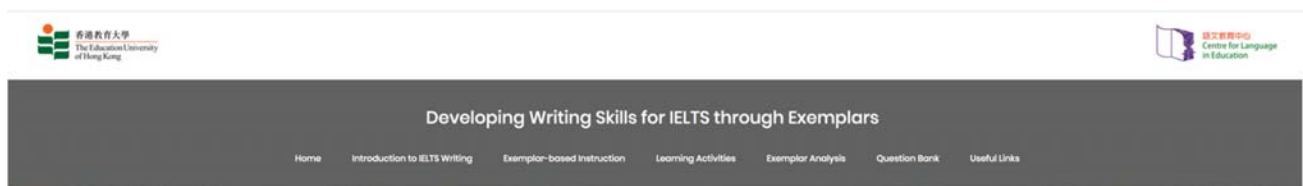


## Introduction on the project website: Developing an Exemplar Anthology and Online Exemplar Platform for IELTS Writing

This website was created to provide an online self-access resource for all EdUHK students to prepare for their IELTS writing examination through in-depth and systematic analysis on authentic student writing exemplars. There are altogether seven sections on the website: home, introduction to IELTS writing, exemplar-based instruction, learning activities, exemplar analysis, question bank, and useful links (Figure 1).



**Figure 1: The seven sections of the project website**

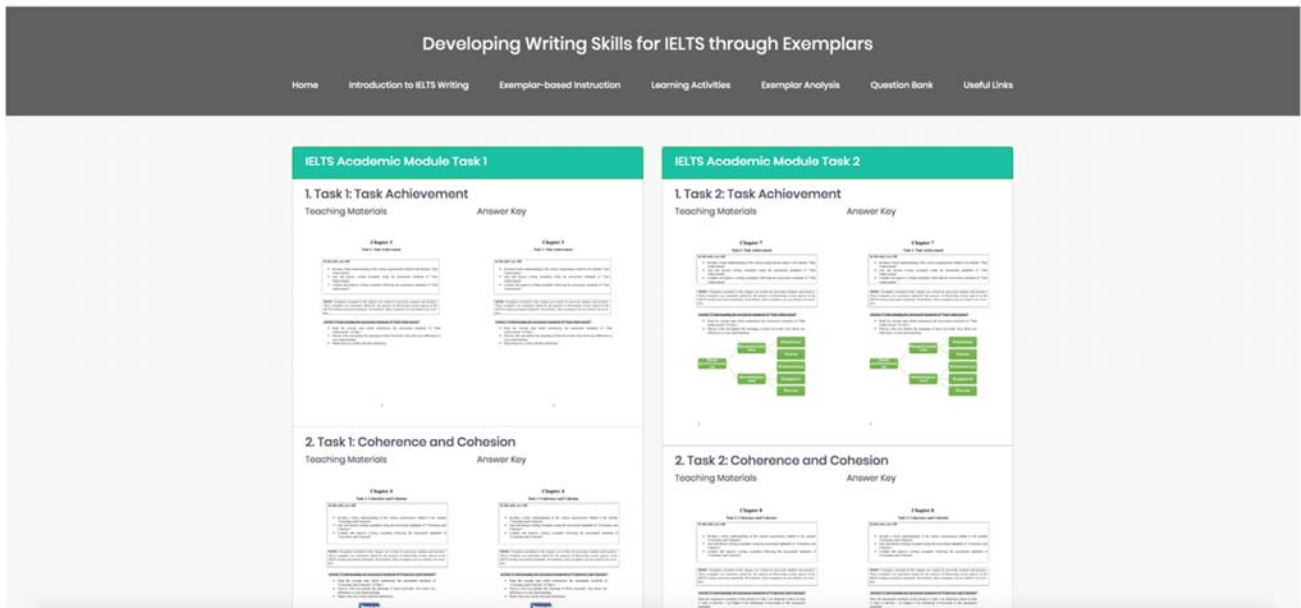
On the “home” page, it provides information in relation to the objectives of the project, teaching and learning activities conducted during the project period (i.e., IELTS writing workshops and consultations at ASLLC using the developed teaching materials), and students’ feedback on the workshops and consultations.

For the section “introduction to IELTS and IELTS writing”, it is an extract from the first chapter of my Routledge textbook which outlines the four components of IELTS and in particular the assessment criteria of IELTS writing tasks 1 and 2.

Referring to the section “exemplar-based instruction”, it is an extract from my paper published in *Assessment & Evaluation in Higher Education* (Taylor & Francis) which introduces the theoretical underpinnings of this pedagogical approach to teaching writing.

The “learning activities” section is an online version of the developed teaching materials with all the materials converted to pdf for students to self-study (Figure 2). After completing the tasks, students can check answers using the attached answer keys.

*Website developed from TDG project: Developing an Exemplar Anthology and Online Exemplar Platform for IELTS Writing*  
*Project leader: Chong Sin Wang*



**Figure 2: The “learning activities” section on the website**

As for the “exemplar analysis” feature, students can view a number of exemplars written by EdUHK students and click the “comment” button to see brief comments on the work. This is another feature which is developed to facilitate self-regulated learning of EdUHK students (Figure 3).

*Website developed from TDG project: Developing an Exemplar Anthology and Online Exemplar Platform for IELTS Writing*  
*Project leader: Chong Sin Wang*

### High (Bands 7+):

The bar chart illustrates the number of academic jobs in some humanities and social sciences disciplines between 2012 and 2014. Apparently, the number of people who specialize in English enjoyed an overwhelming advantage compared with other disciplines. However, it is noticeable that the number was diminishing year by year.

Specifically, the number of academic jobs in English declined gradually from 1200 to 900 from 2012 to 2014. Yet, English still managed to have the highest number of jobs compared to other disciplines. Similarly, history was another subject that the number of its jobs shrank steadily. On the contrary, communication was one of the two subjects that showed a steady boom in the amount of jobs over the 3 years. Furthermore, an almost identical tendency of the number of jobs in sociology was also represented in the graph – a slow escalation between 2012 and 2014.

Different from all the disciplines which witnessed only either an increase or decrease, the number of jobs in Philosophy dwindled between 2012 and 2014; despite the gradual diminishing number, there was a slight growth from 2013 to 2014.

To conclude, the numbers of jobs in communication, sociology, history and philosophy were similar regardless the fluctuations in numbers. Distinctly, there were most jobs in English even though the number was diminishing gradually. (215 words)

#### Comments:

The author presented a clear overview of the main trends and differences of the number of jobs in five disciplines. The author was able to report the major findings she/he observed. There was a clear progression of ideas throughout. The author used a range of effective cohesive devices (on the contrary, similarly). The student had the awareness to use less common words. She/he applied a variety of synonyms to make the essay more appealing to readers, such as "increase-growth-boom-escalation". She also used adjectives (slight, slow, steady) to express the trends more precisely. The author had a good control of grammar and punctuation.

**Figure 3: The “exemplar analysis” section on the website**

EdUHK students can make use of the “question bank” feature of the website to search for original IELTS writing questions developed by the project team to practice their writing. A search function is embedded so that students can type keywords to search for questions on topics of their interest (Figure 4).

*Website developed from TDG project: Developing an Exemplar Anthology and Online Exemplar Platform for IELTS Writing*  
*Project leader: Chong Sin Wang*

## Question Bank

### Task 1 Theme 1: Economy

TI-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.

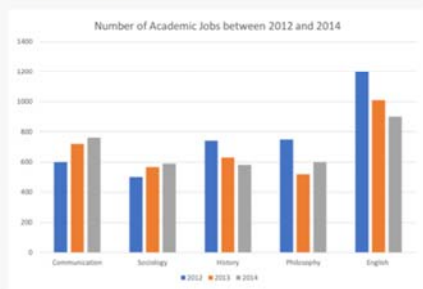


Figure 4: The “question bank” section on the website

Finally, a list of online resources is compiled under “useful links” so that students can access relevant materials e.g., journal publications, IELTS online resources if they want to know more about the exemplar-based writing instructional approach and IELTS writing.

*Website developed from TDG project: Developing an Exemplar Anthology and Online Exemplar Platform for IELTS Writing*

*Project leader: Chong Sin Wang*