

These original examples show how an answer develops an argument, not how to memorise one. Each task has a stronger answer and a deliberately weaker answer for diagnosis. Read the task, compare the support for each claim, then read the commentary. The examples do not predict an official band. A different well-supported position can also answer the task.

1. Outweigh: group assignments

I STRONGER ANSWER. Some people think every school assignment should be completed as a group project. Do the advantages of this approach outweigh the disadvantages?

Group projects can teach students to work with others, but making every assignment a shared task would create serious problems. I believe the disadvantages would outweigh the advantages because students also need opportunities to show what they can do independently.

The main benefit of group work is that students practise skills which a written test cannot easily measure. They must explain ideas, divide tasks and respond when another person disagrees. For example, a group preparing a science presentation may need to choose between several ways of explaining the same process. Reaching a decision can teach them to consider an audience rather than simply repeat their notes. These experiences are useful, so group assignments deserve a place in school.

However, this benefit does not justify using them for every task. In a shared answer, one confident student can complete the difficult work while others remain unsure. The finished project may look successful, but it gives the teacher limited information about each student's understanding. Individual assignments make those differences easier to identify and allow support to reach the students who need it. This is particularly important when later lessons depend on earlier knowledge.

Supporters might argue that teachers can give each group member a separate role. That can improve participation, but it cannot replace independent practice. A student responsible for the illustrations may contribute fairly without ever explaining the scientific idea. Schools should therefore combine shared projects with tasks in which every student solves a problem or develops an argument alone.

Overall, cooperation is a valuable educational goal, but accurate assessment and individual learning matter more than making every task collaborative. A balanced programme would retain the benefits of group work without allowing it to hide gaps in understanding.

The answer accepts a real advantage and then compares its value with the more important cost: losing evidence of individual understanding. The separate-role objection is answered, not merely mentioned. The science example is a possible classroom situation, not an invented research finding. Notice the limited claim "can complete"; the essay does not say every group contains an unfair member.

I WEAKER ANSWER FOR DIAGNOSIS. Same task: should every assignment be a group project, and do the advantages outweigh the disadvantages?

Group projects are very common in schools today, and many students have done them. Education is important for everybody because young people will later have jobs and need useful skills. There are advantages and disadvantages to this question, and different people have different opinions. In this essay I will discuss both sides and give my opinion about group projects.

Firstly, group projects are good because students can work together. Working together is helpful and makes people friendly. If students work alone, they may feel lonely, but if they are in a group they can talk. They can also divide the project into parts. One student can write and another student can find pictures. This makes the work faster and easier, and it is an advantage for students and teachers. In the modern world, teamwork is becoming more important in many areas of life.

On the other hand, group projects can also have disadvantages. Some people do not like working with others because they prefer their own ideas. There can be arguments in a group. Students may have different schedules, and finding a meeting time can be difficult. Some students work quickly while others work slowly. These differences may cause problems, so teachers should think carefully before giving group projects. There are also students who prefer quiet places for studying.

In conclusion, group projects have both advantages and disadvantages. They can help students become friendly, but they can also create arguments and difficulties. Therefore, I think group projects are useful in some situations and not useful in other situations. Schools should use the best method for their students because education is the key to the future.

This is long enough to be an answer, but it does not decide whether the advantages OUTWEIGH the disadvantages of making EVERY assignment a group project. "Useful in some situations" avoids the required comparison. General sentences about education use space without supporting a reason. The examples name activities, but do not explain how those activities improve learning. Repair the thesis and the comparison before adding vocabulary.

2. Agree or disagree: free public transport

I STRONGER ANSWER. Cities should make public transport free for all passengers. To what extent do you agree or disagree?

Removing fares could make buses and trains easier to use, especially for people with limited incomes. However, I do not agree that all journeys should be free for everyone. Cities should first provide a reliable service and target financial help at passengers who need it most.

There is a strong argument for reducing the cost of travel. A person looking for work may need to attend several interviews before earning a wage, while a student may travel to college every day. Even a modest fare can become a substantial expense when it is paid repeatedly. Discounted or free travel for these groups could improve access to opportunities without requiring them to depend on a car or on another person for lifts.

Nevertheless, free fares alone would not solve the main difficulty on many journeys: the service may not run when or where it is needed. A worker finishing late gains little from a free bus that stops operating before the shift ends. If a city's transport budget is limited, extending useful routes and improving frequency may help more than removing every fare. Passengers with comfortable incomes can reasonably contribute to the service they use.

It is possible that free travel would encourage some drivers to leave their cars at home. That benefit is worth considering, but the journey must also be convenient. Cities could test a targeted scheme on particular routes and examine changes in use before applying it everywhere. They should not assume that price is the only reason people drive.

I therefore support affordable public transport and assistance for those who struggle to pay, rather than universal free travel. A dependable network with fair discounts offers a stronger approach than an expensive promise of free journeys that passengers cannot use.

A qualified disagreement is still a clear position. The essay explains both access and service quality, and the conclusion retains the same distinction between targeted help and universal free travel. It does not invent a percentage of drivers who would switch. "Could test" proposes evidence instead of pretending it already exists.

I WEAKER ANSWER FOR DIAGNOSIS. Same task: should public transport be free for all passengers?

Public transport is an important part of city life. There are buses, trains and other forms of transport in many cities around the world. Some people use them every day, while others prefer to drive their cars. I completely agree that public transport should be free for everyone because it would have many benefits for society and the environment.

Firstly, if public transport is free, everybody will stop using cars. People use cars because they do not want to pay for a bus ticket. When there is no price, the problem will disappear. Roads will become empty and there will be no traffic jams. Workers will arrive on time, and people will have more time to relax with their families. Therefore, making transport free is a simple solution to several important problems in modern cities.

Secondly, free transport will save a lot of money. People will not have to buy tickets, and they can spend that money on food, clothes or education. The government can simply pay for the buses and trains because governments have large budgets. This will also create more jobs and improve the economy. Young people and older people will both benefit, so the policy is fair to everybody.

However, some passengers can afford to pay, and public transport systems need money to operate. For this reason, the government should charge higher fares to those who use the service at busy times. This would help the system continue and reduce the number of people travelling when it is crowded.

In conclusion, I completely support free public transport for all passengers. It would remove traffic problems, help the environment and allow everybody to save money in their daily lives.

The fourth paragraph proposes charging fares, contradicting the opening and conclusion's claim of free travel for ALL passengers. The claim that everybody will abandon cars ignores route, time and convenience. "Governments have large budgets" does not explain how operating costs would be met. A sound answer can favour free travel, but it needs limited claims, a consistent policy and a real funding discussion.

3. Discuss both views: parks and parking

I STRONGER ANSWER. Some people think unused land in city centres should become public parks. Others think it should be used for car parks. Discuss both views and give your own opinion.

Unused city land can serve several needs, and choosing between a park and a car park is not always straightforward. Parking can improve access for some visitors, while a public park offers space for rest and recreation. In most cases, I would favour a park, provided that people who need to travel by car still have reasonable access nearby.

Supporters of car parks have a practical argument. Some visitors cannot easily use public transport, particularly if they have limited mobility or must carry heavy equipment. A small business may also depend on customers who travel from places without a convenient bus route. If parking is extremely difficult, those customers may choose another location. In such circumstances, designated accessible spaces and short-stay parking can support activities which a park alone would not help.

However, this argument does not mean that every available piece of land should store cars. A central park can be used by residents who have no private garden, workers taking a break and families meeting after school. Unlike a space reserved for one vehicle, the same area can serve many people at different times. Trees and shaded seating can also make a visit more comfortable during warm weather, although a park needs maintenance rather than simply being left unused.

The decision should therefore consider existing provision. Where nearby streets or buildings already offer parking, another large car park may add less value than a small public green space. Where accessible parking is absent, a limited number of spaces could be included at the edge of the site.

Overall, both views address real needs, but I prefer parks as the main use of scarce central land. Combining a useful public space with carefully planned access would be more balanced than treating all visitors as drivers.

Both views receive reasons and examples before the writer chooses a park. The mobility example supports limited accessible parking, not the claim that all land must become a car park. The final paragraph makes the priority clear while keeping the condition about access. The essay does not assume parks maintain themselves.

I WEAKER ANSWER FOR DIAGNOSIS. Same task: discuss public parks and car parks, then give your opinion.

There are many empty spaces in cities, and people should use them properly. I believe public parks are a very good idea because nature is important. Cities have many buildings, roads and shops, so green spaces can make them more attractive. People should have somewhere pleasant to go when they are not working or studying, and a public park is the best choice.

A park can provide many enjoyable activities. Children can play games while their parents sit on a bench. Students can read a book, and older people can walk with friends. Some people might take photographs of flowers or have a picnic. These activities are useful because modern life is busy and people need to relax. A park also gives families a place to spend time together without going to a shopping centre.

Another reason to build parks is that they look beautiful. Trees and flowers are more interesting than a large area of concrete. Visitors may remember a city because of its attractive gardens. Local people can feel proud of the place where they live, and they may decide to spend more time outside. Schools could also organise visits so that students learn the names of different plants.

Car parks are places where people leave their cars. They can be large or small, and some charge money while others are free. Drivers must find a space, stop the engine and remember where they parked. Sometimes they have to walk from the car park to their destination. These are common features of parking in a city centre.

In conclusion, I strongly believe that unused land should become public parks. Parks are beautiful and provide enjoyable activities for many different people. City planners should choose green spaces whenever possible.

The paragraph about car parks describes how parking works; it does not explain the opposing view's reasons. The task requires a discussion of BOTH views. Add a fair argument about access or local businesses, then explain why the park's benefits are more persuasive. Repeating that parks are beautiful cannot replace that comparison.

4. Advantages and disadvantages: digital libraries

I STRONGER ANSWER. Some public libraries are considering replacing their printed collections with digital materials only. What are the advantages and disadvantages of this change?

A library with only digital materials could offer convenient access and use its physical space differently. However, removing every printed book would also create barriers for readers who lack suitable technology or prefer paper. The proposal has practical advantages, but those advantages come with important limits.

One benefit is that readers may be able to access a digital collection without travelling to the building. Someone who works during library opening hours could read an available title at home in the evening. Search functions can also help a reader find a particular word or passage quickly. For readers who need larger text, an adjustable display may be more convenient than searching for a separate large-print edition. These benefits depend on the service's actual permissions and equipment, rather than on the word digital alone.

A second advantage concerns space. Shelves occupy rooms which could otherwise provide study desks, classes or quiet meeting areas. If some collections move online, a library may have more flexibility to arrange those activities. Nevertheless, digital materials still require funding and management. The library may need licences, reliable systems and staff who can help readers use them.

The main disadvantage of a digital-only policy is unequal access. A person without a suitable device or a stable connection may lose the opportunity to read at home. Devices supplied inside the library can help, but they do not fully replace borrowing a printed book. Some readers also find long periods on a screen uncomfortable, while families may value books which children can handle without assistance.

Overall, digital materials can extend access and release useful space, but a complete replacement of print would exclude some users. A mixed collection would preserve choice while allowing the library to develop the benefits of digital reading.

The task asks for advantages and disadvantages, so the body explains both. It distinguishes a digital service's possible features from guaranteed unlimited access: licences and availability still matter. The conclusion's mixed collection follows from the access problem rather than introducing a new argument.

I WEAKER ANSWER FOR DIAGNOSIS. Same task: what are the advantages and disadvantages of digital-only libraries?

Technology is changing the world, and libraries should change with it. Many people now use phones and computers every day. A digital library is a modern idea which can make reading easier. There are advantages and disadvantages to replacing printed books, but I think technology is always better because it represents progress and offers exciting opportunities for everyone.

The first advantage is that every digital book is free and available to every reader at the same time. Libraries will no longer need to buy books, and readers can download any title immediately. This means that there will never be a waiting list. A digital collection also needs no staff because computers can do all the work. These changes will save all the money which libraries currently spend on operating their services.

Another advantage is that digital books take no space. The library building can close, and people can read anywhere. Everyone already owns a device, so there is no reason to keep a building open. Children can use their phones to read, and older people can learn easily because digital systems are simple. If a person does not understand the system, they can search online for instructions.

One disadvantage is that some people like the smell of printed books. They may feel sad when books disappear from the shelves. However, this is only a small emotional problem, and people will soon forget it when they see how convenient technology is. Old things often disappear when new inventions become popular, so this should not prevent libraries from changing.

In conclusion, digital-only libraries have many advantages and almost no serious disadvantages. They will be free, simple and available to everyone, so printed collections are no longer necessary.

The answer depends on unsupported absolutes: every title is free, all readers own devices, and no staff are needed. These are claims to challenge, not facts to learn. The disadvantage is reduced to nostalgia while the stronger access objection is ignored. Replace guarantees with conditions and explain a disadvantage that could affect actual use.

5. Outweigh: teenagers and part-time work

I STRONGER ANSWER. Some teenagers take part-time jobs while they are still at school. Do the benefits outweigh the drawbacks?

A part-time job can give a teenager useful experience, but it can also compete with study and rest. I believe the benefits can outweigh the drawbacks when working hours are limited and the job is suitable. Without those conditions, employment may place too much pressure on a student.

The strongest benefit is learning to meet responsibilities outside the classroom. A teenager serving customers must arrive on time, listen carefully and respond politely when a request is unclear. These skills develop through actual decisions, rather than simply through advice about being responsible. Earning a modest wage can also help a student understand the effort behind spending choices. Someone saving for a bicycle may become more careful about unnecessary purchases because each purchase delays the goal.

However, these gains should not come at the cost of essential schoolwork. A student who regularly works late may be too tired to concentrate the next morning. During a busy examination period, even a manageable weekly schedule can become difficult. The problem is therefore not employment alone, but the amount and timing of work. A job which allows fewer shifts during examinations is more compatible with school than one which requires the same hours throughout the year.

There are also limits to what students should be expected to handle. Young workers need clear instructions, safe tasks and an adult they can approach when a problem occurs. Schools and families can help students notice whether work is affecting attendance, sleep or progress. If those difficulties continue, reducing hours is more useful than praising independence while ignoring the cost.

Overall, suitable part-time work can offer more benefits than drawbacks because it develops responsibility and financial awareness. That judgement depends on education and health remaining the priority, rather than on teenagers accepting every available shift.

The answer gives an outweigh judgement and specifies when it applies. The same condition appears in the introduction, body and conclusion. The bicycle example explains a mechanism: spending delays a savings goal. It avoids claiming employment improves every teenager's grades or that every workplace is suitable.

I WEAKER ANSWER FOR DIAGNOSIS. Same task: do the benefits of teenage part-time work outweigh the drawbacks?

Teenagers have many things to do because they go to school and also enjoy spending time with friends. Some teenagers have part-time jobs, and others do not. Working is an important part of life, so this topic has become popular. There are several benefits and drawbacks which should be considered carefully before people make a decision about teenage employment.

The first benefit is money. Money is useful because people can buy things with it. Teenagers might buy clothes, food or a new phone. They can also save money for something in the future. Having money makes life easier, and teenagers may be happy when they receive their wages. Parents may also be happy because they do not need to give their children as much money. This is a clear benefit of having a job.

Another benefit is experience. Experience is important for young people because they will need to work when they are older. A job provides experience of working, and this can help in the future. Teenagers can put the experience on a document when they apply for another job. Employers often ask about previous experience, so having some experience can be a positive thing.

There are drawbacks as well. Work takes time, and teenagers might not have enough time for other activities. They could feel tired or unhappy. School is also important, and students should study their subjects carefully. A person who has a job might have less time to do homework. These problems are drawbacks because they can make a teenager's life difficult.

In conclusion, there are benefits such as money and experience, and drawbacks such as tiredness and lack of time. Both sides are important, and different teenagers have different lives. People should think about the benefits and drawbacks and make the right choice.

The writer lists both sides without deciding which carries more weight. "Experience provides experience" repeats a word instead of explaining a skill. Replace that paragraph with a specific responsibility and its value, then compare that value with lost study time. A conditional judgement is acceptable; avoiding judgement is not.

6. Agree or disagree: homework

I STRONGER ANSWER. Schools should stop giving homework because students already spend enough time learning in class. To what extent do you agree or disagree?

Students need time outside school for rest, interests and family life. Nevertheless, I disagree with removing homework completely. Short, purposeful tasks can reinforce classroom learning, provided that teachers consider the total workload and the resources students have at home.

Classroom explanations do not always reveal whether each student can apply an idea independently. A few carefully chosen questions can show where understanding breaks down after the teacher's help is removed. For instance, students learning fractions may follow a demonstration but still confuse the operation required in a new problem. Reviewing their attempts the next day gives the teacher useful information and gives students a reason to revisit the method. This value comes from feedback, not simply from keeping students busy.

However, homework should not repeat the same activity for an unreasonable length of time. A student who can already use a method may gain little from completing dozens of nearly identical questions. Long assignments across several subjects can also crowd out sleep or physical activity. Schools should therefore coordinate expectations and choose tasks which have a clear purpose. A short reading followed by a question can be more useful than copying pages of notes.

Fairness matters as well. Some students have a quiet room and a reliable computer, while others share space or help with family responsibilities. An assignment should not assume every student has the same equipment or adult support. Teachers can provide materials in advance and offer a place to work at school when needed. If a task requires resources that cannot be supplied, it should be changed.

Overall, the argument for protecting students' free time is persuasive, but it supports better homework rather than no homework. Limited tasks with useful feedback can extend learning without treating every evening as another full school day.

The disagreement is with a complete ban, not with the need for rest. The fraction example shows why independent application can reveal a gap. Feedback, workload and access become concrete conditions for useful homework. The response answers the reason in the prompt instead of discussing homework in general.

I WEAKER ANSWER FOR DIAGNOSIS. Same task: should schools stop homework because class learning is enough?

Homework is a subject which many students discuss. Some enjoy doing it, while others would rather relax after school. I disagree that schools should stop giving homework because learning is important and students should always try to improve. Teachers work hard to help young people, and homework is one way in which students can show respect for their teachers.

Firstly, homework is useful because it has always been part of school life. Many adults completed homework when they were young, and they now have successful jobs. Therefore, homework must be the reason for their success. If students do the same thing, they will also become successful adults. Changing a system which has existed for a long time is unnecessary because traditional methods are usually the best methods.

Secondly, teachers know more than students. If a teacher gives an assignment, the student should complete it without asking whether it is useful. Students may not understand the purpose immediately, but teachers have qualifications and experience. A school cannot function if everyone questions the rules. Homework encourages discipline because young people must follow instructions even when they would prefer to do something else.

Some people argue that students spend enough time learning in class. However, these people do not value education properly. Students who want free time are simply avoiding effort. They should learn that life is difficult and that adults do not always have time to relax. Giving more homework will prepare them for that reality and make them stronger people.

In conclusion, homework should continue because it is traditional, teachers support it and students need discipline. Schools should not listen to complaints from people who would rather avoid hard work than improve their future opportunities.

These are deliberately weak arguments. Adults' success does not establish that homework caused it, and authority or tradition alone does not show a task's educational value. The third paragraph dismisses an opposing view instead of answering it. Explain a learning benefit and consider workload without attacking the people who disagree.

7. Discuss both views: university education

I STRONGER ANSWER. Some people believe universities should focus on skills needed for employment. Others believe they should focus on academic knowledge. Discuss both views and give your own opinion.

Universities help students prepare for employment, but they also develop knowledge which may not have an immediate workplace use. Both aims have value. I believe a university course should build strong academic understanding while giving students opportunities to apply it in realistic situations.

Those who favour employment skills are concerned about the transition from study to work. A graduate may know the ideas in a subject but struggle to communicate with a client, manage a deadline or use a common professional tool. Practical projects can expose those difficulties before a student enters employment. For example, a computing student developing a small application for a real user must consider requirements and feedback as well as whether the code runs. Such experience can make academic learning easier to use.

The other view recognises that current workplace requirements are not the whole purpose of education. Tools and procedures can change, while an understanding of underlying principles helps graduates adapt. A student who understands how to evaluate evidence may be able to judge a new claim even when no employer has supplied a procedure for it. Academic study also allows questions to be investigated because they matter intellectually, rather than only because a business wants an immediate result.

The strongest approach combines these purposes without making either superficial. Practical work should require students to explain the reasoning behind their decisions, while academic courses should offer chances to test ideas through examples, investigations or discussion. The balance will differ by subject: a professional course may need particular supervised experiences, whereas another course may place more emphasis on independent research.

Overall, universities should neither ignore employment nor reduce education to training for a first job. Academic foundations and thoughtful application can support both useful work and the ability to keep learning when circumstances change.

Both positions receive fair reasons. The final preference combines them, but it explains what a combination means: practical decisions must use academic reasoning. The computing example illustrates requirements and feedback without claiming all courses need the same project. The conclusion remains consistent with the introduction.

I WEAKER ANSWER FOR DIAGNOSIS. Same task: discuss employment skills and academic knowledge at university.

Universities should mainly teach employment skills because students need jobs after they graduate. Academic knowledge is also important, and some people prefer it. I think both views should be discussed carefully because education affects the future of young people. However, practical skills are clearly the most useful part of university because they help people enter the working world.

Employment skills are useful in many ways. Students can learn to communicate, use equipment and work in a team. These things are needed in offices and other workplaces. A student who can do them will be ready for a job and will not need any more training. Employers will always choose this person rather than someone who has only studied theories. Universities should therefore provide exactly the skills which employers ask for at the present time.

Academic knowledge is also useful because students learn facts and ideas. They can read books, attend lectures and write essays. Some students enjoy these activities because they like learning. Academic subjects may include history, science and many other topics. Universities have libraries where students can find information. These features show that academic knowledge has a place in education, even if it is less useful for employment.

Nevertheless, academic knowledge should be the main focus of universities. Practical skills can be learned later, and universities are special places where people develop ideas. If every course follows employers' requests, universities may lose their independence. Students should have enough time to explore subjects without worrying about their next job. This is the best way to prepare for the future.

In conclusion, employment skills should remain the main focus because students need to earn money. Academic knowledge can be included when there is time, but universities should always place practical training first.

The position changes: the fourth paragraph makes academic knowledge the main focus, while the opening and conclusion prioritise employment. The academic paragraph mostly lists activities rather than defending their value. Choose a consistent priority or explain a genuine combined position, then remove the unsupported guarantee of no further training.

8. Causes and solutions: household food waste

I STRONGER ANSWER. In some communities, households throw away large amounts of edible food. What are the causes of this problem, and what could be done to reduce it?

Household food waste can result from buying more than a family uses and from losing track of food already stored at home. These causes suggest practical solutions: better planning before shopping and clearer routines for storing and using what has been bought.

One cause is a mismatch between shopping plans and daily life. A household may buy ingredients for several meals, then eat elsewhere or work later than expected. Large promotional packs can make the problem worse if the lower price encourages a purchase which exceeds the family's needs. The food is not necessarily unwanted at the time of purchase; it becomes surplus when plans change. A shopping list based on realistic meals and existing supplies can reduce this mismatch. Smaller quantities may be better value when a larger pack would partly be discarded.

Another cause is poor visibility in storage. A fresh item placed behind other products can be forgotten until it is no longer usable. Households can set aside a visible area for food that should be used first and check it before preparing a meal. Labels showing when leftovers were prepared can also help people make informed choices. Any advice about storing or reheating food should follow reliable local food-safety guidance; reducing waste does not justify eating food which may be unsafe.

Shops and community organisations can support these habits. Stores could make smaller portions available and display clear storage information. Community workshops could demonstrate how to plan meals with flexible ingredients rather than requiring a separate purchase for every recipe. These measures address the reasons food becomes surplus instead of simply telling people to feel guilty.

Overall, food waste can be reduced by matching purchases to actual needs and making stored food easier to manage. The most useful solutions help households act before edible food is forgotten or bought unnecessarily.

Each solution responds to a stated cause. The promotional-pack argument concerns a possible purchasing mechanism, not an invented national statistic. The food-safety boundary prevents waste reduction from becoming unsafe advice. The response focuses on households, matching the prompt's scope.

I WEAKER ANSWER FOR DIAGNOSIS. Same task: explain causes of household food waste and suggest solutions.

Food waste is a serious problem in the world today. Food is important because people need it every day, and many different foods are available in shops. Some households throw away food, while other households are careful. This issue should receive attention because wasting useful things is bad for society. There are several causes and several possible solutions which governments should consider.

The main cause is that people are careless. They do not think enough about other people and are not interested in important problems. Modern life has made everyone selfish, so people buy whatever they want and throw it away when they become bored. They should understand that food is valuable and that wasting it shows a poor attitude. If people had better personalities, there would be much less waste in the world.

Another cause is that cities are very busy. There are many cars on the roads, and workers spend time travelling. Houses are expensive, and people have many things to pay for. Students also have homework and examinations. These problems make life difficult for families, and difficult lives can create many social problems. Food waste is one of the issues connected with modern life, although it is only one part of a much larger situation.

The best solution is for governments to improve public transport. More buses would help workers arrive home earlier. Governments should also build parks and encourage people to exercise. Exercise is healthy and can make people happier. Schools should teach young people to respect other people and become good citizens. These measures would improve society and make the world a better place for everyone.

In conclusion, food waste has many causes, and everyone should work together to solve it. A better society would have fewer problems, including less waste of food.

The first cause is a sweeping judgement about people, and the second drifts into unrelated pressures. The proposed parks and exercise have no explained route to reducing discarded food. Name a specific purchasing or storage problem, then show how a matching action prevents that problem. General appeals cannot replace that connection.

9. Two questions: working from home

I STRONGER ANSWER. Some people who can work from home choose to move from large cities to smaller towns. Why might they make this choice? Is this a positive or negative development?

Working from home can allow some people to choose where to live without making a daily journey to an office. Those who move to smaller towns may seek more suitable housing or a different pace of life. I see this as a potentially positive development, provided that the move works for the household and does not place unmanaged pressure on local services.

One reason for moving is that the advantages of living near an office become less important. A worker who no longer travels there every morning may prefer a home with more space for the same budget, where such housing is available. Others may want to live closer to family or spend more time near open countryside. These are different motivations, so it would be misleading to assume that everyone moves simply to save money. The choice also depends on whether the new home has a connection suitable for the person's work.

This flexibility can benefit both the worker and the receiving town. A household may gain time previously spent travelling and find a setting which suits its priorities. Local shops may gain customers, and a town may retain residents who previously felt they had to leave to find suitable employment. These benefits are possible rather than automatic: moving away from friends or colleagues can also reduce valued social contact.

The wider effect needs planning. If many households arrive quickly, demand for housing, school places or other services may rise. A town cannot assume that increased spending alone will resolve those pressures. Employers should also make expectations about office visits clear before workers base a move on permanent remote work.

Overall, the freedom to choose a suitable home is a positive change. Its value is strongest when workers make informed decisions and communities prepare for the effects of new residents.

The response answers both questions: motives occupy one paragraph, and the evaluation follows. Housing affordability is conditional rather than a claim about every town. The judgement is positive with stated limits, and those limits do not silently reverse the conclusion. The example does not assume all jobs permit remote work.

I WEAKER ANSWER FOR DIAGNOSIS. Same task: why do remote workers move to smaller towns, and is this positive or negative?

Working from home is becoming an important topic because technology allows people to communicate easily. Many workers use computers, phones and other devices during their jobs. They can send messages and attend meetings without sitting in the same room. Some workers choose to live in smaller towns instead of large cities, and this development has several interesting features which should be discussed.

Working from home is useful because people can arrange their working environment. They can choose a comfortable chair and put their desk near a window. They may be able to wear comfortable clothes and make their own lunch. These small details can make the working day more pleasant. A person who enjoys the working environment may feel happier and more interested in the tasks which need to be completed.

Another advantage is communication. Workers can send an email when they have a question and use a video meeting when they need to discuss something. They do not need to walk through an office to find a colleague. Documents can be shared online, and several people can work on the same project from different places. These tools are convenient and show how modern technology has changed the world of work.

There are disadvantages as well. Some workers may be distracted by noise at home or by members of their family. They need to concentrate carefully and avoid spending too much time on other activities. Employers should provide clear instructions so that everyone knows what to do. Workers can also make a timetable and decide when to take breaks during the day.

In conclusion, working from home has advantages and disadvantages. It can be comfortable and convenient, but workers need discipline. Companies should consider the needs of their employees when deciding how to organise work in the future.

This is an answer about working from home generally. It does not explain why a worker would move to a SMALLER TOWN or evaluate that move. A comfortable chair is available in either location. Underline the location change in the task, then connect each paragraph to a motive or consequence of moving.

10. Discuss both views: museum collections

I STRONGER ANSWER. Some people think local museums should focus on the history of their own area. Others think they should also present cultures from elsewhere. Discuss both views and give your opinion.

A local museum has a clear responsibility to help people understand the place where they live. However, this purpose does not require it to exclude cultures from elsewhere. I believe local history should remain the foundation, with carefully chosen wider material that helps visitors make meaningful connections.

The argument for a local focus is strong because museums have limited space and resources. Objects, photographs and personal accounts from the area may be difficult to find in any other collection. Preserving them allows residents to understand how local work, housing or transport changed over time. A school group examining photographs of its own street can connect historical change with a familiar place. If a museum replaces this material with a general international display, it may lose the reason people visit that particular institution.

Those who support wider collections point to another educational opportunity. Visitors can compare different ways of solving similar problems and question assumptions about their own experience. For example, an exhibition about household tools might compare local objects with examples from another region. The comparison can make both collections more understandable, provided that the labels explain context rather than presenting unfamiliar objects as curiosities. Wider material can also reflect the backgrounds of people who now live in the area.

The two purposes therefore need not compete in every exhibition. A museum can choose external material because it explains a local connection, such as trade, migration or a shared craft. It should be clear about where objects come from, what is known about them and whose accounts are represented. Borrowed or reproduced material may serve this purpose without requiring a large permanent collection.

Overall, a local museum should protect its distinctive history while using wider perspectives selectively. This approach offers depth about the area and a reasoned understanding of its connections with other places.

The response explains the local institution's distinctive role and the educational value of comparison. The final position defines a priority and a selection rule, rather than simply saying both are good. The tool exhibition is hypothetical. Context, provenance and represented voices are practical requirements, not decorative vocabulary.

I WEAKER ANSWER FOR DIAGNOSIS. Same task: should a local museum focus on local history or also present other cultures?

Museums are important places because they contain old objects and teach people about history. Some people want local museums to focus on their own area, while others want them to show cultures from elsewhere. Both opinions are interesting, and there are many things to consider. I believe museums should offer a wide variety of displays because visitors enjoy seeing different things.

Local history can be useful because people live in the local area. They may recognise a building in a photograph or know the name of a street. Some objects may remind older visitors of their childhood. These experiences can be enjoyable and help visitors feel connected with the museum. Local people are interested in local things because those things belong to the place where they live.

Other cultures can be useful because they are different. Different objects are interesting to look at, and people often like seeing something new. A museum might display clothing, tools or photographs from another place. Visitors can walk around the room and look at the displays carefully. They may take photographs or tell friends what they have seen. This makes the museum an enjoyable place for a day out.

Museums should therefore show everything possible. There is no need to choose between local and international objects because more objects always make a museum better. If the museum runs out of space, staff can put more objects on each shelf. Labels can be made smaller so that more displays fit into the building. Visitors will then have more things to see and will receive better value from their visit.

In conclusion, museums should include local history and other cultures. Both are interesting, and a large number of objects will make the museum successful. The most important thing is to provide enough displays to keep every visitor entertained.

The body repeats that objects are interesting without explaining what visitors learn from them. The proposal to crowd shelves and shrink labels ignores readability and interpretation: more objects do not automatically produce better learning. A combined position needs a selection principle and realistic attention to space.