headings, bullet points, a letter greeting or an opinion-based conclusion. Take one previous answer and cross out every sentence that interprets rather than reports the information.

2

Forced advanced, memorised or unsuitable language

ACTION

Use the four-part safety check before keeping an advanced word: Can I explain it simply? Can I spell it? Do I know its grammar and common word combinations? Does it suit this task? If one answer is no, choose a simpler accurate expression. For example, 'children' is usually more natural than 'juvenile citizens' in an IELTS Writing response.

3

Complex sentences lose accuracy or clarity

ACTION

Choose one complex structure for a week, such as 'If X, Y'. Write five accurate examples, check them and use the structure once in three different timed paragraphs. For example: 'If public transport becomes more reliable, fewer people may drive to work.' Do not force several new structures into the same sentence.

RECOMMENDED NEXT STEPS

1

PRACTISE THE COMPLETE 60-MINUTE WRITING TEST

Nearer the test, complete Task 1 and Task 2 in one 60-minute sitting. Protect about 40 minutes for Task 2 because it carries more weight. Do not pause to use dictionaries or feedback. Review afterwards to see whether accuracy or task coverage falls when you are tired or short of time.

2

MEASURE PROGRESS WITH ANOTHER REVIEW OF THE SAME TASK TYPE

After 2-4 weeks of focused practice, complete a different unseen question of the same task type and submit it for another human review. Using a new question shows whether the improvement transfers rather than only appearing in a rewritten answer. Compare the criterion scores and recurring patterns.